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

**FROM:**   Yasmine Ziesler, Chief Academic & Academic Technology Officer

**RE:**   EPSL Meeting on July 20, 2016

**DATE:**   July 13, 2016

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, July 20th at 12 p.m. in Hoff Hall at Castleton University.

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**
**July 20, 2016**

**AGENDA**

1. Call to order

2. Consent Agenda Items

    a. Approval of Minutes of April 27, 2016 meeting

    b. Proposed Revisions to Policy 208: Criminal Background Checks

3. Proposed Revisions to Policy 102: Approval of New Degrees and Majors

4. Proposed Revisions to Policy 109: Annual Enrollment Review of Existing Academic Programs

5. Proposed Revisions to Policy 111: Academic Data Management

6. Policy 102 Preliminary Program Proposal: LSC Master of Science in Clinical Mental Health Counseling

7. Other business

8. Public comment

9. Adjourn

# MEETING MATERIALS

# Item 1:
# Minutes of the April 27, 2016 Meeting

**Unapproved minutes of the Education, Personnel, and Student Life Committee meeting Wednesday, April 27, 2016**

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

The Vermont State Colleges Board of Trustees Education, Personnel, and Student Life Committee met on April 27, 2016 at the Chancellor's Office in Montpelier.

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

Absent: Lynn Dickinson, Jim Masland

Presidents: Elaine Collins, Joyce Judy, Dan Smith

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

From the Colleges:    Joe Cioffi, Student Council Controller, Lyndon State College
Jonathan Danovich, Student Council Treasurer, VT Technical College
Tony Peffer, Academic Dean, Castleton University
Jay Paterson, Dean of Student Affairs, Vermont Technical College
Dave Bergh, Dean of Students, Johnson State College
Barb Flathers, Assistant to the Dean of Students, Johnson State College
Amanda Owen, Student Council President, Vermont Technical College
Dennis Proulx, Dean of Students, Castleton University
Jonathan Davis, Dean of Students, Lyndon State College
Heather Weinstein, Dean of Students, Community College of Vermont
Nolan Atkins, Interim Academic Dean, Lyndon State College
3 students

Guests:    Dr. Harry Chen, Vermont Commissioner of Health
Mariah Sanderson, Coordinator - Vermont Tobacco Free College Campus Initiative
Eoana Sturges, Tobacco Program Manager, Vermont Department of Health

The meeting was not called to order due to lack of quorum at the start. Dr. Chen presented information on tobacco-free college campuses to those present. Trustee Pieciak arrived. Chancellor Spaulding requested that the Board receive information about how the University of Vermont and St. Michael's College created their plans and policies for implementing a tobacco-free campus.

Chair Hannum called the meeting to order at 6:28 p.m. and announced an agenda addition to discuss the awarding of an honorary degree. Trustee Luneau moved and Trustee Simone seconded the agenda addition.

Trustee Pieciak moved and Trustee Luneau seconded the resolution to award an honorary degree. Dr. Ziesler recommended an amendment to the resolution as follows:

RESOLVED,     that ~~the VSC Board of Trustees, subject to review and recommendation of~~ the Education, Personnel, and Student Life Committee recommends to the Board to ~~,~~ authorize~~s~~ Vermont Technical College to award Ken Squier of Stowe, Vermont, an honorary Doctorate of Applied Science at its May 22, 2016 commencement ceremony.

The Committee approved the resolution as amended unanimously.

Trustee Luneau moved to remove item 3.d. VSC Faculty Fellow nominations from the consent agenda. Trustee Simone seconded.

Trustee Luneau moved and Trustee Pieciak seconded the approval of the remaining consent agenda items. The consent agenda was approved unanimously.

Trustee Pieciak moved and Trustee Luneau seconded the resolution Vermont State Colleges Faculty Fellows. Dr. Ziesler recognized nominees Dr. Andre Fleche, Professor of History at Castleton University, and Dr. Alexandre Strokanov, Professor of History at Lyndon State College. The Committee approved the resolution unanimously.

Interim Academic Dean Dr. Nolan Atkins presented the preliminary proposal for Lyndon State's Master of Science in Mental Health Counseling program.

Dr. Ziesler introduced potential updates to Policy 109.

Chair Hannum adjourned the meeting at 6:46 p.m.

# Item 2:
# Proposed Revisions to Policy 208:
# Criminal Background Checks

**VSC**

**VERMONT STATE COLLEGES**

# Manual of Policy and Procedures

| Title | Number | Page |
|---|---|---|
| **CRIMINAL BACKGROUND CHECK POLICY** | 208 | 1 of 2 |
| | Date **5/26/16** | |

PURPOSE

It is the purpose of this policy to require criminal background checks on all new full-time employees and certain part-time employees to protect vulnerable persons and others who work for, enroll in, or attend programs through the Vermont State Colleges and to protect the integrity of the Vermont State Colleges financial operations.

POLICY

The Chancellor shall develop procedures to implement a system of criminal background checks that at minimum addresses the following:

A. **Uniform Employment Applications**

A uniform employment application shall be used for the Chancellor's office and each member College that, among other things, shall inquire into an applicant's criminal record history. The form shall specify that providing false information on the form is grounds for immediate termination.

B. **Persons Covered**

To the extent permitted by law, fingerprint-supported criminal background checks shall be conducted on all persons to whom an offer of full-time employment has been made. In addition, fingerprint-supported criminal background checks shall be conducted on all persons, including student employees, to whom an offer of part-time employment has been made where the terms and conditions of employment contemplate regular access to residence halls, day care centers, and other programs or facilities where vulnerable populations are known to be congregated. Existing employees who seek different employment within the Vermont State Colleges system need not undergo new criminal background checks if one had been performed upon initial hiring or thereafter. However, the results of the prior check may be weighed by the hiring authority if relevant and material to the position under consideration. For existing employees who have not

undergone any prior criminal background check within the Vermont State Colleges system, one must be performed if the employee is offered a new position that would otherwise require such a check (e.g. moving from a part-time to a full-time job, moving from a part-time job in the financial aid office to a part-time job in a day care center or residence hall).

C. **Processing of Criminal Background Checks**
Processing of criminal background checks shall be performed at each member College through its own hiring officials.

D. **Conditional Offers of Employment**
Due to the length of time necessary to process criminal background checks, applicants for employment who are subject to such checks under this policy shall be offered employment, and be permitted to be employed, conditioned upon the subsequent results not revealing any disqualifying criminal history.

E. **Disqualifying Criminal Record History**
The hiring authority at the Chancellor's office and at each member College shall make an individualized determination of whether a conditional employee's criminal record history warrants a revocation of the offer of employment. The decision shall weigh the severity of the criminal offense, the relationship between the offense and the duties of the position in question, the age of the offender at the time of the offense, the remoteness in time of the offense, and evidence of remorse and rehabilitation. However, in each employment matter where the criminal background check reveals the existence of a criminal record, the Chancellor and General Counsel shall be notified before any final employment decision is made.

F. **Costs of the Criminal Background Checks**
The applicants for employment shall pay the costs of the criminal background checks. However, in the case of hiring for the Chancellor's office, the Chancellor or designee, and in the case of a member College, the President or designee, may agree to cover the costs of the check in cases of demonstrated hardship.

G. **Confidentiality of Criminal Background Check Information**
Information obtained in the context of criminal background checks shall be kept confidential in accordance with any applicable state or federal law and in accordance with any user agreement entered into between the Vermont State Colleges and the Vermont Crime Information Center.

**H. Time-sensitive Background Checks**

Notwithstanding the above provisions, the member Colleges are permitted to use an online service to perform an expedited background check, without fingerprints, at the member College's expense, when a time-sensitive background check needs to be performed on persons, such as camp counselors and volunteers, who have access to residence halls, day care centers, and other programs or facilities where vulnerable populations are known to be congregated and there is insufficient time in which to obtain a fingerprint supported background check. A person undergoing an expedited background check under this provision shall not be considered an "existing employee" and shall not, therefore, be exempted from undergoing a fingerprint-supported background check as set forth in Section B.

I. Any activity or expense related to federal grants or contracts must comply with *2 CFR 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards,* in addition to the provisions above. The above shall be read to be consistent with federal requirements and to the extent any inconsistencies appear, the federal requirements shall prevail.

Signed by: _____

Jeb Spaulding, Chancellor

# VSC
## VERMONT STATE COLLEGES

# Manual of Policy and Procedures

| Title | Number | Page |
|---|---|---|
| **CRIMINAL BACKGROUND CHECK POLICY** | 208 | 1 of 2 |
| | Date<br>~~5/26/16~~<br>**7/29/16** | |

PURPOSE

It is the purpose of this policy to require criminal background checks on all new full-time employees and certain part-time employees to protect vulnerable persons and others who work for, enroll in, or attend programs through the Vermont State Colleges and to protect the integrity of the Vermont State Colleges financial operations.

POLICY

The Chancellor shall develop procedures to implement a system of criminal background checks that at minimum addresses the following:

A. **Uniform Employment Applications**

A uniform employment application shall be used for the Chancellor's office and each member College. It shall ~~that~~ not~~, among other things, shall~~ inquire into an applicant's criminal record history. The form shall specify that providing false information on the form is grounds for immediate termination. The Chancellor's Office and the member Colleges may inquire about a prospective employee's criminal history record during an interview or once the prospective employee has been deemed otherwise qualified for the position.

B. **Persons Covered**

To the extent permitted by law, fingerprint-supported criminal background checks shall be conducted on all persons to whom an offer of full-time employment has been made. In addition, fingerprint-supported criminal background checks shall be conducted on all persons, including student employees, to whom an offer of part-time employment has been made where the terms and conditions of employment contemplate regular access to residence halls, day care centers, and other programs or facilities where vulnerable populations are known to be congregated. Existing employees who seek different employment within the Vermont State Colleges system need not undergo new criminal

background checks if one had been performed upon initial hiring or thereafter. However, the results of the prior check may be weighed by the hiring authority if relevant and material to the position under consideration. For existing employees who have not undergone any prior criminal background check within the Vermont State Colleges system, one must be performed if the employee is offered a new position that would otherwise require such a check (e.g. moving from a part-time to a full-time job, moving from a part-time job in the financial aid office to a part-time job in a day care center or residence hall).

**C.  Processing of Criminal Background Checks**
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The applicants for employment shall pay the costs of the criminal background checks. However, in the case of hiring for the Chancellor's office, the Chancellor or designee, and in the case of a member College, the President or designee, may agree to cover the costs of the check in cases of demonstrated hardship.

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Information obtained in the context of criminal background checks shall be kept confidential in accordance with any applicable state or federal law and in accordance

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## H. <u>Time-sensitive Background Checks</u>

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I. Any activity or expense related to federal grants or contracts must comply with 2 CFR 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, in addition to the provisions above. The above shall be read to be consistent with federal requirements and to the extent any inconsistencies appear, the federal requirements shall prevail.

| Signed by: | Jeb Spaulding, Chancellor |
|---|---|

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

VSC Education, Personnel, and Student Life Committee Business: Consent Agenda

WHEREAS,          At its July 20, 2016 meeting the VSC Education, Personnel, and
                  Student Life Committee discussed the business items outlined
                  below; therefore, be it

RESOLVED,         The Committee has voted to approve the items outlined below and
                  recommends them to the full Board:

- Approval of the minutes of the April 27, 2016 meeting
- Proposed revisions to VSC *Policy 208: Criminal Background Checks*

July 21, 2016

# Item 3:
# Memo Regarding Policy Revisions

**VSC**

**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

TO:            Education, Personnel and Student Life Committee
FROM:       Yasmine Ziesler, VSC Chief Academic and Academic Technology Officer
RE:            Summary of recommended revisions to VSC academic policies 102, 109 and 111
DATE:        July 20, 2016

Over the past year, the VSC academic deans council has undertaken the review and revision of academic policies. The proposed revisions are consistent with the Board's recently adopted strategic priorities and the emerging needs and trends experienced by the colleges.

Policy 102:  Approval of New Degrees and Majors
Revisions to this policy, which was last updated in 2011, address the colleges' needs for increased responsiveness to create new programs, new delivery models, and address a broader scope of needs.
- The purpose statement has been revised to include national and global needs and new delivery models.
- The proposal development process maintains a procedure for review of new programs and new delivery models for existing programs by the Chancellor and Council of Presidents, with early notification to EPSL.
- The proposal template and review process eliminates the duplicative "preliminary proposal form" and incorporates additional information in the full proposal to be reviewed by EPSL.

Policy 109: Annual Enrollment Review of Existing Academic Programs
Policy 109 in its current form was adopted in 2006, prior to the 2013 revision of Policy 101 (Program Review and Continuous Improvement Policy, or "PReCIP").  The two policies are explicitly designed to complement each other, with Policy 101 focused on ensuring regular attention to program effectiveness and quality improvement, and Policy 109 focused on monitoring program enrollments and the effective use of resources. Prior to the 2013 revision, Policy 101 included cost-effectiveness in program reviews, a strategy ultimately determined to be detrimental to the program quality continuous improvement process. With the new PReCIP policy focus on learning outcomes assessment, the process no longer includes this comprehensive analysis of cost- effectiveness; however, Policy 109 in its existing (2006)

form focuses institutional review activities on low-enrolled programs only, not all programs.

The proposed revisions to Policy 109 direct the colleges to undertake a comprehensive analysis of all program enrollments and cost effectiveness and provide an annual summary report to EPSL for review.

- The scope of data to be analyzed is expanded from the number of majors and graduates in a program to include effectiveness measures such as retention rates and class size averages.
- The annual analysis and summary reporting will continue to inform EPSL of programs identified for closure as well as ongoing institutional strategies for addressing enrollment or cost effectiveness of programs.

Policy 111: Academic Data Management

Policy 111 is the mechanism by which the VSC maintains standardized requirements for student academic records, including a single course database and student transcript. All of the proposed revisions to the procedures reflect on-going clarifications and coordination of processes and detailed academic policies across the colleges.

# Item 4:
# Proposed Revisions to Policy 102:
# Approval of New Degrees and Majors

# VSC
## VERMONT STATE COLLEGES

# Manual of Policy and Procedures

| Title | | Number | Page |
|---|---|---|---|
| **APPROVAL OF NEW DEGREES AND MAJORS** | | 102 | 1 of 6 |
| | | Date 7/21/16 | |

## 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 consistent with student aspirations and local, state, regional, national, and global needs.  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, and new fully online, distance-delivery, or low-residency programs.

## 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.

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

**~~Step 2: Preliminary Proposal~~**

**Step 2: Proposal Development**

- The Chancellor, in collaboration with the presidents, will determine whether or not the proposal is endorsed for further development.
- Proposals for the delivery of existing degree programs via new online, low-residency, or telepresence models, if approved by the Chancellor, will be presented to EPSL in a summary update by the President.
- For all other new program proposals, the President will inform the Board via electronic message or informational update with the anticipated submission date of the completed New Program Proposal (see attached template) to the EPSL Committee for review.

- ~~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.~~

**Step 3: Proposal Review**

- The President submits a New Program Proposal to EPSL for review and recommendation to the Board of Trustees. EPSL may identify specific issues/questions for the college to address in a proposal revision before considering whether to recommend the proposal for approval by the Board.
- If forwarded by EPSL, the full Board of Trustees reviews the ~~Final~~ New Program Proposal and makes a final decision about whether or not to approve the new program.

~~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.

Signed by:        Timothy J. Donovan
                         Chancellor

# 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:


rev. 3/29/11

**VERMONT STATE COLLEGES**
**NEW PROGRAM PROPOSAL TEMPLATE**

## 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~~
4.  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 institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, (consider existing programs throughout the VSC, describe any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, 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. What peer programs or model curricula served as a basis for the proposal:

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

5. ~~Relation of program to external entities, if any (e.g., accreditation agencies, partnership organizations, State agencies),~~ How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

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

| Course Name & Number | Credits | New or Existing? |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

7. TOTAL CREDITS in proposed program: _____
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: _____
9. TOTAL CREDITS for the degree: _____
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

*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 (e.g. accreditation/licensure expenses)** |  |  |
|  |  |  |
| **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

a.  Projected enrollment for new program:

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

2.  Describe how you arrived at these projections:

3.  Describe the marketing strategies for the new program.

4.  Competition:
    a.  In state and region
    b.  Web-based

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

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

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

rev. ~~3/29/11~~ 6/20/2016

**VSC**

**VERMONT STATE COLLEGES**

# Manual of Policy and Procedures

| Title | | Number | Page |
|---|---|---|---|
| **APPROVAL OF NEW DEGREES AND MAJORS** | | 102 | 1 of 6 |
| | | Date 7/21/16 | |

PURPOSE

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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, and new fully online, distance-delivery, or low-residency programs.

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.

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

**Step 2: Proposal Development**

- The Chancellor, in collaboration with the presidents, will determine whether or not the proposal is endorsed for further development.
- Proposals for the delivery of existing degree programs via new online, low-residency, or telepresence models, if approved by the Chancellor, will be presented to EPSL in a summary update by the President.
- For all other new program proposals, the President will inform the Board via electronic message or informational update with the anticipated submission date of the completed New Program Proposal (see attached template) to the EPSL Committee for review.

**Step 3: Proposal Review**

- The President submits a New Program Proposal to EPSL for review and recommendation to the Board of Trustees. EPSL may identify specific issues/questions for the college to address in a proposal revision before considering whether to recommend the proposal for approval by the Board.
- If forwarded by EPSL, the full Board of Trustees reviews the New Program Proposal and makes a final decision about whether or not to approve the new program.

| Signed by: | Jeb Spaulding |
| --- | --- |
| | Chancellor |

<p align="center"><b>VERMONT STATE COLLEGES<br>NEW PROGRAM PROPOSAL TEMPLATE</b></p>

## Part I: General Information

1. Institution:

2. Name of new program:

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

   b) Academic Department(s):

3. Proposed start date of program:

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

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

## Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, 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.  What peer programs or model curricula served as a basis for the proposal:

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

5.  How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

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

| Course Name & Number | Credits | New or Existing? |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

7.  TOTAL CREDITS in proposed program: _____

8.  TOTAL GENERAL EDUCATION CREDITS beyond those in the program: _____

9.  TOTAL CREDITS for the degree: _____

10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives.  For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

## 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 (e.g. accreditation/licensure expenses)** | | |
| | | |
| **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

a. Projected enrollment for new program:

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

2. Describe how you arrived at these projections:

3. Describe the marketing strategies for the new program.

4. Competition:
   a. In state and region
   b. Web-based

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

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

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

rev. 7/21/2016

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VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

</div>

Revision of *Policy 102: Approval of New Degrees and Majors*

WHEREAS,  *Policy 102: Approval of New Degrees and Majors* was last revised in 2011; and

WHEREAS,  The Chancellor's Office and Council of Academic Deans propose revisions to the policy that address the colleges' needs for increased responsiveness to create new programs, new delivery models, and address a broader scope of needs.; and

WHEREAS,  The revised proposal development process maintains a procedure for review of new programs and new delivery models for existing programs by the Chancellor and Council of Presidents, with early notification to EPSL; and

WHEREAS,  The Board Education, Personnel, and Student Life Committee reviewed the proposed policy revisions and recommends them to the full Board for approval; therefore, be it

RESOLVED,  That the VSC Board of Trustees approves the proposed revision of *Policy 102: Approval of New Degrees and Majors*.

July 21, 2016

# Item 5:
# Proposed Revisions to Policy 109:
# Annual Enrollment Review of
# Existing Academic Programs

# VSC

## VERMONT STATE COLLEGES

# Manual of Policy and Procedures

| Title | Number | Page |
|---|---|---|
| **ANNUAL ENROLLMENT REVIEW OF EXISTING ACADEMIC PROGRAMS** | 109 | 1 of 4 |
| | Date | |
| | 4/20/06 | |

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.  To fully implement this mission, VSC academic programs must be of high quality and remain current, competitive, and cost-effective.  Through this policy, the Board of Trustees charges the colleges with and establishes guidelines for an Annual Enrollment Review: annual college reviews of degree program enrollment, retention and graduation data to determine which, if any, programs should be designated by the presidents as "low-enrolled" and thus slated for additional review at the college and system levels.

This policy affects graduate, baccalaureate and associate degree programs.  The criteria and processes for the Annual Enrollment Review follow.  This policy is designed to complement VSC Policy 101: Academic Program Review.

**Annual Enrollment Review: Policy and Procedures**

Each president will review program enrollment, retention and graduation data on an annual basis within the context of ongoing institutional planning and improvement. Annual enrollment/ retention/ graduation reports and related recommendations on all VSC degree programs will be submitted to the Board of Trustees for review at their annual planning retreat, in accordance with established guidelines and using a standard format.  Based on these reports and the presidents' recommendations, the Board of Trustees will identify which, if any, programs will be subject to additional review at the college and system levels due to low-enrollment.

These reports are intentionally quantitative in nature and are designed to complement some of the more qualitative aspects of VSC Policy 101: Academic Program Review.  These reports are not designed to judge program effectiveness but are intended to monitor scarce resources and to eliminate programs which no longer meet student demand. The Board of Trustees recognizes that

some low-enrolled programs are also highly cost-effective, thus supporting other higher-cost programs at the institution.   The Board further recognizes that the VSC mission requires full support of general education curriculum system-wide.

*While the presidents have considerable discretion in which programs they designate as low-enrolled and thus recommend for further review, in general, VSC degree programs may be subject to in-depth review at the system level if they demonstrate more than one of the following characteristics:*

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

In addition, a president may choose to include in this review degree programs with a significant decline in enrollment, retention and/ or net revenue over a three-year period. Programs that do not meet the criteria presented above may be included in the review of low-enrolled programs as determined by the President in consultation with the Chancellor.  New programs (in existence three years or less) are exempt from low-enrollment review unless special circumstances, as determined by the President and Chancellor, warrant their inclusion.   The President will provide a rationale for all programs recommended for review, as well as for those not included that demonstrate the criteria listed above.

*The process for Annual Enrollment Review follows:*

1. The Council of Presidents will confirm the format, data collection methodology and requirements of the enrollment reports to be submitted to the Board of Trustees.
2. By June of each year, the colleges will submit enrollment reports to the Chancellor, including recommendations for further review of programs they have designated as low-enrolled.
3. During their annual planning retreat, the Board of Trustees will review the enrollment reports and presidents' recommendations, and confirm the list of programs designated as "low-enrolled" and subject to further review.   A program under review through Academic Program Review as described above will not be subject to "low-enrollment review" simultaneously.
4. The Presidents will submit to the Chancellor a brief report (2-3 pages) on each program designated for review, including the following components:
   a. numbers enrolled over last five years.
   b. numbers graduating over last five years (new programs provide as much longitudinal data as possible).

    c.  enrollment projection two years from date of review, broken out by category: new students, transfer  students, continuing students.

    d.  marketing/ recruitment plan to build enrollment.

    e.  number of full-time equivalent faculty teaching in program; number of  full-time equivalent staff associated with the program.

    f.  program budgets for last five years, assessment of cost-effectiveness and statement of significant unmet resource needs, if any.

    g.  statement and data related to graduate outcomes over last five years: job placement, continuing education, other as defined by college.

    h.  relation of program to other programs (e.g., general education) and to College priorities.

    i.  recommended action and rationale.

5.    The Council of Presidents will review all reports prior to their submission to EPSL, and will make recommendations to EPSL regarding the status of all programs under review (see four categories above).

6.    Before December 1, EPSL will review all reports and submit a resolution to the full Board of Trustees regarding the status of all programs under review (see four categories below).

7.    Before December 1, the Board of Trustees will place all degree programs under review in one of four categories: approve, approve with follow-up report required, approve with conditions, terminate (see description of each category below).

Approve:  The program is approved for continuation.  Programs recommended for continuation may be subject to review in subsequent years based on the criteria established above.  Presidents may be charged with implementing specific program improvement strategies.

Approve with Follow-Up Report Required: The program is approved for continuation.  Presidents are charged to work with faculty/ academic staff to report back to the Chancellor in specified time period on progress made in relation to specific program improvement strategies. Programs recommended for continuation may be subject to review in subsequent years based on the criteria established above.

Approve with Conditions and Follow-Up Report Required: The program will continue with major modifications or under specific conditions as determined by the Board of Trustees. Presidents are charged to work with faculty/ academic staff to implement specified actions or face termination of program.  Progress reports must be submitted to the Chancellor by a specified date.  In addition, programs

placed in this category may be subject to subsequent review, based on the criteria established above.

Terminate: The program will be terminated.  The determination from the Board of Trustees will include consultation with the faculty and contain a phase-out plan including reassignment or termination/ non-reappointment of faculty/ academic staff associated with the terminated program.  The phase-out plan will ensure that any students enrolled in the program can complete it within a reasonable time period, as determined by the college.

The colleges also may be charged with consolidating particular programs and/ or strengthening collaboration between particular programs to meet the criteria above and to address any unnecessary duplication.

| Signed by: | Robert G. Clarke |
| | Chancellor |

# VSC
## VERMONT STATE COLLEGES

# Manual of Policy and Procedures

| Title | Number | Page |
|---|---|---|
| **ANNUAL ENROLLMENT AND COST EFFECTIVENESS REVIEW OF EXISTING ACADEMIC PROGRAMS** | **109** | **1 of 2** |
| | Date **7/21/16** | |

## 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.  To fully implement this mission, VSC academic programs must be of high quality and remain current, competitive, and cost-effective.  Through this policy, the Board of Trustees charges the colleges with establishing guidelines for an Annual Enrollment and Cost Effectiveness Review: annual college reviews of degree program enrollment, retention, graduation, and cost data, with a summary report of each college's plans to evaluate and address program enrollment and cost effectiveness.

This policy affects graduate, baccalaureate and associate degree programs.  The criteria and processes for the Annual Enrollment Review follow.  This policy is designed to complement VSC Policy 101: Program Review and Continuous Improvement Process (PreCIP).

## Annual Enrollment Review: Policy and Procedures

Each president will review program enrollment, retention, graduation, and cost data on an annual basis within the context of ongoing institutional planning and improvement. Annual data on all VSC degree programs and summary reports of each college's plans to evaluate and address program enrollment and cost effectiveness will be submitted to the Board of Trustees for review.

These reports are intentionally quantitative in nature and are designed to complement some of the more qualitative aspects of VSC Policy 101: Program Review and Continuous Improvement Process. The Board of Trustees recognizes that analyses of cost effectiveness and improvement strategies are best conducted on a college-wide basis by the individual institution.   The Board further recognizes that the VSC mission requires full support of general education curriculum system-wide.  New programs (in existence three years or less) will be included and identified as such.   Each president will provide a rationale for any programs identified for closure as a result of the college's annual data review.

The process for Annual Enrollment and Cost Effectiveness Review follows:

1. The Council of Presidents will confirm the format, data collection methodology and requirements of the data and summary reports to be submitted to the EPSL Committee.
2. Reports may include data such as enrollment history, retention and graduation rates, class size average, and net program revenue.
3. Each college's summary report will address key discoveries from the data and explain institutional plans for acting on that data.
4. By December of each year, the colleges will submit data and summary reports to the Chancellor, including data and reports on programs identified for closure. Any evaluation, planning, or implementation of potential program closures shall be undertaken in a manner consistent with applicable terms of bargaining agreements and accreditation standards.
5. The Chancellor will review the reports of the colleges and provide a recommendation to EPSL regarding the summary reports and any additional action steps that may be warranted.
6. EPSL will review reports and Chancellor's recommendations and submit a resolution to the Board of Trustees.

| Signed by: | Jeb Spaulding |
| --- | --- |
|  | Chancellor |

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VERMONT STATE COLLEGES


BOARD OF TRUSTEES


RESOLUTION

</div>


Revision of *Policy 109: Annual Enrollment Review of Existing Academic Programs*

| | |
|---|---|
| WHEREAS, | *Policy 109: Annual Enrollment Review of Existing Academic Programs* was adopted in 2006, prior to the revision of *Policy 101: Program Review and Continuous Improvement Policy,* or "PReCIP;" and |
| WHEREAS, | The Chancellor's Office and Council of Academic Deans propose revisions to the policy that direct the colleges to undertake a comprehensive analysis of all program enrollments and cost effectiveness and provide an annual summary report to EPSL for review; and |
| WHEREAS, | The proposed annual analysis and summary reporting will continue to inform EPSL of programs identified for closure as well as ongoing institutional strategies for addressing enrollment or cost effectiveness of programs; and |
| WHEREAS, | The Board Education, Personnel, and Student Life Committee reviewed the proposed policy revisions and recommends them to the full Board for approval; therefore, be it |
| RESOLVED, | That the VSC Board of Trustees approves the proposed revision of *Policy 109: Annual Enrollment Review of Existing Academic Programs*. |

July 21, 2016

# Item 6:
# Proposed Revisions to Policy 111:
# Academic Data Management

# VSC
## VERMONT STATE COLLEGES

# Manual of Policy and Procedures

| Title | | Number | Page |
|---|---|---|---|
| **ACADEMIC DATA MANAGEMENT** | | **111** | **1 of 7** |
| | | Date ~~10/29/2009~~ **7/21/16** | |

PURPOSE

The Vermont State Colleges ("VSC") shall maintain a system of academic data management that allows comprehensive and timely access to data that inform college and system planning, management and decision-making.  The purpose of this policy is to maintain the integrity and effectiveness of the VSC's academic data system.

STATEMENT OF POLICY

The VSC supports transparent, student-centered access to learning opportunities at all colleges. To do so, the VSC shall maintain a single course database, student records system and official transcript.  Credits earned within the VSC are not considered transfer credits.  Requirements related to graduation, class-level, enrollment status, course repeat and transfer shall be standardized.  The VSC shall have a common grade scheme and common standards for academic and graduation honors.  The VSC shall have standard definitions related to academic standing, probation and dismissal.

To implement this policy, VSC colleges shall follow the procedures below.  All college catalogs and other related documents must reflect this policy and the procedures below.  These procedures are subject to change and shall be reviewed annually.

PROCEDURES

1. **Maintenance of single course database**

   To maintain the single course database while allowing for the natural development and change of curriculum at each college over time, on an annual basis the VSC shall review those courses defined by colleges as equivalent for the purposes of transfer and when appropriate reassign a single course number, title, and single-sentence course description. Such system-level definitions shall not preclude individual college elaboration of course

descriptions and learning objectives in college catalogs, syllabi, and other related documents.

**2.  Transcripts**

Consistent with its single course database and its vision of student-friendly academic policies and procedures, for courses taken since and including summer 2002, the VSC shall have a single official transcript format with these characteristics:

a.  Credits earned within the VSC are not considered transfer credits.

b.  All VSC courses taken and grades received shall be listed.

c.  All VSC courses count in the determination of quality points and in the determination of cumulative Grade Point Average ("GPA").

d.  The transcript shall clearly identify the college where each course was taken, and the college from which the transcript was issued.

e.  Colleges shall maintain institutional amelioration policies, whereby students may request to remove certain grades from their GPA calculation.  In all cases, grades cannot be ameliorated if they've already been included in calculations for awarding a degree.  Grade history shall be removed from cumulative totals only; no courses or grades shall be deleted from the transcript.

f.  For students attempting to ameliorate grades at a different VSC college than the VSC college at which the grades were awarded:

- amelioration requires one semester and at least 6 credits of satisfactory academic progress (2.0 GPA or better) following the semester for which amelioration is requested.
- amelioration is allowed only once in a student's career.
- approval must be granted by the academic dean at the home institution in consultation with the academic dean at the other institution.

**3.  Graduation requirements for undergraduate programs**

a.  Each college shall determine which courses must be taken by its matriculated students to fulfill specific degree program requirements.

b.  For a bachelor's degree 30 ~~of the final 39~~ credits, including substantial advanced work in the major or concentration must be taken at the institution conferring the degree. For an associate's degree, at least 15 credits must be taken at the institution conferring the degree; institutions may require more than 15 credits at their institution for an associate's degrees.

c.  Students must complete major program and earn a minimum 2.0 cumulative GPA.

d.  Students must complete all other graduation requirements, as detailed in college catalogs.

**4.  Class level**

The class level of a student is determined system-wide for standard two and four-year programs as follows:

First Year:        0-29.9 credits

Sophomore:        30-59.9 (all students in all two-year programs remain at sophomore level after 60 credits)

Junior:        60-89.9

Senior:        90 and above

The class level of a student is determined in VTC's three-year program as follows:

First Year:        25.9 credits

Second Year:        26-51.9

Third Year:        52 and above

**5.      Course Repeat**

Students may repeat a course once without permission. For repeated courses the initial grade remains on record and does not count towards GPA. Only the most recent grade and credits count for GPA.

**6.      Transfer Credits**

a. Courses taken outside of the VSC must have grades of C- or better to be accepted.

b. In a sequence of inter-related courses, if the first course is passed with a grade below C-, but the second grade is C- or higher, both courses shall be accepted.

c. For transfer students who hold a two-year degree, credits applied to that degree shall be accepted as transfer credit.

*Note:*    See also VSC Policy 108: Transfer of Credit.

**7.      Full-time/Part-time and Overload Status**

Full-time, part-time and overload status per semester are defined as follows:

Undergraduate

| | |
|---|---|
| Less than half-time: | 0-5.9 credits |
| Half-time: | 6-8.9 credits |
| 3/4 time: | 9-11.9 credits |
| Full-time: | 12-18 credits |
| Overload for CCV, CSC, JSC and LSC: | over 18 credits |
| Overload for VTC: | over 19 credits |

Graduate

| | |
|---|---|
| Half-time: | 4.5-8.9 credits |
| Full-time: | 9 or more credits |

**7.      Grade scheme**

The VSC shall have a common grade scheme and quality points at the undergraduate and graduate levels for all colleges (see below).

**8.    Good standing**
Defined as 2.0 GPA, except 1.75 GPA for students with fewer than 30 earned or GPA credits, whichever is higher.

**9.    Probation**
   a.  Probationary status takes effect when cumulative GPA falls below "good standing" level.
   b.  A student already on probation whose cumulative GPA remains below "good standing" level is subject to dismissal.
   c.  Students subject to academic dismissal or who leave a college while on probation shall remain on probation upon their return.

**10.   Dismissal**
   a.  The following requirements apply to students dismissed from one VSC institution with respect to enrollment at another VSC institution (all are subject to institutional exception/waiver):
   •  generally, students dismissed from one VSC institution for academic reasons, if admitted, may take courses at another VSC institution.
   •  students must reapply to colleges from which they've been dismissed if they wish to re-enroll.
   •  colleges shall maintain all other/ current processes related to dismissal.
   b.  Students may be dismissed for disciplinary reasons.

**11.   Auditing**
   a.  The choice to audit a course must be made prior to the end of the Add/Drop period.
   b.  An audited course does not count toward a student's credit load.

**12.   Academic honors**
Honors apply to full-time, matriculated undergraduate students with no incomplete or failing grades. Criteria are:
   a.  GPA of 3.5-3.9: Dean's List
   b.  GPA of 4.0: President's List

Semester honors are based on 12 or more letter graded credits per semester, with the exception that full-time nursing students at VTC are eligible for semester honors.  Honors shall not be awarded if an incomplete is outstanding when grades are formally reported for the term or if grades are changed.

Part-time students may be eligible to receive semester honors, in accordance with individual college policy.

13. **Graduation honors**

Effective for the graduating classes of spring 2006, criteria for graduation honors are:

a. Of total credits required for graduation, at least 30 graded credits for a two-year degree and 60 graded credits for a four-year degree must be earned at the VSC.

b. Graduation honors for two and four-year programs require final, cumulative GPA as follows:

| | |
|---|---|
| Cum laude: | 3.5-3.6 |
| Magna cum laude: | 3.7-3.8 |
| Summa cum laude: | 3.9-4.0 |

c. Graduation honors for certificate programs require final, cumulative GPA as follows:

| | |
|---|---|
| Honors: | 3.0-3.49 |
| High Honors: | 3.5 or above |

*Note*: credits earned before 2002 are not used in this calculation.

d. Students in the final two years of a "2+2" degree program may petition to receive graduation honors provided they have earned a minimum of 30 graded credits at the VSC.

14. **Transcript charge**

The colleges may charge for transcripts and shall have uniform policies for transcript, grade, and diploma holds.

15. **VSC undergraduate grading scheme**

| Grade | Point Value | Credit Earned | P/NP Equivalent |
|---|---|---|---|
| A+ | 4.00 | Y | P |
| **A** | **4.00** | Y | P |
| A- | 3.70 | Y | P |
| B+ | 3.30 | Y | P |
| **B** | **3.00** | Y | P |
| B- | 2.70 | Y | P |
| C+ | 2.30 | Y | P |
| **C** | **2.00** | Y | P |
| C- | 1.70 | Y | P |
| D+ | 1.30 | Y | P |
| **D** | **1.00** | Y | P |
| D- | 0.70 | Y | P |

| F | 0.00 | N | NP |
|---|------|---|----|

### 16. VSC transcript notations for undergraduate student work receiving other than letter grades

| Grade | Legend | Point Value | Credit Earned |
|-------|--------|-------------|---------------|
| P | Pass | 0.00 | Y |
| NP | No Pass | 0.00 | N |
| AU | Audit | 0.00 | N |
| TR | Transfer Credit | 0.00 | Y |
| CR | Credit Granted (non-course work) | 0.00 | Y |
| I | Incomplete | 0.00 | N |
| NG | No grade has yet been submitted | 0.00 | N |
| W | Withdrawn | 0.00 | N |

### 17. Miscellaneous Undergraduate Grading Provisions

1. <u>Comments on Midterm Grade Reports</u>:
   Instructors shall be able to add comments to grades at midterm that will be printed on the grade report. Comments must be selected from one or more "notes" that have been set up in the system such as "please see instructor", "student never attended", "student missed midterm exam", or "poor attendance". Additions to the notes may be made upon request by a college registrar, on an ongoing basis, provided that the notes apply to situations that are encountered by a significant number of instructors at various VSC colleges as determined by the VSC registrars.

2. <u>The Effects of Dropping or Withdrawing From a Course on Grading</u>:
   The standard VSC add/ drop period is 2 weeks for CSC, JSC, LSC and VTC; and 3 weeks for CCV. If a student drops or withdraws from a course:
   - during the Add/Drop period, the course is not listed on the student's transcript; VTC may develop special "add" constraints to limit students' adding/ dropping courses beyond the first week.
   - after the Add/Drop period and up until 60% of the course is completed, the course is listed with a grade of W (there is always an ability to award a W at any point in the semester).
   - after the ninth week of classes, the student receives the earned grade determined at the end of the semester unless a special course withdrawal is granted with

approval of the Academic Dean.  A special course withdrawal from a course taken outside the home institution can be approved only by the Academic Dean of the institution offering the course, following consultation with the Academic Dean of the home institution.

3.  Incomplete Grades (I):
    Grades of "Incomplete" automatically revert to an F at the end of the 7$^{th}$ week of the semester immediately following award of the I, unless otherwise determined by the instructor.  Instructors have the option of assigning a default grade other than F. Courses carried through an I to the following semester do not count toward the student's credit load for tuition billing purposes or for additional credit toward graduation.

4.  Credit Granted (CR) for Non-Course Work:
    Students who are granted credit on the basis of College Level Examination Program ("CLEP") examinations, military credit, lifetime experience portfolios, AP courses or other similar circumstances (as determined by the institution where the student is matriculated) shall receive a CR in the grade field.  CR distinguishes the credit from TR, which is used for credits that are transferred in from another college or university.

    Students who demonstrate success in meeting the learning objectives of an existing course at an institution via a "Course Challenge" or "Challenge by Exam" (as determined by the institution where the student is matriculated) shall have the course recorded as institutional credit with a CR in the grade field.

5.  Not Graded (NG):
    Where a student's grade is submitted after the deadline for grades, or where the instructor is permitting a student to continue the course into the next semester (such as with a thesis), a student shall receive an NG for the course until such time as the final grade is submitted.

    Coursework carried into a second semester with a grade of NG does not count towards a student's credit load for tuition billing purposes or for additional credit toward graduation in the second semester.

18.  **VSC Graduate Grading Scheme**

| Grade | Point Value | Credit Earned | P/NP Equivalent |
|-------|-------------|---------------|-----------------|
| **A** | **4.00** | Y | P |

| | | | |
|-----|------|---|----|
| A-  | 3.70 | Y | P  |
| B+  | 3.30 | Y | P  |
| **B** | **3.00** | Y | P  |
| B-  | 2.70 | Y | P  |
| **C+** | **2.30** | N | NP |
| **F** | **0.00** | N | NP |

Signed by:    ~~Timothy J. Donovan~~
Jeb Spaulding
Chancellor

**VSC**

VERMONT STATE COLLEGES

## Manual of Policy and Procedures

| Title | | Number | Page |
|---|---|---|---|
| **ACADEMIC DATA MANAGEMENT** | | **111** | **1 of 7** |
| | | Date **7/21/16** | |

PURPOSE
The Vermont State Colleges ("VSC") shall maintain a system of academic data management that allows comprehensive and timely access to data that inform college and system planning, management and decision-making.  The purpose of this policy is to maintain the integrity and effectiveness of the VSC's academic data system.

STATEMENT OF POLICY
The VSC supports transparent, student-centered access to learning opportunities at all colleges. To do so, the VSC shall maintain a single course database, student records system and official transcript.  Credits earned within the VSC are not considered transfer credits.  Requirements related to graduation, class-level, enrollment status, course repeat and transfer shall be standardized.  The VSC shall have a common grade scheme and common standards for academic and graduation honors.  The VSC shall have standard definitions related to academic standing, probation and dismissal.

To implement this policy, VSC colleges shall follow the procedures below.  All college catalogs and other related documents must reflect this policy and the procedures below.  These procedures are subject to change and shall be reviewed annually.

PROCEDURES

1.      **Maintenance of single course database**
        To maintain the single course database while allowing for the natural development and change of curriculum at each college over time, on an annual basis the VSC shall review those courses defined by colleges as equivalent for the purposes of transfer and when appropriate reassign a single course number, title, and single-sentence course description. Such system-level definitions shall not preclude individual college elaboration of course

descriptions and learning objectives in college catalogs, syllabi, and other related documents.

2.  **Transcripts**
    Consistent with its single course database and its vision of student-friendly academic policies and procedures, for courses taken since and including summer 2002, the VSC shall have a single official transcript format with these characteristics:

    a.  Credits earned within the VSC are not considered transfer credits.
    b.  All VSC courses taken and grades received shall be listed.
    c.  All VSC courses count in the determination of quality points and in the determination of cumulative Grade Point Average ("GPA").
    d.  The transcript shall clearly identify the college where each course was taken, and the college from which the transcript was issued.
    e.  Colleges shall maintain institutional amelioration policies, whereby students may request to remove certain grades from their GPA calculation. In all cases, grades cannot be ameliorated if they've already been included in calculations for awarding a degree. Grade history shall be removed from cumulative totals only; no courses or grades shall be deleted from the transcript.
    f.  For students attempting to ameliorate grades at a different VSC college than the VSC college at which the grades were awarded:
        •   amelioration requires one semester and at least 6 credits of satisfactory academic progress (2.0 GPA or better) following the semester for which amelioration is requested.
        •   amelioration is allowed only once in a student's career.
        •   approval must be granted by the academic dean at the home institution in consultation with the academic dean at the other institution.

3.  **Graduation requirements for undergraduate programs**
    a.  Each college shall determine which courses must be taken by its matriculated students to fulfill specific degree program requirements.
    b.  For a bachelor's degree 30 credits, including substantial advanced work in the major or concentration must be taken at the institution conferring the degree. For an associate's degree, at least 15 credits must be taken at the institution conferring the degree; institutions may require more than 15 credits at their institution for an associate's degrees.
    c.  Students must complete major program and earn a minimum 2.0 cumulative GPA.
    d.  Students must complete all other graduation requirements, as detailed in college catalogs.

**4.**    **Class level**

The class level of a student is determined system-wide for standard two and four-year programs as follows:

| | |
|---|---|
| First Year: | 0-29.9 credits |
| Sophomore: | 30-59.9 (all students in all two-year programs remain at sophomore level after 60 credits) |
| Junior: | 60-89.9 |
| Senior: | 90 and above |

The class level of a student is determined in VTC's three-year program as follows:

| | |
|---|---|
| First Year: | 25.9 credits |
| Second Year: | 26-51.9 |
| Third Year: | 52 and above |

**5.**    **Course Repeat**

Students may repeat a course once without permission. For repeated courses the initial grade remains on record and does not count towards GPA. Only the most recent grade and credits count for GPA.

**6.**    **Transfer Credits**

a. Courses taken outside of the VSC must have grades of C- or better to be accepted.

b. In a sequence of inter-related courses, if the first course is passed with a grade below C-, but the second grade is C- or higher, both courses shall be accepted.

c. For transfer students who hold a two-year degree, credits applied to that degree shall be accepted as transfer credit.

*Note:* See also VSC Policy 108: Transfer of Credit.

**7.**    **Full-time/Part-time and Overload Status**

Full-time, part-time and overload status per semester are defined as follows:

Undergraduate

| | |
|---|---|
| Less than half-time: | 0-5.9 credits |
| Half-time: | 6-8.9 credits |
| 3/4 time: | 9-11.9 credits |
| Full-time: | 12-18 credits |
| Overload for CCV, CSC, JSC and LSC: | over 18 credits |
| Overload for VTC: | over 19 credits |

Graduate

    Half-time:                                 4.5-8.9 credits

    Full-time:                                 9 or more credits

**7.    Grade scheme**

The VSC shall have a common grade scheme and quality points at the undergraduate and graduate levels for all colleges (see below).

**8.    Good standing**

Defined as 2.0 GPA, except 1.75 GPA for students with fewer than 30 earned or GPA credits, whichever is higher.

**9.    Probation**

a.  Probationary status takes effect when cumulative GPA falls below "good standing" level.

b.  A student already on probation whose cumulative GPA remains below "good standing" level is subject to dismissal.

c.  Students subject to academic dismissal or who leave a college while on probation shall remain on probation upon their return.

**10.    Dismissal**

a.  The following requirements apply to students dismissed from one VSC institution with respect to enrollment at another VSC institution (all are subject to institutional exception/waiver):

- generally, students dismissed from one VSC institution for academic reasons, if admitted, may take courses at another VSC institution.
- students must reapply to colleges from which they've been dismissed if they wish to re-enroll.
- colleges shall maintain all other/ current processes related to dismissal.

b.  Students may be dismissed for disciplinary reasons.

**11.    Auditing**

a.  The choice to audit a course must be made prior to the end of the Add/Drop period.

b.  An audited course does not count toward a student's credit load.

**12.    Academic honors**

Honors apply to full-time, matriculated undergraduate students with no incomplete or failing grades. Criteria are:

a.  GPA of 3.5-3.9: Dean's List

b.  GPA of 4.0: President's List

Semester honors are based on 12 or more letter graded credits per semester, with the exception that full-time nursing students at VTC are eligible for semester honors. Honors shall not be awarded if an incomplete is outstanding when grades are formally reported for the term or if grades are changed.

Part-time students may be eligible to receive semester honors, in accordance with individual college policy.

13. **Graduation honors**
    Effective for the graduating classes of spring 2006, criteria for graduation honors are:
    a. Of total credits required for graduation, at least 30 graded credits for a two-year degree and 60 graded credits for a four-year degree must be earned at the VSC.
    b. Graduation honors for two and four-year programs require final, cumulative GPA as follows:

    | | |
    |---|---|
    | Cum laude: | 3.5-3.6 |
    | Magna cum laude: | 3.7-3.8 |
    | Summa cum laude: | 3.9-4.0 |

    c. Graduation honors for certificate programs require final, cumulative GPA as follows:

    | | |
    |---|---|
    | Honors: | 3.0-3.49 |
    | High Honors: | 3.5 or above |

    *Note*: credits earned before 2002 are not used in this calculation.
    d. Students in the final two years of a "2+2" degree program may petition to receive graduation honors provided they have earned a minimum of 30 graded credits at the VSC.

14. **Transcript charge**
    The colleges may charge for transcripts and shall have uniform policies for transcript, grade, and diploma holds.

15. **VSC undergraduate grading scheme**

    | Grade | Point Value | Credit Earned | P/NP Equivalent |
    |---|---|---|---|
    | A+ | 4.00 | Y | P |
    | **A** | **4.00** | Y | P |
    | A- | 3.70 | Y | P |
    | B+ | 3.30 | Y | P |
    | **B** | **3.00** | Y | P |
    | B- | 2.70 | Y | P |
    | C+ | 2.30 | Y | P |
    | **C** | **2.00** | Y | P |

| | | | |
|---|---|---|---|
| C- | 1.70 | Y | P |
| D+ | 1.30 | Y | P |
| **D** | **1.00** | Y | P |
| D- | 0.70 | Y | P |
| **F** | **0.00** | N | NP |

16.    **VSC transcript notations for undergraduate student work receiving other than letter grades**

| Grade | Legend | Point Value | Credit Earned |
|---|---|---|---|
| P | Pass | 0.00 | Y |
| NP | No Pass | 0.00 | N |
| AU | Audit | 0.00 | N |
| TR | Transfer Credit | 0.00 | Y |
| CR | Credit Granted (non-course work) | 0.00 | Y |
| I | Incomplete | 0.00 | N |
| NG | No grade has yet been submitted | 0.00 | N |
| W | Withdrawn | 0.00 | N |

17.    **Miscellaneous Undergraduate Grading Provisions**

1.  Comments on Midterm Grade Reports:
    Instructors shall be able to add comments to grades at midterm that will be printed on the grade report.  Comments must be selected from one or more "notes" that have been set up in the system such as "please see instructor", "student never attended", "student missed midterm exam", or "poor attendance".  Additions to the notes may be made upon request by a college registrar, on an ongoing basis, provided that the notes apply to situations that are encountered by a significant number of instructors at various VSC colleges as determined by the VSC registrars.

2.  The Effects of Dropping or Withdrawing From a Course on Grading:
    The standard VSC add/ drop period is 2 weeks for CSC, JSC, LSC and VTC; and 3 weeks for CCV.  If a student drops or withdraws from a course:

- during the Add/Drop period, the course is not listed on the student's transcript; VTC may develop special "add" constraints to limit students' adding/ dropping courses beyond the first week.
- after the Add/Drop period and up until 60% of the course is completed, the course is listed with a grade of W (there is always an ability to award a W at any point in the semester).
- after the ninth week of classes, the student receives the earned grade determined at the end of the semester unless a special course withdrawal is granted with approval of the Academic Dean. A special course withdrawal from a course taken outside the home institution can be approved only by the Academic Dean of the institution offering the course, following consultation with the Academic Dean of the home institution.

3. <u>Incomplete Grades (I)</u>:
Grades of "Incomplete" automatically revert to an F at the end of the 7th week of the semester immediately following award of the I, unless otherwise determined by the instructor. Instructors have the option of assigning a default grade other than F. Courses carried through an I to the following semester do not count toward the student's credit load for tuition billing purposes or for additional credit toward graduation.

4. <u>Credit Granted (CR) for Non-Course Work</u>:
Students who are granted credit on the basis of College Level Examination Program ("CLEP") examinations, military credit, lifetime experience portfolios, AP courses or other similar circumstances (as determined by the institution where the student is matriculated) shall receive a CR in the grade field. CR distinguishes the credit from TR, which is used for credits that are transferred in from another college or university.

Students who demonstrate success in meeting the learning objectives of an existing course at an institution via a "Course Challenge" or "Challenge by Exam" (as determined by the institution where the student is matriculated) shall have the course recorded as institutional credit with a CR in the grade field.

5. <u>Not Graded (NG)</u>:
Where a student's grade is submitted after the deadline for grades, or where the instructor is permitting a student to continue the course into the next semester (such as with a thesis), a student shall receive an NG for the course until such time as the final grade is submitted.

Coursework carried into a second semester with a grade of NG does not count towards a student's credit load for tuition billing purposes or for additional credit toward graduation in the second semester.

**18.**     **VSC Graduate Grading Scheme**

| Grade | Point Value | Credit Earned | P/NP Equivalent |
|-------|-------------|---------------|-----------------|
| **A** | **4.00** | Y | P |
| A- | 3.70 | Y | P |
| B+ | 3.30 | Y | P |
| **B** | **3.00** | Y | P |
| B- | 2.70 | Y | P |
| C+ | 2.30 | N | NP |
| **F** | **0.00** | N | NP |

| Signed by: | Jeb Spaulding |
|------------|---------------|
|            | Chancellor    |

VERMONT STATE COLLEGES


BOARD OF TRUSTEES


RESOLUTION


Revision of *Policy 111: Academic Data Management*

WHEREAS,          *Policy 111: Academic Data Management* is the mechanism by which the VSC maintains standardized requirements for student academic records, including a single course database and student transcript; and

WHEREAS,          The Chancellor's Office and Council of Academic Deans propose revisions to the procedures that reflect on-going clarifications and coordination of processes and detailed academic policies across the colleges; and

WHEREAS,          The Board Education, Personnel, and Student Life Committee reviewed the proposed policy revisions and recommends them to the full Board for approval; therefore, be it

RESOLVED,          That the VSC Board of Trustees approves the proposed revision of *Policy 111: Academic Data Management*.

July 21, 2016

# Item 7:
# Policy 102 Preliminary Program Proposal:
# LSC Master of Science in
# Clinical Mental Health Counseling

## VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
### Final Proposal Form

### Part I: General Information
1. Institution: **Lyndon State College**

2. Name of new program: **Master of Science in Clinical Mental Health Counseling**

3. a) Individual(s) with responsibility for program development: **Dr. Meri Stiles, Associate Professor Psychology and Human Services**

b) Academic Department(s): **Psychology and Human Services**

4. a) Date of Preliminary Proposal: **1/1/16**

b) Proposed start date of program: **Fall 2018**

5. Title of degree to be conferred (if applicable): **Master of Science in Clinical Mental Health Counseling**

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

This program provides students with two options for completing a 60-credit MS in Clinical Mental Health Counseling. The 5-year program allows students to complete a BS in Applied Psychology and Human Services and a MS in Clinical Mental Health Counseling within five years. This fast-track degree is designed for first-year and early transfer students in the Applied Psychology and Human Services program. A second option is a traditional two-year graduate program designed for students with an undergraduate degree and for students that find the 5-year pace too challenging.

The goals of the program include:

   i.    Providing students a high quality, affordable graduate degree leading to clinical mental health counselor licensure that can be completed in a shortened period of time.
  ii.    Providing a pathway to clinical mental health counselor licensure for students in the NEK who otherwise would not be able to pursue a graduate degree.
 iii.    Providing a pathway for non-traditional transfer students to complete their undergraduate degree and continue into the MS degree program.

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

- Based upon the recommendations of the Curriculum Task Force we have proceeded with the design of this new degree.

- Our proposed program is reflective of the LSC mission to prepare students for personal and professional success through experience-based professional studies.
- Our program capitalizes on the expertise of the Psychology and Human Services department, as four full-time faculty members are licensed mental health clinicians. Adding the MS degree to our current program is a wise use of existing resources.
- The 5-year track retains undergraduate students for completion of a graduate degree. This helps the college financially while fulfilling the mission of serving the needs of the local community.

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

There is a growing need for license-eligible mental health clinicians to provide treatment for Veterans, older adults, children and adolescents, and substance abuse in the NEK, and across Vermont.  According to the Vermont Department of Labor 2012 – 2022 Long Term Occupation Projections report, mental health counselor is the fastest growing profession in Vermont with a growth rate of 2.6% per year (http://www.vtlmi.info/projlt.pdf).

It is common for rural areas to experience shortages of licensed mental health clinicians and the NEK is no exception.

Research suggests three main barriers to the provision of mental health treatment in rural areas: 1) availability of clinicians; 2) access to treatment (e.g. transportation and insurance); and 3) acceptability of seeking care that often is related to social stigma and discrimination (https://www.ruralhealthinfo.org/topics/mental-health). We think our new program will help to address all three of these barriers to help seeking.

Our program will meet a significant need in the NEK for mental health practitioners with advanced degrees. As shared in a meeting initiated by Doug Bouchard, Executive Director of Northeast Kingdom Human Services, NKHS hires 25-30 graduate-level clinicians a year; positions they are not always able to fill with qualified candidates. Our graduates will qualify for these positions.

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):

**5-year model:**
This program will benefit the State of Vermont by preparing license-eligible clinical mental health counselors to meet the growing need in the NEK and throughout Vermont.

Currently the Lyndon Psychology and Human Services department is working with CCV to define an articulation that better facilitates the transition of CCV AS in Human Services students into the BS in Applied Psychology and Human Services program. We think CCV students as well as other transfer students will make excellent candidates for our BS/MS 5-year program. This program will be a pathway to keep current VSC students in the VSC system through the completion of a master's degree.

Our 5-year program is unique in the VSC. This program allows entering first-year and early transfer students to be provisionally accepted into the 5-year program. We think this program will increase our first-year and early transfer enrollment. Students meeting the acceptance criteria for the 5-year program (reviewed at the end of junior year) would begin to take graduate courses in fall of their 4th year.

**2-year model:**

Given that Johnson State College (JSC) currently offers a two-year MA in Counseling degree, we have reached out to faculty in the JSC Counseling Department to invite conversations around potential areas for collaboration. From those conversations, we understand the Lyndon program will not be in competition with JSC for students as our program will attract students in the local area that would otherwise attend Springfield College in nearby St. Johnsbury. We expect as the Lyndon program develops there will be opportunities to collaborate with JSC.

## 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 MS in Clinical Mental Health Counseling and qualify to take the National Counselor Examination for Licensure and Certification (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE) needed for the Licensed Clinical Mental Health Counselor (LCMHC) credential in the State of Vermont;
- Demonstrate competency in clinical mental health counseling skills, including the acquisition of knowledge in clinical treatment approaches and practices appropriate for mental health disorders that impact clients across the lifespan;
- Demonstrate ethical and competent mental health clinical practice through 700 hours of internship and practicum placement in a "clinical mental health counseling" practice setting; and
- Demonstrate status as a highly qualified clinical mental health counselor.

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

The MS degree program requirements are strictly delineated by the National Board for Certified Counselors (NBCC), Council for Accreditation of Counseling & Related Educational Programs (CACREP), and the Vermont Office of Professional Regulation. Our 60-credit program follows those requirements.  Information on the degree requirements can be found here: https://www.sec.state.vt.us/media/663037/AMH-Rules-Adopted-Final-SoS-Jan-2015.pdf

 Briefly, the MS degree includes 700 hours of supervised practice in a clinical mental health setting as part of the coursework requirements.  The remaining coursework focuses on counseling theory, skills, practice, professional ethics, counseling approaches, treatment approaches, career counseling, group counseling, pharmacology, specializations (addictions, family and couples), research methods, human sexuality, and electives.

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

The evaluation of student learning in this program will be determined through: (a) students demonstrating knowledge, competency, and professional ethics and skills by progressing through the sequenced coursework on time, with at least a B grade; (b) by demonstrating professional ethics, and competent skills and practices in the100-hour Practicum and 600 hours of Internship; and (c) by passing the National Counselor Examination for Licensure and Certification (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). These are the criteria students must meet for the Licensed Clinical Mental Health Counselor (LCMHC) credential in the State of Vermont.

    i.   Students will take a defined sequence of courses over four semesters at Lyndon. Students must pass all courses with at least a B grade or they will retake the course to improve their depth and demonstration of knowledge.

    ii.   Students will be required to engage in a 100-hour Practicum and 600-hour Internship throughout their coursework. Students' grades in the field courses will be determined by professional behaviors including ethics, cultural competency, counseling skills and practice, and application of coursework in a clinical mental health counseling setting. If a student does not perform competently in the field setting, the student will retake the course (or courses) to improve their depth and demonstration of mental health counseling knowledge, skills, and practice.

    iii.   Students will pass the NCE and NCMHCE, and complete their application for the Licensed Clinical Mental Health Counselor (LCMHC) credential in the State of Vermont.

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

A recent change made by the National Board for Certified Counselors (NBCC) will require our program to have Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation by January 1, 2022 (http://www.nbcc.org/assets/Change-announcement-flyer_2014.pdf).

We will continue to work with the Vermont Office of Professional Regulation (https://www.sec.state.vt.us/professional-regulation.aspx) to ensure our program is current with all rules and regulations set by the Board of Allied Mental Health Practitioners.

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

**MS in Clinical Mental Health Counseling**

Students meeting the acceptance criteria for the 5-year program (reviewed at the end of junior year) would begin to take graduate courses in fall of their 4th year.

**Rotation for the 5-year program**

*Fall Semester Senior Year*: 12 graduate credits (at undergrad tuition); 6 of which count toward both graduate and undergraduate degree; 3 more credits just to undergrad; 6 credits count toward the graduate degree only

Fall Semester: 12 grad credits; Spring Semester: 15 grad credits **Total grad credits = 27**

| Undergraduate/Graduate Fall | | Graduate Spring | |
|---|---|---|---|
| *Credit* | *Course* | *Credit* | *Course* |
| 3 *u/g | Counseling Theory & Practice | 3 | Lifespan Across Cultures |
| 3  u/g | Psychological Testing | 3 | Practicum |
| 3  **g | Counseling in Groups | 3 | Legal & Ethical Issues |
| 3    g | Multicultural Studies | 3 | Assessment, Diagnosis, and Treatment |
| 3  ***u | Undergraduate course | 3 | Laboratory Experience I |

*u/g = counts as both undergraduate/graduate credit; **g = graduate credit only; ***u = undergraduate credit only

Summer Semester:  Take at least 3 credits = **3 grad credits**

| Credit | Course |
|---|---|
| 3 | *Elective |

*Graduate*: 13.5 or 16.5 credits Fall; 13.5 or 16.5 credits Spring =  **27 or 30 credits**

| Fall | | Spring | |
|---|---|---|---|
| *Credit* | *Course* | *Credit* | *Course* |
| 4.5 | Counseling Internship 300 hours | 4.5 | Counseling Internship 300 hours |
| 3 | Counseling & Addictive Behaviors | 3 | Therapeutic Psychopharmacology for Counselors |
| 3 | Laboratory Experience II | 3 | Family & Couples Counseling |
| 3 | Research Methods | 3 | Career Counseling |
| 3 | *Elective | | |

## Rotation for the 2-year MS in Clinical Mental Health Counseling Program

*Year 1*:  15 credits Fall; 15 credits Spring = **30 credits**

| Fall | | Spring | |
|---|---|---|---|
| | *Course* | | *Course* |
| 3 | Counseling Theory & Practice | 3 | Lifespan Across Cultures |
| 3 | Psychological Testing | 3 | Practicum |
| 3 | Counseling in Groups | 3 | Legal & Ethical Issues |
| 3 | Multicultural Studies | 3 | Assessment, Diagnosis, and Treatment |
| 3 | Elective | 3 | Laboratory Experience I: Counseling Skills |

*Year 2*: 16.5 credits Fall; 13.5 credits Spring = **30 credits**

| Fall | | Spring | |
|---|---|---|---|
| | *Course* | | *Course* |
| 4.5 | Counseling Internship 300 hours | 4.5 | Counseling Internship 300 hours |
| 3 | Counseling & Addictive Behaviors | 3 | Therapeutic Psychopharmacology for Counselors |
| 3 | Laboratory Experience II: Treatment Modalities | 3 | Family & Couples Counseling |
| 3 | Research Methods | 3 | Career Counseling |
| 3 | Elective (optional – can be taken summer or spring) | | |

| Course Name & Number | Credits | New or Existing? |
|---|---|---|
| **CSL 5*** Lifespan Across Cultures** <br> Cross-listed with PSY 3090 Lifespan Across Cultures <br> This course explores the study of human development across the lifespan from a cross-cultural perspective and provides students with opportunities to expand their awareness, sensitivity, understanding, and appreciation of similarities and differences in behaviors across diverse cultural settings around the world. | 3 | Existing |
| **CSL 5*** Psychological Testing** <br> Cross-listed with PSY 4020 Psychological Testing <br> This course provides a practical understanding of the principles of psychological and educational measurement. The course surveys standardized tests, their function, selection, administration, statistical summarization, interpretation, and their use in social, educational, industrial, and counseling settings. | 3 | Existing |
| **CSL 5*** Counseling Theory & Practice** <br> Cross-listed with PSY 4151 Counseling <br> This course provides an overview of the counseling process and an introduction of the counseling profession. Students acquire an understanding of and practice of basic effective helping skills and ethical issues. Instruction also focuses on the assumptions and techniques of a variety of theoretical approaches to counseling. | 3 | Existing |
| **CSL 5*** Therapeutic Psychopharmacology for Counselors** <br> This course provides an introduction to neuroanatomy, neurophysiology, and pharmacology as they pertain to mental health counseling. It also covers commonly prescribed medications, ethical issues and the referral process. | 3 | New |
| **CSL 5*** Counseling in Groups** <br> Cross-listed with PSY 4160 Counseling in Groups <br> The course covers group counseling theories, methods, and skills. Group leadership skills are developed, practiced, and refined through in-class experiences that focus on live group processes. | 3 | Existing |
| **CSL 5030 Laboratory Experience I: Counseling Skills** <br> This course provides opportunities for students to develop and practice counseling skills. Students work with each other as clients, supervisors and observers in this process. Formal approaches to skill development serve as the | 3 | New |

| | | |
|---|---|---|
| basis for initial skill training. | | |
| **CSL 5011   Career Counseling**<br>This course helps the student develop a personal approach to career counseling by studying career theories, developing a personal theory of career counseling and learning a variety of strategies to help clients in the career-development process throughout life. | 3 | New |
| **CSL 5110 Counseling & Addictive Behaviors**<br>This course is a survey of appropriate treatment strategies for working with a range of addictive behaviors, including chemical dependency, eating disorders, gambling and sexual addiction. | 3 | New |
| **CSL 5*** Family and Couples Counseling**<br>This course covers theories and processes of counseling with families and couples including family theory and family therapy orientations and intervention skills. An emphasis is on practice of counseling interventions. | 3 | New |
| **CSL 5*** Multicultural Studies**<br>This course examines how multicultural factors such as gender, ability, race, religion, ethnicity, class and sexual orientation influence the counselor, the client and the counseling relationship.  Students explore the structural nature of oppression including micro and macro responses to such oppression.  This course provides knowledge of diverse perspectives and competencies for multicultural counseling. | 3 | New |
| **CSL 5*** Assessment, Diagnosis, and Treatment in Counseling**<br>This course is designed to provide students with knowledge about common assessment tools and processes used in clinical mental health practice. It includes etiology and diagnosis of mental disorders in children, adolescents, and adults according to the DMS. Intake, evaluation, treatment planning, and clinical documentation skills are highlighted. | 3 | New |
| **CSL 5140 Legal & Ethical Issues**<br>This course explores the legal and ethical issues students will encounter as counselors. Students are challenged to examine major issues within the field through discussion and case presentations. Students will become familiar with all relevant Codes of Ethics and Standards of Practice. Students are also introduced to the laws governing the counseling profession, including the distinction among legal, ethical and clinical issues. | 3 | New |
| **CSL 5*** Practicum in Counseling**<br>This course provides a supervised experience in counseling in a field setting. The course includes 100 hours working as a counselor with a minimum of 40 direct service hours. | 3 | New |
| **CSL 5*** Human Sexuality Counseling**<br>This course covers counseling issues, strategies, and resources in human sexuality relative to mental health professionals. | 3 | New |
| **CSL 5*** Mindfulness for Wellbeing**<br>Cross-listed with PSY 3325 Mindfulness for Wellbeing<br>This experiential course teaches students the self-care mindfulness practice of cultivating the capacity to be fully present in each moment while simultaneously recognizing one's own thoughts and sensations. The course provides clinicians with the tools to utilize mindfulness interventions with clients. | 3 | Existing |
| **CSL 5710 Special Topics in Counseling**<br>This course offers students the opportunity to concentrate on topics not covered in the general Counseling curriculum. | 3 | New |
| **CSL 5910 Research Methods**<br>This course introduces students to the role of research in counseling and related fields. It covers basic research design, the application of online research databases, and program evaluation design. | 3 | New |

| | | |
|---|---|---|
| **CSL 5\*\*\* Interventions for Health Behavior Change**<br>Cross-listed with PSY 3280 Interventions for Health-Behavior Change<br>This course provides students with a comprehensive understanding of the key issues, theories, and models in health psychology. Evidenced-based interventions for health behavior change will be emphasized. | <u>3</u> | <u>Existing</u> |
| **CSL 6\*\*\* Creative Therapies**<br>Cross-listed with PSY 4110 Creative Therapies<br>This course provides an introduction to the theory and practice of a number of the creative therapies which may include dance/movement, art, music, poetry, or drama. The course addresses application of the creative therapies to the field of psychology. | <u>3</u> | <u>Existing</u> |
| **CSL 6\*\*\* Responding to Psychological Trauma**<br>Cross-listed with PSY 4145 Responding to Psychological Trauma<br>This course offers an integration of contemporary theories, empirical research, and evidence-based practices for the assessment and treatment of psychological trauma in adults and children. Students will acquire knowledge and skills in Psychological First Aid (PFA) and other crisis intervention strategies. | <u>3</u> | <u>Existing</u> |
| **CSL 6\*\*\* Understanding and Working with At-Risk Families**<br>Cross-listed with PSY 4150 Understanding and Working with At-Risk Families<br>This course offers an integration of contemporary theories and evidence-based practice approaches in working with families with special emphasis on oppressed and vulnerable populations. | <u>3</u> | <u>Existing</u> |
| **CSL 6\*\*\* Developmental Psychopathology**<br>Cross-listed with PSY 4170 Developmental Psychopathology<br>This course introduces students to the DSM diagnostic criteria related to a variety of psychological disorders which occur in childhood and adolescence. Students will identify the biopsychosocial factors associated with these disturbances, as well as associated strategies for assessment, intervention, treatment, and prevention. | <u>3</u> | <u>Existing</u> |
| **CSL 6\*\*\* Substance-Abuse Treatment**<br>Cross-listed with PSY 4215 Substance-Abuse Treatment<br>This course explores assessment of substance abuse, therapeutic approaches, and supportive aftercare for those dealing with drug and/or alcohol addiction. | <u>3</u> | <u>Existing</u> |
| **CSL 6050  Laboratory Experience II: Treatment Modalities**<br>This course provides students with practice and training in a variety of treatment modalities applied to a diverse range of client situations and presenting issues. Students are encouraged to apply treatment modalities appropriate to the therapeutic context. | <u>3</u> | <u>New</u> |
| **CSL 6\*\*\*  Counseling Internship**<br>This course is a supervised work experience in a setting appropriate to the student's area of specialization. The student will be supervised on site by an agency supervisor with appropriate credentials. The requirement is 300 hours. | <u>4.5</u> | <u>New</u> |
| **EDU  5040 Adolescent Development**<br>Cross-listed with PSY 3260 Adolescent Development<br>This course explores the physical, psychological, and social development of adolescents. In addition to understanding various theories that attempt to explain adolescent research, a main objective of the course is to be able to evaluate critically the theories and research findings concerning adolescent development. | <u>3</u> | <u>Existing</u> |
| **EDU 5350 Child Development**<br>Cross-listed with PSY 3050 Child Development<br>This course takes a topical approach in examining the biophysical, cognitive, psychosocial, and ecological changes that occur from infancy to adolescence. The instruction stresses the practical implications of current theory and research in developmental psychology and related fields. | <u>3</u> | <u>Existing</u> |

6.  TOTAL CREDITS in proposed program:  <u>60</u>

## Part IV: Budget Considerations

1. Expenditures for the proposed program:

|  | Year One | Year Two |
|---|---|---|
| **Faculty** | $77,267 | $151,595 |
| **Admin/Other Staff** | $28,465 | $29,319 |
| **Facilities/Equipment** | $0 | $0 |
| **Library/Other Materials** | $0 | $0 |
| **Other Costs** | $3,000 | $3,000 |
| **TOTAL COSTS:** | **$108,733** | **$183,914** |

rev. 3/29/11

2. Revenue/sources to meet new expenditures

|  | Year One | Year Two |
|---|---|---|
| **Tuition** | $172,038 | $237,380 |
| **Reallocation** | $0 | $0 |
| **Other Sources** | $640 | $1,160 |
| **TOTAL REVENUES:** | **$172,678** | **$266,635** |

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

1. Projected enrollment for new program:

|  | Year One | Three Years Out |
|---|---|---|
| **Full-Time** | 8 | 20 |
| **Part-Time** | 4 | 8 |
| **In-State** | 12 | 28 |
| **Out-of-State** |  |  |

Describe how you arrived at these projections:

These projections are based on former and current students' stated interest in Lyndon offering a clinical graduate degree. Over the past eight years we have investigated the viability of offering a clinical graduate degree. For example, we pursued collaborations with both UVM and Simmons College that entailed outreach in the NEK and Northern NH to assess the viability of offering a MSW.  We held a meeting at Lyndon to gauge interest in which 40 people attended including potential students and agency directors interested in supporting a program.

2.  Describe the marketing strategies for the new program.

Marketing for the program will be done through email to former and current students, through email and marketing materials sent to our community partners (human services agencies and clinical settings where students complete field placements), marketing the program during recruitment events, during SOAR advising and open houses, through a press release, through outreach to local high schools, and possibly through kick-off professional development trainings at Lyndon. We will also use social media. For example the Psychology and Human Services department has a very active Facebook page with 320 members.

3.  Competition:

Although there are programs in the NEK (Springfield College) and northern Vermont (Johnson State) that offer graduate degrees in counseling, our proposed 5-year design differs significantly from these programs. While the existing programs are designed for working professionals, our program will serve new students; primarily incoming first-year and transfer students as well as current students interested in becoming licensed clinical mental health counselors. More specifically, we think our program will attract CCV AS in Human Services graduates in addition to recent high school graduates from Vermont, New Hampshire, and other New England states. Additionally, we believe this program will increase retention of current students who plan to seek an advanced degree after graduation from the BS program.

The traditional 2-year program will allow individuals in the NEK with Bachelor's degrees to pursue a graduate degree locally.  Offering the traditional program doesn't add extra cost for the program delivery, but it does increase the number of potential students. We expect a number of our Lyndon alumni to enroll in the traditional program. In addition, the traditional program offers a cushion for students who find the pace of the 5-year program too challenging.

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

Given this program is a graduate degree, enrollment in other programs at the college should not be impacted. We do expect enrollment in our BS in Applied Psychology and Human Services degree to increase.

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

We do not expect our program will impact enrollment at other VSC colleges. Currently we are the only college offering a BS in Applied Psychology and Human Services. Potential students thinking about attending a VSC are already selecting our program or a more traditional psychology program based on their interest. Our degree is designed for those students focused more on clinical practice; adding the MS in CMHC and creating a 5-year program will appeal to a new student pool.

The 2-year program will appeal to students in our local area who would otherwise attend Springfield College in St. Johnsbury.

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

The Psychology and Human Services department has strong relationships with many human service agencies in Vermont and New Hampshire. We anticipate that our community partners will welcome this program, as the program will fulfill a great need for clinical mental health providers in our community.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Lyndon State College
Master of Science Degree in Clinical Mental Health Counseling

WHEREAS,         Lyndon State College proposes a Master of Science Degree in Clinical
                 Mental Health Counseling; and

WHEREAS,         Lyndon State College's MS in Clinical Mental Health Counseling
                 program will provide students a high quality, affordable graduate degree
                 leading to clinical mental health counselor licensure that can be completed
                 in a shortened period of time; provide a pathway to clinical mental health
                 counselor licensure for students in the Northeast Kingdom who otherwise
                 would not be able to pursue a graduate degree; and provide a pathway for
                 non-traditional transfer students to complete their undergraduate degree
                 and continue into the MS degree program; 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 Master of Science Degree in Clinical Mental Health Counseling.

July 21, 2016