

**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 Officer



**RE:** EPSL Meeting on November 16, 2016

**DATE:** November 9, 2016

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, November 16th at 2 p.m. in conference room 101 at the Chancellor's Office in Montpelier (PLEASE NOTE THE CHANGE IN START TIME). Materials for the meeting are attached.

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

Thank you.

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

**Vermont State Colleges Board of Trustees  
Education, Personnel, and Student Life Committee Meeting  
November 16, 2016**

**AGENDA**

1. Call to order
2. Approval of the Minutes of the July 20, 2016 Meeting
3. Review of PReCIP Reports and COP Recommendations
4. Program Proposals under VSC Policy 102
5. Discussion of Tobacco-free Policy Options and Updates from Colleges
6. Other Business
7. Public Comment
8. Adjourn

## MEETING MATERIALS

1. Minutes of the July 20, 2016 Meeting [Page 4](#)
2. PReCIP Materials [Page 7](#)
  - d. PReCIP reports for Business & Accounting, Early Childhood Education, Health Sciences, and Mathematics
  - e. Council of Presidents response to PReCIP committee reports
  - f. Resolution: Commendation of 2016 Policy 101 Committee Members
  - g. Resolution: Approval of Programs for 2017 Policy 101 Review
3. Policy 102 Program Proposals [Page 35](#)
  - a. Castleton University: B.A. in Graphic Design
  - b. Castleton University: Master of Athletic Training
  - c. Lyndon State College: B.S. in Climate Change Science
  - d. Johnson State College: AA/BFA in Woodworking
4. Tobacco-free Policy Discussion Items [Page 110](#)
  - a. Board resolution approved at May 26, 2016 meeting
  - b. Four versions of a proposed VSC policy
  - c. Presentation by Dr. Harry Chen, Commissioner of Health, presented to the EPSL Committee in April 2016
  - d. *Making Your College Campus Tobacco-Free: A Guide for College Leaders*
  - e. Student Petition from Castleton University
  - f. Resolution: Adoption of a VSC-wide Tobacco-Free Policy

Item 1:  
Minutes of the July 20, 2016 Meeting

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VSC Board of Trustees  
Education, Personnel, and Student Life Committee  
Meeting Minutes July 20, 2016 UNAPPROVED

## **Unapproved minutes of the Education, Personnel, and Student Life Committee meeting Wednesday, July 20, 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 July 27, 2016 in Hoff Hall at Castleton University.

Committee members present: Lynn Dickinson (by phone), Morgan Easton, Kraig Hannum (Chair), Martha O'Connor, Mike Pieciak (by phone)

Other Trustees: Jerry Diamond, Church Hindes, Tim Jerman, Chris Macfarlane

Absent: Karen Luneau, Jim Masland

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

From the Chancellor's Office:

- Sheilah Evans, System Controller/Senior Director of Financial Operations
- Bill Reedy, General Counsel
- Elaine Sopchak, Executive Assistant to the Chancellor
- Jeb Spaulding, Chancellor
- Steve Wisloski, Chief Financial Officer
- Sophie Zdatny, Associate General Counsel
- Yasmine Ziesler, Chief Academic & Academic Technology Officer

From the Colleges:

- Scott Dikeman, Dean of Administration, Castleton
- Gillian Galle, Professor, Castleton
- Loren Loomis Hubbell, Dean of Administration, LSC
- Louis Palmer, Professor, Castleton
- Sharron Scott, Dean of Administration, JSC
- Jonathan Spiro, Academic Dean, Castleton
- Sharon Twigg, Interim Academic Dean, JSC
- Beth Walsh, VSCUP President

Chair Hannum called the meeting to order at 12:05 p.m.

VSC Board of Trustees  
Education, Personnel, and Student Life Committee  
Meeting Minutes July 20, 2016 UNAPPROVED

1. Consent Agenda Items

- a. Approval of Minutes of April 27, 2016 meeting
- b. Proposed Revisions to Policy 208: Criminal Background Checks

Trustee Pieciak moved and Trustee Easton seconded the consent agenda. No items were removed. The Committee approved the consent agenda unanimously.

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

Dr. Ziesler reviewed with the Committee the changes to the policies as presented. Trustee Pieciak moved and Trustee Easton seconded the resolution. The Committee approved the resolution unanimously.

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

Trustee Pieciak moved and Trustee Easton seconded the resolution. The Committee approved the resolution unanimously.

4. Proposed Revisions to Policy 111: Academic Data Management

Trustee Pieciak moved and Trustee Easton seconded the resolution. The Committee approved the resolution unanimously.

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

Trustee Pieciak moved and Trustee Dickinson seconded the resolution. President Bertolino provided a description of the program. The Committee approved the resolution unanimously.

6. Other business

There was no other business.

7. Public comment

VT Tech President Smith shared that the Rosie's Girls STEM summer camps were very successful. They are a part of VT Tech's initiative to improve gender equity in STEM programs. Trustee Easton, a counselor for Rosie's Girls, emphasized the camps' value to students.

Chancellor Spaulding and President Smith shared with the Committee that the VAST program (VT Academy of Science and Technology) at VT Tech continues to grow in demand for seats and continuation rate.

Chair Hannum adjourned the meeting at 12:34 p.m.

## Item 2: PReCIP Materials

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**Vermont State Colleges System  
Business and Accounting PReCIP Review Committee Summary Report  
October 20, 2016**

Committee Members

James Black, Johnson  
John Davis, Davis & Hodgdon Associates  
Diane Hermann-Artim, CCV  
Cathy Kozlik, Castleton  
William Morison, Lyndon  
Allan Rodgers, Vermont Tech  
Linda Rossi, Vermont Small Business Development Center  
Yasmine Ziesler, Office of the Chancellor

**I. Program Overview and Enrollment History**

The PreCIP review committee for Business and Accounting programs met on September 9, 2016. A significant first point of discussion for the committee was the fact that some program enrollments have declined in recent years even as multiple sources of data and employer feedback (the Vermont Futures Project, a survey of Lamoille County CEOs, and experiences in the accounting industry) point to increasing demand for educated employees from entry level through senior management positions. Committee members identified a lack of online or flexible delivery as an impediment to CCV graduates continuing on to complete bachelors degree programs even as enrollment trends among campus-based students in online courses offered by Lyndon and Johnson's EDP program demonstrate strong interest. The committee supported continuation of experiments in shared delivery strategies for upper-level courses, particularly in accounting, where enrollments are lower.

As additional recommended strategies, the committee discussed continuing to align curriculum across programs; organizing a meeting of Vermont Tech, Lyndon, Johnson, and CCV programs to discuss scheduling and pathway strategies; identifying institution-specific specialties; and strategically aligning programs with state employment needs and economic development projections, such as the needs of the captive insurance business. Programs and recent enrollment and graduation headcounts reviewed by the committee are summarized below.



### Enrollment and Graduate Headcounts of Programs Reviewed

<b><u>Program</u></b>	<b><u>Fall 13 Enrollment</u></b>	<b><u>Fall 14 Enrollment</u></b>	<b><u>Fall 15 Enrollment</u></b>	<b><u>12-13 Graduates</u></b>	<b><u>13-14 Graduates</u></b>	<b><u>14-15 Graduates</u></b>
<b>Castleton AS Business</b>	1	6	10	6	1	6
<b>Castleton BS Business</b>	280	290	286	79	43	56
<b>Castleton MS Accounting</b>	12	9	6	10	7	7
<b>CCV AS Accounting</b>	170	152	131	30	28	38
<b>CCV AS Adm. Management</b>	83	91	83	26	23	15
<b>CCV AS Business</b>	441	370	345	71	67	55
<b>Johnson AS Management</b>	0	0	4	0	2	2
<b>Johnson BA Business</b>	185	188	189	41	36	32
<b>Lyndon BS Accounting</b>	24	25	24	7	7	7
<b>Lyndon AS Business Adm.</b>	9	14	9	11	1	10
<b>Lyndon BS Business Adm.</b>	79	77	85	24	16	20
<b>Vermont Tech AS Business</b>	26	28	22	12	10	10
<b>Vermont Tech BS Business</b>	91	60	62	29	35	21

## II. Assessment of Student Learning Outcomes

Committee members noted the relative similarity in student learning outcomes (SLOs) across programs, although each program states these in slightly different ways and utilizes varying methods of assessment. To the extent that job placement statistics exist, they are quite strong, and an overall recommendation of the committee was to work to college VSCS-wide alumni data and promote such outcomes. The committee particularly commended the high levels of satisfaction reported in senior surveys conducted by Vermont Tech and CCV, the specific and understandable language used to describe SLOs by Vermont Tech, the course-level pass rate analysis conducted by CCV, the consistent focus on “soft skill” SLOs in Castleton’s program, and the use of practical program experiences as evidence for assessment by several programs.

Lyndon’s programs are currently evaluating whether or not to continue the use of an external assessment tool provided by ETS. An additional question discussed by the committee was whether programs should build in industry certifications, a strategy being contemplated by Lyndon’s program. CCV’s programs are working to embed common assignments in key courses in each program as a means of creating direct assessments of

program SLOs. Castleton is finding its assessment work to be an important foundation as it seeks external accreditation of its business program.

### **III. Program Planning and Review**

The committee found that while all programs have adopted SLOs and are engaged in various assessment strategies, individual programs are at very different stages of overall program planning and the use of assessment data. Castleton's business program was commended for its very consistent process and faculty-driven culture of assessment; notable in Castleton's model is the inclusion of mid-cycle reports produced by the program for the academic dean. CCV also has a consistent, administratively led curriculum development process that works to meet the ongoing challenge of communicating out to over seventy faculty. Vermont Tech's and Johnson's programs remain episodic rather than systematic in approaches to the collection and utilization of data to improve program effectiveness. Lyndon's program has undergone significant personnel change and as a result had fewer areas of progress to report on improvement recommendations from the 2011 review cycle. Lyndon approached its current PreCIP report as the basis for taking stock and planning future strategies. The committee supported Lyndon's plans to move forward in establishing an external advisory board with a focus on B corporations. Specific areas of progress reported by each program since the 2011 review cycle included the following.

- Incorporation of "hands-on" experiential learning in Lyndon and Vermont Tech's programs;
- Integration of EDP faculty and alignment of EDP course content with the campus-based program at Johnson;
- Improvement in CCV students' success in quantitative reasoning skills; and
- Increased emphasis on presentations and inclusion of assignments to enhance Castleton student's presentation and communication skills.

Across the Vermont State Colleges System, the committee recommended that college leadership require annual progress reports from departments as an accountability and support measure. The committee also discussed the value, when responding to SLO assessment results, of embedding new or strengthened content in existing curriculum rather than expanding curriculum. Finally, the committee discussed the value of leveraging the partnership with the Small Business Development Center as a facilitator of connections to small businesses for student projects and "business pitch" competitions as well as support for student entrepreneurs accessing SBDC resources to launch a new business while still in college.

### **IV. Academic Resources and Support**

In general, programs reported limited needs for specialized equipment, library materials, student support services, and teaching & learning resources and thus overall college resources were determined to be adequate. Some needs for specialized software

were identified but not utilized due to expense. Reports demonstrated that full and part-time faculty maintain currency in skills and knowledge and are active in professional development activities. Distribution of expertise among full-time department faculty was reported by Lyndon, Johnson, Vermont Tech, and Castleton to be adequate. Castleton reported concerns about appropriate staffing levels with two currently unfilled full-time faculty lines. Lyndon reported an appropriate but vital need to maintain its part-time faculty pool, particularly in accounting. Johnson reported a significant improvement in its department staffing with the hiring of a 12-month full-time Sport Management Coordinator position, a position that provides for teaching in this content area in addition to year-round work with admissions and the athletic department. The committee discussed the benefits of such a hybrid role on enrollment, student advising, and retention and recommended this strategy for consideration by other programs across the system.

## **V. Continuous Improvement Plan**

The committee reviewed and affirmed the individual programs' reported continuous improvement plans, with emphasis on the following recommendations.

### Castleton:

1. Transform the M.S. in Accounting into hybrid online program in order to reach a broader audience.
2. Create an assessment plan for the M.S. in Accounting program.
3. Continue pursuit of external accreditation for the B.S. in Business program.

### CCV:

1. Develop and implement direct assessment strategies of program SLOs.
2. Review Business program SLOs in partnership with Vermont Tech, Lyndon, and Johnson.

### Johnson:

1. Develop measurable SLOs and utilize a rubric with examples for assessment, potentially drawing upon models used by CCV and Castleton.

### Lyndon:

1. Develop SLOs for each course in alignment across the curriculum with program-level SLOs.
2. Evaluate the effectiveness of the ETS assessment as an appropriate tool to understand students' program-level skill outcomes as well as content knowledge.
3. Develop an advisory board.
4. Pursue a potential corporate social responsibility and/or sustainability focus for the program.

### Vermont Tech:

1. Differentiate between A.S. and B.S. level SLOs.

Recommendations to be pursued jointly by Johnson, Lyndon, and Vermont Tech:

1. Continue shared delivery strategies (telepresence, online) for upper-level business courses and for a distance-delivery B.S. in Accounting program.
2. In collaboration also with CCV, align existing curriculum across programs in ways that leverage and strengthen individual institutions' areas of specialization.
3. Meet jointly for the purposes of developing a strategic approach to course scheduling.

System-level recommendations:

1. Provide annual accountability for program improvement at each institution.
2. Provide more opportunities for interaction with Vermont businesses, for example via the VT Small Business Development Center.
3. Develop more robust program retention and alumni employment data.

**Vermont State Colleges System  
Early Childhood Education PReCIP Review Committee Summary Report  
October 20, 2016**

Committee

Dianne Hermann-Artim, CCV  
Amethyst Peaslee, Mary Johnson Childcare Services  
Jonathan Spiro, CU

**I. Program Overview & Enrollment History**

The committee met on September 28, 2016 at CCV Middlebury to review CCV's AA in Early Childhood Education (ECE). The ECE program, which runs courses at CCV's twelve academic centers as well as online, provides students with the theoretical and experiential learning needed for entry-level childcare professions and prepares graduates interested in pursuing advanced degrees for transfer to four-year institutions. The interdisciplinary curriculum includes foundational and applied learning in child development, curriculum design, program management, and communication. It includes a required field experience course that allows students to apply theoretical knowledge, gain confidence, explore career options, and make connections in local communities through direct workplace experience.

Enrollment in the ECE program has remained fairly consistent over the last five years with slight increases in enrollment from 2012 (242 students) to 2015 (253 students). This small increase is especially notable because overall enrollment in CCV degree programs has decreased over this same time span. The percentage of CCV degree students in the ECE program has increased from 5.3% in 2012 to 6.6% in 2015. Likewise, the number of ECE graduates reached a ten-year maximum of 47 students during the 2014-'15 academic year.

The ECE program is particularly relevant at the moment, (a) because childcare facilities in Vermont cannot find enough staff, and (b) because many students who enroll in the program also work in childcare settings while attending CCV (in the last five years 80-85% of ECE students attended part-time). We conclude that the program reflects and is consistent with the mission of CCV. Indeed, the program strengthens the institution and contributes to achievement of college priorities.

We commend the program for employing multiple recruitment strategies, including partnerships and pathways that allow students to apply previous college-level credits to ECE requirements. The availability of scholarships is also noteworthy (e.g. the T.E.A.C.H. scholarships that provide funding to childcare professionals pursuing the ECE degree).

We further commend the program for its articulation agreements (e.g. the new pathway agreement with Lyndon State College that allows ECE students to graduate from CCV and complete an LSC ECE bachelor degree with licensure in five semesters).

Given that the ECE program has the highest female to male ratio (98:2) of all CCV degree programs, we wonder if the program can do anything to counter societal trends by trying to increase the number of male students.

## **II. Assessment of Student Learning Outcomes**

It is evident that students in the ECE program acquire knowledge, skills, and values expected of Teacher Associates as defined by the VT Child Care Licensing Regulations and that the program's students are well prepared for employment or further education in the field of study.

We commend the program for its willingness to evaluate and modernize its curriculum. We further commend the program for taking seriously its charge to assess, improve, and act upon student learning outcomes. The program has a comprehensive list of learning outcomes that is reasonable, appropriate, and coherent. The outcomes are stated in terms of the desired skills, knowledge and dispositions, and they are integrated into many documents. The program actively attempts to collect and analyze a variety of direct and indirect measures that measure student attainment of learning outcomes; the evidence is then assessed by the Social Sciences Curriculum Committee in collaboration with course faculty, field placement supervisors, academic advisors, and an advisory committee.

Looking ahead, we suggest that the program implement its plan to better assess its student learning outcomes, to wit:

- To better assess the first student learning outcome (“Practice and model effective communication, observation strategies, and partnerships with children and their families”), the program should try to improve the return rate of supervisor feedback.
- To better assess the second student learning outcome (“Apply developmentally appropriate and professionally accepted practices used in childcare or school settings which promote inclusion of children with special needs or different learning styles”) the program should develop a common assignment in the Curriculum Design course.
- To better assess the third student learning outcome (“Employ strategies to maintain a safe, healthy, and nurturing learning environment in childcare and school settings”) the program should develop an activity in Introduction to ECE.
- To better assess the fourth student learning outcome (“Exhibit professional conduct in an early childhood education or school setting including legal and ethical responsibilities, roles, and boundaries”) the program should try to improve the return rate of supervisor feedback.
- To better assess the fifth student learning outcome (“Demonstrate a working knowledge of leadership, administrative, and sound business practices in the childcare industry”) the program should solicit faculty feedback in the Program Management class.
- To better assess the final student learning outcome (“Explore pathways for educational and career development in the student's field of study”) the program should create a database of possible assignments in Introduction to ECE.

## **III. Program Planning and Review**

The Social Sciences Curriculum Committee manages a wide range of concerns related to the quality, currency, and coherence of the ECE program. Committee activities include reviewing and updating curriculum based on many factors including recommendations from faculty, community experts, student performance, workforce trends, requirements at four-year institutions, and early education standards. The committee also reviews and updates EOs for required courses, develops and reviews new course proposals, reviews and recommends textbooks and course resources, works with library staff to identify resources to support curriculum, discusses pedagogical practices related to the field, and plans appropriate professional development opportunities for faculty.

Parallel to the work of the curriculum committee, the Social Sciences Advisory Committee meets annually or semi-annually, and members provide feedback regarding curriculum currency, essential workplace skills, and student preparedness.

By using evidence regarding student learning, the program has made a number of specific programmatic changes in the past two years. These changes are logical and coherent, and we commend the program for its willingness to continually revise its curriculum based on its ongoing program of assessment.

Partly as a result of the above, the ECE program has made great progress addressing the recommendations of the previous Policy 101 report:

*1. Consider enhancing the quantitative reasoning requirement for majors in these programs.*

To help students gain additional quantitative reasoning skills, learning outcomes were added to several courses. Whereas past ECE students felt less confident regarding QR skills than students in other degrees, confidence levels for ECE graduates are now comparable to graduates of other CCV degree programs.

*2. Refine further, through appropriate development and support, the use of scenario-based assessments.*

The program has been working with faculty to develop rubrics to assess project and scenario-based assignments. We recommend that they continue to develop rubrics.

*3. Continue to assist faculty in mastering necessary technical skills to support student portfolio development, and communicate with four-year schools to coordinate approaches to the portfolio.*

This recommendation was intended primarily for the education associate degree, which has since been discontinued.

*4. Consider an investment that makes possible greater integration of and student exposure to assistive technology.*

This recommendation was intended primarily for the education associate degree, which has since been discontinued.

*5. Continue to smooth pathways and improve transferability to four-year programs.*

The program has done an excellent job formulating new articulation and pathway agreements.

*6. Keep abreast of national trends in the Common Core and educator accountability.*

The ECE curriculum aligns with the Vermont Early Childhood Career Ladder and corresponding core knowledge and competencies for early childhood professionals. These competencies also align with National Association for the Education of Young Children (NAEYC) and Vermont Agency of Education standards for early childhood education. In addition to ensuring that ECE curriculum aligns with Vermont standards, students also learn about standards, licensing regulations, career pathways in numerous courses.

#### **IV. Academic Resources and Support**

All ECE courses are taught by part-time faculty. It is clear that these instructors bring a wealth of pertinent on-the-job experience into the classroom, which serves to support the application of underlying education and child development theory to students' everyday experiences. Student evaluations of faculty and courses in the ECE program consistently contain comments reflecting the value of faculty real-world experiences to classroom learning. Many faculty members provide additional services in the form of informal advising, connecting students to job and internship placements, and work on program or college-wide committees.

CCV's budget is built on a college-wide class size average of 12.5. As long as the College is meeting this class size average college-wide, there is flexibility to respond to local needs at specific academic centers and online. During the registration process, if it appears that another section of an ECE course is needed, academic coordinators work to hire a faculty member and add an additional section. In this way, the College is able to quickly respond to unanticipated growth in specific locations around Vermont.

CCV devotes a great deal of time and energy to faculty development and assessing faculty effectiveness. All new faculty members are required to attend a three-hour orientation to teaching at CCV. Every instructor receives a copy of the faculty handbook. And CCV provides a range of development opportunities for all faculty including semester kickoff events, curriculum committee sponsored workshops, Adobe Connect webinar presentations, and an annual Summer Institute conference. In addition, the ECE program provides its own professional development opportunities, including meetings, trainings, webinars, and resources on the Portal. It is our sense that the current methods are sufficient to maintain pedagogical and curricular currency among the program's instructors.

The Hartness Library, the resources on Moodle (e.g. Ask a Librarian), and the Early Childhood Education Subject Guide seem adequate to help the program continue to attain its goals.

We commend the program on the high quality of its very experienced faculty, and its efforts to provide numerous opportunities for instructors to keep abreast of developments in Early Childhood Education throughout the state.

#### **V. Continuous Improvement Plan**

CCV's ECE program is a well-conceived and competently administered program. It provides a valuable service to the state of Vermont. We offer five recommendations for improvement:

1. Develop advising materials so students can navigate the ECE degree program and improve their selection of appropriate general education and elective courses.
2. Take steps to address the fact that the course success rate for students taking online sections of Introduction to Early Childhood Education is approximately 67% compared to 91% for on-ground sections.
3. Explore ways to effectively measure and collect information about students' success on SLOs throughout the program. It is possible that the program could redesign and then use end-of-semester evaluations to collect assessment data. On a related matter, the program should make sure that all faculty collect feedback uniformly.
4. Review ECE curriculum to ensure alignment with state and national competencies for early childhood education professionals, including emphasis on emergent play-based curriculum.
5. Publicize the numerous pathways and articulation agreements that have already been crafted. Looking ahead, we recommend that the program work with Vermont high schools to recruit students. The program might also consider implementing a "reverse transfer" program wherein



students at other VSC institutions who decide to forego their pursuit of a bachelor's degree in education can return to CCV to earn a degree in ECE.

6. Continue to implement the progressive program plan for continuous improvement that includes (a) specific and measurable actions, (b) assessment activities, (c) responsible parties, and (d) a timeline for implementation.

**VSC PReCIP**  
**Health Sciences Review Committee Summary Report**  
September 14, 2016

Committee

Dr. John Bisaccia, Williston Chiropractic and Sports Medicine  
Dr. Robert Hamilton, Albany College of Pharmacy and Health Sciences  
Justin Carlstrom, Castleton University  
Hans Haverkamp, Johnson State College  
Philip Petty, Vermont Tech, Facilitator

The review committee met on September 14, 2016 at the Office of the Chancellor in Montpelier. The two external committee members were introduced to VSC representatives from Castleton University, and Johnson State College. The PReCIP process and the day's agenda were explained to the group. The committee engaged in an open and collegial discussion of the Health Science and Exercise Science programs that are offered at each institution. Lyndon State College's Exercise Science programs are not part of this report. LSC's programs are accredited by the Commission on Accreditation of Allied Health Programs in coordination with the American College of Sports Medicine. Because of their national accreditations, LSC's Exercise Science programs are evaluated by the Option 3 PReCIP Review Process.

**Overview of Programs**

Nearly all of the students in these programs are enrolled full-time. Full-Time Equivalent (FTE) enrollment in Health Sciences (CU and JSC) and Exercise Science (CU) are relatively strong. FTEs in Exercise Science at Castleton University nearly doubled from 51 FTEs in 2009 to 91 FTEs in the fall of 2015. Health Sciences at CU peaked in 2012 with 144 FTEs and has since declined to 110, possibly due to the surge in Exercise Science majors. JSC's FTEs in Health Sciences also peaked in 2011 and 2012 and has also declined somewhat to around 57. Degrees awarded in spring 2015 were 13 in Exercise Science, 30 in Health Science at CU and 10 in Health Science at JSC.

Female enrollment in Health Sciences, especially at CU, outpaces male enrollments. Exercise Science, on the other hand, is predominantly male students, 30-40% higher than the female enrollment.

All of these programs prepare students for graduate or professional programs. CU's Health Science program has a long-standing articulation agreement with Sage Graduate School in Troy, NY (4+3 in Physical Therapy and 4+2 in Occupational Therapy). Recently, CU formed a 3+4 articulation agreement with Albany College of Pharmacy and Health Sciences that will offer guaranteed admission to their Doctor of Pharmacy Program. Castleton's Health Sciences has also formed a "pathway

agreement” with Community College of Vermont that facilitates the transition of CCV students into CU’s Health Science program. At JSC, graduates of their Health Sciences concentrations may also complete the education curriculum for secondary licensure to teach science in grades 7-12; or complete the education curriculum for unified arts and become candidates for a license to teach physical education in grades PreK-12.

Concern about student persistence and retention were common in each program. Low retention was attributed to rigorous programs (i.e. Exercise Science students must earn a “C” or better in core classes); using Health Science as a placeholder for students waiting to be accepted into Nursing; underprepared students; and the common student issues related to affordability, mental health, and social adjustments to college life.

All three programs emphasize how their fields of study are fundamentally based on science and research. Greater opportunities for student research, whether directed by student investigators independently or as part of a faculty grant project, are desired at both JSC and CU.

### **Assessment of Student Learning Outcomes**

The Review Committee agreed that all 3 programs’ assessment of student learning outcomes was in its initial or emerging stages (see the VSC rubric for evaluating the quality of program assessment systems). Each program has a list of student learning outcomes (SLOs), but in one case they were not listed on the college’s website. This omission is being rectified. In some cases, faculty noted that due to heavy teaching loads, greater development of programmatic assessment plans has suffered. None of these programs has a highly developed assessment system based on data collection related to student learning outcomes. Therefore, there was little evidence that the assessment of SLOs via data analysis resulted in significant curricular and/or pedagogical changes. Programs have changed and improved, but these enhancements cannot be attributed to a systematic student assessment plan.

### **Progress on 2010 Program Improvement Recommendations**

Progress on PReCIP program improvement recommendations resulting from the last review were noted. Specifically, the committee commends:

- Castleton for its development of a University Support Team that is “committed to proactively supporting students whose academic and/or personal challenges may hinder them from succeeding at Castleton”.
- Castleton for implementing community service opportunities in Exercise Science – the Exercise Science Club, fitness testing various groups, and the addition of AHS 3820 *Practicum in Exercise Leadership* that is a collaborative effort with the Rutland Regional Health Centers.

- JSC's efforts to support summer research for their students and planning fundraising activities to pay for it.
- JSC's creation of a new concentration in Health Sciences - Pre-Physical Therapy

### **Recommendations for Improvement**

In reviewing the reports of each institution, as well as commentary provided by members of the Health Sciences Review Committee, the following directions for program improvement were identified:

#### Castleton:

1. Complete a successful search for an additional faculty member in Exercise Science.
2. Increase course offerings/sections, especially in upper level classes.
3. Finalize and implement a sustainable student assessment plan for each of the programs' student learning outcomes.
4. Improve contact with graduates in order to better assess their success in gaining admission to their chosen professional programs, their success in those programs, and for those not choosing further education, their success in obtaining employment in their field.
5. Pursue articulation agreements that develop pathways for prospective students (high school and community college) interested in enrolling in Castleton's Health Science/Exercise Science programs. Also pursue articulation agreements designed to assist Castleton University graduates who want to further their studies in various health care professions.
6. Provide increased student research and performance testing opportunities.
7. Broaden Natural Science faculty involvement (program planning, student learning and assessment) in the Health Science program.

#### Johnson:

1. Increase the number of students in the health sciences to at least 65. This will increase the programs' ability to offer upper level courses on an annual basis, thereby improving course completion sequence effectiveness and creating a "tighter" curriculum.
2. Improve retention rates of health sciences students. In many cases the college does not have control over whether students remain or leave JSC; but in other cases, students leave for reasons that faculty and staff at JSC might be able to prevent.
3. Offer a greater number of upper-level program electives that would improve the depth of the major. An increased number of students would make this

- feasible, but it would also require utilizing more part-time instructors or hiring a new full-time faculty member.
4. Improve the quality of internship supervision by communicating regularly with site supervisors and always completing site visits.
  5. Increase student awareness of the variety of professional certifications available to them and design the curriculum to prepare students for successful completion of these certifications.

VSC:

1. A systematic approach to support faculty/student research across the VSC is needed.
2. Direct access to student records by all program faculty, and not limited to only college assigned advisors This would offer students better advising (not just from the assigned faculty advisor, but from a broader array of helpful advocates) and would expedite early interventions when students struggle academically or emotionally.

**Other Notable Observations from the External Committee Review**

1. Castleton University has struggled to hire a new full-time faculty member in Exercise Science. There have been at least 3 failed searches. Lack of additional faculty has resulted in an excessively high teaching overload for the only full-time instructor in Exercise Science, and limited the program's capacity to improve student learning outcome assessments.
2. CU's Exercise Science First Year Seminar course identifies weaker students and offers a quicker path to assistance from CU's Early Intervention Team. The First Year Seminar also identifies stronger students with aspirations for graduate study.
3. Student feedback about CU's Exercise Science and Health Science programs is very positive.
4. Exercise Science graduates are encouraged to take the Certified Strength and Conditioning Specialist Exam offered through the National Strength and Conditioning Association after graduation. There is no system in place to track exam pass rates, however.
5. Extensive renovations to the Jeffords Science Center are planned. A capital campaign for these renovations is in progress.
6. CU's Exercise Science and Health Sciences programs both wish for more journal subscriptions, specific to their fields, be purchased by Calvin Coolidge Library.
7. All Health Science majors at Castleton University are required to complete an internship which is usually a "shadowing experience".
8. U.S. Bureau of Labor Statistics employment projections for physician assistants, physical therapists, and occupational therapists are all higher than

- average. Of the likely careers pursued by Health Science graduates, only pharmacy is expected to increase less than the national average.
9. JSC's Health and Exercise track provides "broader content and knowledge of human health and behavior modifications than other programs in Vermont".
  10. Both JSC and CU find it challenging to locate internship sites with clinical settings for their students. CU has recently established a Practicum in Exercise Leadership by collaborating with Rutland Regional Medical Center. JSC is very interested in re-establishing a productive internship program with Copley Hospital.
  11. Less grant funding at JSC means less indirect money for student research. Health Sciences is hoping to attract other resources that will support more student research.
  12. Health Science faculty at JSC have designed a new course that is entirely devoted to preparing students for life after graduation. The one credit *Health Sciences Seminar* is required for all Health Science students.

pWp

**VSC PReCIP  
 MATH PROGRAM REVIEW  
 Program Committee Report  
 Draft October 19, 2016**

**Committee:**

Anthony Julianelle, University of Vermont  
 Zsuzsanna Kadas, St. Michael’s College  
 Daniel Daley, LSC  
 Susan Generazzo, CU  
 Julie Theoret, JSC  
 Sharon Twigg, JSC (facilitator)

**Summary of PReCIP Findings**

<b>Program</b>	<b>Enr F13</b>	<b>Enr F14</b>	<b>Enr F15</b>	<b>Grds 13</b>	<b>Grds 14</b>	<b>Grds 15</b>	<b>Fac FT</b>	<b>Fac PT</b>
Castleton University BA.MAT, BA.MAT.STA, BA.MAT.SED, BA.MAT.EED, BA. MAT.CNT	53 (F12 50)	46	41	15 (F12 19)	14	-	4	9
Lyndon State College BA Mathematics	11	14	11	1	2	-	4	-
Johnson State College BS Mathematics	14	12	11	3	5	1	3	2

Enr: headcount enrollment; does not include students for whom program is a second major or students who have “stopped out” with the intention of re-enrolling

Grds: total of spring and summer semester graduates from given year plus any fall graduates from the previous semester

FT/PT fac: all full-time and part-time faculty associated with the *department* that hosts the program; does not account for faculty teaching responsibilities outside of the program under review, which can include substantial teaching credits for a given faculty member in departments that house multiple programs; includes staff and all others teaching in part-time number, except some clinical positions

The six-member committee, including two outside reviewers, met in Montpelier on September 27 to consider the Mathematics programs at Castleton University, Johnson State College, and Lyndon State College.

Committee members agreed that the math programs at each school have solid foundations with unique strengths. Program representatives expressed interest in adopting certain features of their sister programs. Outside reviewers commented that the care for students and programs is evident at all three institutions, and that faculty teach a wide range of courses, from basic to advanced, and participate in advising, recruiting, and assessment.

### **Castleton University**

*Program Overview:* Committee members agreed that the various degree tracks were comprised of solid core of requirements, and offered options compatible with the institutional mission. Upper-level courses as well as lower-level courses have solid enrollment. The committee recommended adding Advanced Calculus and Geometry to the BA.MAT.STA as requirements. The Major-by-Contract (BA.MAT.CNT) was noted favorably for its multidisciplinary focus. The Mathematics Tutorship course within the BA.MAT.SED, which embeds upper-level majors as tutors in other math courses, is a strength of the program, although it was recommended that this major include Advanced Calculus. The total number of majors has declined in the last two years, in proportion to the overall university-wide trend. Faculty participate in recruiting efforts by contacting accepted students with individualized letters and communication, and have developed a pathway between CCV STEM studies and their program. One committee member recommended identifying strong math students—as potential majors—through general math placement tests for incoming students.

*Assessment:* The program's assessment can be described as ongoing but still emerging. Calculus I has continued with an assessment component for the last five years, and the department plans to expand this to Calculus II and III. The program is also assessed using the results of the Praxis exam for those students pursuing licensure. The department is in early discussions regarding a senior capstone or comprehensive exam. A lengthy alumni survey gathers information on career plans and the quality of the major and faculty. Responses to the most recent Dean's interview were overwhelmingly positive, and students were familiar with learning outcomes and felt they achieved these. Student teachers were employed at a rate of 100%, and several students pursued graduate education at a variety of universities. Other students found employment in the actuarial field.

The committee agreed with plans to develop assessment in Calculus II and III and in Linear Algebra, as well as with developing a capstone assessment. It suggested that the Alumni Survey be shortened, and that it might be administered as an exit survey in order to yield a higher response rate.

*Program Planning and Review:* The department conducts periodic reviews to ensure the use of current technology, content, textbooks, and pedagogy for student teachers. Its review process has resulted in a number of changes, including the addition of a Masters in Mathematics Education; and the addition of teaching courses for secondary mathematics education majors, a



statistics course for nursing majors, and a biostatistics course for natural science majors. However, due to a lack of demand and a lack of resources, the department voted to archive the Master's program after six years. The department revised the mathematics elementary education curriculum to accommodate this subset of majors, who tend to struggle with the rigorous nature of mathematics requirements.

*Academic Resources and Support:* Five\* full-time faculty teach all upper level math courses, as well as some general education courses. It was suggested that faculty relative to not only number of majors but also to the number of service course sections offered be considered in determining faculty appointments. (\*One faculty member is currently on leave and has not been replaced.) Faculty have diverse expertise, making it possible to cover upper level and elective courses; but it is not feasible to offer some courses that could benefit students continuing to graduate school given the number of faculty.

*Continuous Improvement Plan:* The committee endorses CU's plan to continue building their assessment program, and to revise their programs based on the assessment process.

*Evidence:* Copies of the Calculus I assessment and alumni exit survey allowed the committee to make specific recommendations. Assessment results confirmed the trends described in the report. A review of major courses recorded the department's attention to uniformity of educational experiences across courses in light of student learning outcomes.

### **Johnson State College**

*Program Overview:* The committee commended the program's emphasis on rigorous mathematics education explicitly connected to the liberal arts. The program's mission statement for its major aligns with the JSC college mission and with the COPLAC (Council of Public Liberal Arts Colleges) mission. While enrollment and graduation rates have declined since Fall 2011, the committee once again commented that students who double major in math should be counted. Plans to market the math minor to relevant majors in the sciences was seen as a sound strategy.

Potential majors are identified through the math placement test for incoming students, which was designed in-house by the department and Admissions. Students who select Pre-Calculus or Calculus I as a starting point complete additional targeted problems, and those who perform well can be identified as major prospects. The committee agreed this is a good strategy for recruiting accepted students into the major.

*Assessment:* The committee found the assessment protocols to be rigorous. Following 2011 PReCIP committee recommendations, the department wrote new outcomes linked to core courses and to the completion of the degree. Core Knowledge Outcomes of specific courses are assessed each spring, and Capstone Outcomes are assessed upon a student's completion of the

degree. A requirement for students to *take* a core assessment exam was changed to a requirement that students *pass* this exam, resulting in better pass rates. The exam results identified a weakness in students' ability to construct and understand mathematical proofs; the department designed and implemented a new course in response, with specific learning outcomes. In order to more effectively research their projects, seniors are now required to outline their topic the semester prior to embarking on their capstone project. Students report feeling successful in achieving the program's learning outcomes, although, similarly as at other institutions, they express a desire for a wider variety of courses.

*Program Planning and Review:* The committee agreed that the program has successfully revised its learning outcomes and assessment plan. These changes allow the program to base programmatic changes on the alignment of courses with desired learning outcomes; courses that do not align well with these are eliminated. On the other hand, identified gaps in learning outcomes led the department to develop a proof-writing course to replace an outdated modeling course; and, to require pre-approval of senior projects so that seniors have more time to devote to research. Student learning outcome scores are reviewed regularly at department meetings to guide department initiatives.

Students have more opportunities to work with and receive instruction in technologies, including Java Programming, Geogebra, MATLAB, and R. Upper-level electives are shared with LSC, an initiative the committee acknowledges may provide more opportunities as the unification of JSC and LSC moves forward.

*Academic Resources and Support:* Three full-time faculty teach all of the required courses for the major, and in spite of the 2011 PReCIP recommendation to add a fourth full-time member, find that teaching coverage is acceptable. The faculty also teach in the general education program.

The committee recognizes the need for laptops with the necessary software for optimal student learning. The currently available laptop cart is outdated and not always available when needed.

*Continuous Improvement Plan:* The committee endorses the department's plans for further familiarizing students with learning outcomes; making further adjustments to curriculum to ensure more access to computer programming and to ensure students' abilities to read mathematics independently; to work with LSC on program offerings; and, to market the program at the level of major, minor, associate's, and secondary licensure.

*Evidence:* The program maintains records in the form of completed core assessment exams and rubric assessments by faculty and students of the capstone outcomes. Data spreadsheets are

available with student scores on each of the learning outcomes. Decisions made in the program are data driven.

### **Lyndon State College**

*Program Overview:* The committee found that the LSC program, much like other VSC programs in mathematics, provides a strong liberal arts degree that is very marketable upon graduation. Experiential learning, in keeping with the college mission, is demonstrated in students' capstone portfolio. Faculty recruit prospective students by phone and email; give presentations at local schools; and reach prospective students through the dual enrollment and early college programs. The number of majors has remained constant, reflecting the national average of 1% of all college students. The individualized attention faculty provide to students results in solid retention and graduation rates. The committee agreed with the recommendation that double majors, who form a consistent number of second majors in math, should be included in FTE totals.

*Assessment:* The committee agreed with the program's plans for continued refinement of learning outcomes for assessment purposes. The program requires a capstone portfolio, which is evaluated by all instructors using a rubric. The addition of mid-program assessment is recommended. Five years of data have been used to address gaps in student learning, such as the added requirement of an experiential component—primarily serving as math tutors—to help students meet their communication outcomes. Assessment reveals that the program's emphasis on technology amply prepares their students for future work. Plans to modify a course to address real-world applications are underway, as this outcome is not being adequately addressed following the cancellation of a course in statistical theory.

Students are well-positioned for the workforce, and find employment in computer, financial, insurance, software, or military fields. Several have also pursued graduate studies in mathematics. The program's focus on real-world applications and facility with using technology to do mathematics is a key strength.

*Program Planning and Review:* The committee acknowledged that the program is entering a time of transition, with the LSC Curriculum Task Force suggesting that it collaborate with JSC; redesign the major; or close the program. The department has been streamlining the program and collaborating with JSC on upper-level offerings to boost enrollment in these courses. Learning outcomes are being revised to be more specific and measurable. The department has used its assessments to date to make curricular changes aimed at improving learning outcomes in communication of mathematical concepts and in evaluating real-world applications of mathematics. The department review outcomes, curriculum, and recruiting and retention annually.

*Academic Resources and Support:* Four full-time faculty teach a broad range of courses, and deliver the core requirements of the program. A concern remains the lack of expertise in the area of statistics. The department anticipates the retirement of two of these faculty in the near future. While facilities and resources are sufficient for the size of the program, IT problems, such as machines being offline and the failure of software to run, remain problematic as these glitches require several days to resolve.

*Continuous Improvement Plan:* The committee agrees with the department's plan to refine the program, including revising student learning outcomes, associated rubrics, and curriculum. It recognizes that the program is entering a time of transition with the unification of LSC and JSC.

*Evidence:* The program has five years of capstone assessment for its graduates. Assessment data will likely become more specific as the program refines its outcomes and rubric protocols.

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



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TO: Education, Personnel, and Student Life Committee  
FROM: Council of Presidents, Chancellor Spaulding  
RE: Review of PreCIP Review Committee Reports  
DATE: November 9, 2016

Per VSC Policy 101, Program Review and Continuous Improvement Process (PreCIP), the academic programs listed in the attached reports have all completed a nearly eighteen-month review. This process began in May 2015 with a VSC-wide professional development retreat for faculty contributors to self-study reports, continued through the 2015-2016 academic year with individual program analysis activities and deans' interviews of graduating students, and culminated in review committee meetings and findings this fall.

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

#### Overview:

The programs contained in this year's review cycle included business and accounting; allied health; exercise and health sciences; education; and math. All education programs with the exception of CCV's early childhood education program, all allied health and nursing programs, and the exercise science program at Lyndon are externally accredited and thus were not part of the PReCIP review committee process. Program reviews noted good attention to creating more pathways and articulation agreements for students entering (from high school, CCV, and other majors) and exiting programs (to graduate school, careers). As a venue for strengthening faculty relationships and sharing of best practices across the system, the PReCIP review committee discussions continue to be effective.

Notable in this year's reports of system collaborations are the articulation agreement between CCV's Early Childhood Education program and Lyndon's new online program; discussions between Lyndon and Johnson faculty about sharing delivery of upper-level math offerings; and planning by Vermont Tech, Lyndon, and Johnson in collaboration with CCV to align curriculum in support of shared delivery and individual institutional specialization.

### Assessment of Student Learning Outcomes:

In most cases, committees noted substantial efforts by programs to identify and assess learning outcomes, although most programs have not yet achieved demonstrable improvements in student outcomes as a result of the use of assessment data. As part of the continuous improvement process, many programs are identifying the need to refine student learning outcomes as well as data collection strategies. Reflecting on the status of our program assessment systems according to the VSC academic program review rubric, we find most programs to have moved from “initial” and “emerging” to “developed” systems, with some early examples of “highly developed” practices. Discussions within PReCIP review committees are an important opportunity for faculty to share strategies for achieving a sustainable program assessment system.

### Progress on 2011 Improvement Recommendations:

Review committees found that most programs demonstrated progress on the previous cycle’s improvement recommendations, and reviewers highlighted the value of annual attention to program assessment and review of program improvement goals.

### Recommendations for the VSC System:

1. Expand current institutional research and reporting that could be conducted most efficiently on a system-wide basis:
  - Include double majors in enrollment and program completion data.
  - Provide program retention data.
  - Collect alumni employment data.
2. Continue collaborative discussions of pathways to include opportunities for students to “reverse transfer” and complete a degree at a sister VSC institution. (For example, education majors at Castleton, Johnson, or Lyndon might reverse transfer to complete a CCV Early Childhood Education degree.)
3. Continue to support and develop the PReCIP process as an opportunity for ongoing faculty development and collaboration.

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Commendation to Policy 101 Program Review Committees

- WHEREAS, In 2002 the Vermont State Colleges Board of Trustees approved a revised Policy 101, Review and Approval of Existing Academic Programs, to incorporate a VSC-wide review of degree programs by discipline; and
- WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs policy with a new Program Review and Continuous Improvement Process; and
- WHEREAS, The Policy 101 process calls for the establishment of cross-college committees to review program reports submitted by the colleges;
- WHEREAS, These committees include VSC faculty and staff and external representatives with strong backgrounds in the program area under review who voluntarily commit their time and expertise to the process; and
- WHEREAS, The Board of Trustees recognizes that these Policy 101 Program Committees play a critical role in the VSC program review process, particularly by making specific program improvement recommendations back to the colleges; and
- WHEREAS, The Board of Trustees appreciates the special role of the academic deans in managing the process, chairing the committees, and authoring the committee reports; therefore be it,
- RESOLVED, That the Board of Trustees commends the thoughtful and thorough work of the 2016 Policy 101 Program Review Committees, as attached, and particularly acknowledges the extra effort of the committee chairs, to support the purpose of Policy 101, to ensure that VSC colleges regularly engage in practices designed to foster the continuous improvement of programs.

November 30, 2016

## **2016 PreCIP Review Committees**

### **Business and Accounting**

Facilitator: Yasmine Ziesler, VSC  
Cathy Kozlik, Associate Academic Dean, Castleton  
Diane Hermann-Artim, Associate Academic Dean, CCV  
James Black, Business & Economics Dept. Chair, Johnson  
Bill Morison, Assistant Professor, Lyndon  
Allan Rodgers, Professor, Vermont Tech  
Linda Rossi, State Director, VT Small Business Development Center  
John Davis, CPA, Davis & Hodgson Associates

### **Education**

Facilitator: Jonathan Spiro, Academic Dean, Castleton  
Diane Hermann-Artim, Associate Academic Dean, CCV  
Amethyst Peaslee, Resource Specialist, Mary Johnson Childcare Services

### **Mathematics**

Facilitator: Sharon Twigg, Interim Academic Dean, Johnson  
Susan Generazzo, Math Dept. Chair, Castleton  
Julie Theoret, Math Dept. Chair, Johnson  
Dan Daley, Associate Professor, Lyndon  
Tony Julianelle, Dept. of Math & Statistics, University of Vermont  
Zsuzsanna Kadas, Professor, St. Michael's College

### **Health & Exercise Sciences**

Facilitator: Phil Petty, Academic Dean, Vermont Tech  
Justin Carlstrom, Associate Professor, Exercise Science Program Coordinator, Castleton  
Hans Christian Haverkamp, Associate Professor, Johnson  
Dr. Robert Hamilton, Albany College of Pharmacy and Health Sciences  
Dr. John Bisaccia, Williston Family Chiropractic & Sports Medicine



VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Policy 101 Programs for 2017 Review

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

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

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

- Agriculture/Horticulture/Equine Studies
- Information Technology & Computing
- Biology
- Environmental Sciences
- Natural Sciences
- Outdoor Education/Recreation/Management
- STEM Studies

Therefore, be it

RESOLVED, That the VSC Board of Trustees approves the program areas listed above for Policy 101 VSC-wide review in 2017.

November 30, 2016

**VSC POLICY 101**  
**PROGRAM REVIEW AND CONTINUOUS IMPROVEMENT PROCESS**  
**PROGRAMS SCHEDULED FOR REVIEW IN 2016-2017**

**Agriculture and horticulture, including  
equine studies**

VTC AAS, Agribusiness Management  
Technology  
VTC AAS, Dairy Farm Management  
VTC AAS, Equine Studies  
VTC AAS, Landscape Design and  
Sustainable Horticulture  
VTC BS, Diversified Agriculture

**Information technology and computing**

CCV AS, Computer Systems Management  
CCV AAS., Network Administration  
CU BS, Computer Information Systems  
LSC AS, Computing  
LSC BS, Computer Information Systems  
VTC AE, Computer Engineering  
Technology  
VTC AS, Computer Information  
Technology  
VTC AS, Computer Software Engineering  
VTC BS, Computer Engineering  
Technology  
VTC BS, Computer Information  
Technology  
VTC BS, Computer Software Engineering  
VTC MS, Computer Software Engineering

**Biology**

CU BS, Biology  
JSC BS, Biology  
JSC BA, Biology, Field Naturalist

**Environmental sciences**

CCV AS, Environmental Science  
CU BS, Environmental Science  
JSC BS, Environmental Science  
LSC BS, Environmental Science

**Natural Sciences**

CU BS, Chemistry  
CU BS, Geology  
LSC BS, Natural Sciences  
LSC BS, Sustainability Studies

**Outdoor education/recreation/  
management**

CU BS, Sports Administration  
JSC BA, Outdoor Education  
LSC BS, Mountain Recreation Management

**STEM Studies**

CCV AS, STEM Studies

Item 3:  
Program Proposals under VSC Policy 102

[Back to Agenda](#)

## VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL

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

1. *Institution:* Castleton University
2. *Name of new program:* B.A. in Graphic Design
  - a) *Individual(s) with responsibility for program development:*
    - Professor Robert Gershon, Chair, Communication Department
    - Assistant Professor Oliver Schemm, Chair, Art Department
    - Assistant Professor Michael Talbott, Communication Department
  - b) *Academic Department(s):*
    - Art Department
    - Communication Department
3. *Proposed start date of program:* Fall 2017
4. *Title of degree to be conferred (if applicable):* Bachelor of Arts in Graphic Design
5. *Brief description of proposed program (150 words or less):*

The B.A. in Graphic Design is an innovative, interdisciplinary program that will prepare students for a variety of rewarding and popular careers in:

- Graphic design
- App development
- Web design
- Art direction
- Multimedia art and animation
- Interior design
- Advertising design
- Print layout
- Package design

Graduates of the program will have the wherewithal and marketability to pursue employment in a range of industries, including firms that specialize in video content, animation, advertising, public relations, manufacturing, publishing, virtual design, broadcasting, health care, product packaging, marketing, and education.

The program, a joint effort of the Communication and Art Departments, will replace the existing Graphic Design concentration in the Art Department with a full-fledged major. The new program will offer a blend of theoretical and practical courses and thereby provide a more thorough graphics preparation as well as significant communication and public relations options to ensure that our graduates are well prepared to meet the challenges of the modern professional workforce.

## **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:*

Replacing the current concentration in Graphic Design with a full-fledged major will provide our students with a solid program in a field that is of interest to a significant number of recruits. This, in turn, will likely help spur the “incremental enrollment growth” called for in Castleton University’s strategic plan (the *Castleton Plan*, published in 2013). A blend of theoretical and practical ideas and courses, the program fits in particularly well with Castleton’s dual liberal arts/professional orientation.

The impetus for development came from the Dean of Enrollment, who received reports from our Admissions counselors (and subsequently researched our competing schools) and concluded that a stand-alone program would be superior to the current concentration in Graphic Design in the Art, as well as the concentration in Digital Media in the Communication Department. Both of these concentrations are somewhat hidden from recruits as they are embedded within two different departments. In effect, the change is a revamping and rebranding of the two existing Graphic Design concentrations to satisfy the expressed needs of prospective students.

The program is unique in its ability to provide both a public relations and a communication background to design students whose career paths so often bring them into both arenas. A Graphic Design major will dramatically improve the employment prospects of our talented students (especially students in the arts, who often have no defined professional path after graduation).

The new program also promises to add still another university-community link, as it will be of benefit to local businesses and non-profits, from whom we have been receiving a significant number of requests for graphic design interns and graduates. This aspect will help fulfill two important parts of Castleton’s mission, which are to provide opportunities for outside-the-classroom learning and to support and improve the region’s businesses.

A possible bonus of adding a Graphic Design major is that the university might be able to perform some of its design and printing in-house, providing real-world opportunities for our students and savings for the institution.

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):*

Castleton University’s unique partnership with the Rutland Economic Development Corporation has attuned the institution’s academic planning process more closely to the

workforce needs of the area, and two fields that have consistently risen to the fore are design and public relations. Two years ago, we hosted a statewide student conference of the Vermont branch of the American Institute of Graphic Arts (AIGA Vermont). At that time, its members described the many potential advantages to the state of Vermont if Castleton University had a design major. Perhaps more importantly, the plurality of inquiries received by the Art and Communication Departments are from prospective employers seeking graphic design interns and employees.

While much of the work of graphic designers takes place on computers, we believe that the most effective mode of curricular delivery is via face-to-face instruction in a dedicated Graphic Design Lab.

Therefore, it is clear that offering an innovative Graphic Design major at a thriving university located just minutes away from the resurging city of Rutland will serve to meet the educational needs of our students and fill a need in the regional economy.

- 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:*

There are three relevant programs in the VSC system:

- CCV, AA in Graphic Design
- Johnson State College, BFA in Media Arts
- Lyndon State College, BFA in Graphic Design

But the VSC system currently has no B.A. in Graphic Design. The proposed program is further unique in its linking of the disciplines of Art and Communication in service of providing students with the background to successfully step directly from campus to the workforce. The new major will strengthen the system by attracting students it otherwise would not and providing a stronger connection with the business, health, and non-profit communities of the greater Rutland area.

We currently have an articulation agreement with CCV and that institution has expressed enthusiasm for morphing our Graphic Design concentration into a major. We expect to update that agreement so it aligns directly with the new major and we believe that this will provide CCV/CU students more and better opportunities for career development.

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

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

The Graphic Design major prepares students for careers in a wide variety of fields and locations including advertising, health care, product packaging, public relations, broadcasting, education, marketing and government services.

Students graduating with a Bachelor of Arts in Graphic Design will be able to demonstrate:

- technical design skills
- proficiency with professional industry standards and software
- knowledge of the history of visual communication
- effective research, analysis, and writing skills
- the ability to think independently and critically
- the flexibility necessary to adapt to rapid changes in the field
- an understanding of the need to balance and evaluate personal, organizational, and public concerns in the process of creative production

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

Good graphic designers have always drawn inspiration from fine art. Their work also benefits from an understanding of communication theory and the media environment. The new program addresses these needs with required art history and theoretical communication courses.

A foundation in the liberal arts is important to the Graphic Design program, and all students who complete the Graphic Design program at Castleton University will have a strong liberal arts background. The University's requirements include 28 credits in the four frames of reference (Aesthetic Understanding and Activities; Scientific and Mathematical Understanding; World Views: Cultural, Historical and Philosophical; and Social and Behavioral Understanding); required courses in composition, speaking, literature, and computing; as well as competencies in writing, oral communication, information literacy, and quantitative reasoning.

Castleton University's vaunted internship program will provide our students with valuable professional experiences.

#### *3. What peer programs or model curricula served as a basis for the proposal:*

- Rhode Island School of Design
- Plymouth State University
- University of Southern New Hampshire

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

Program faculty and administrators will track alumni, analyze supervisor evaluations of interns, evaluate student portfolios, and participate in the PReCIP process. These efforts will

ensure that graduates of the Graphic Design major can demonstrate the learning outcomes outlined in number 1 above.

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.*

Program implementation will include the hire of a new faculty member with education and experience in the field. We will also install a new computer lab where students will learn to master Adobe Creative Suite and other industry standard software and tools employed by professionals in the field. In addition, a number of current faculty members will be involved in the program, including three full-time Ph.D.-prepared Communication professors, one professor with a recent M.F.A in digital media, and three full-time M.F.A.-prepared Art professors, all of whom will contribute their knowledge of trends in design and related areas.

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

<b>Course Name &amp; Number</b>	<b>Credits</b>	<b>New or Existing?</b>
<b><i>Foundational courses (45 cr):</i></b>		
ART/COM 1410 - Digital Photography I	3	Existing
ART 2040 - Typographic Design	3	Existing
ART/COM 2221 - Graphic Design I: Intro to Graphic Design	3	Existing-modified
ART/COM 2222 - Graphic Design II: Layout & Design	3	Existing-modified
ART/COM 3221 - Graphic Design III: Visual Branding	3	Existing-modified
ART/COM 4222 - Graphic Design IV: Screen & Responsive Design	3	Existing-modified
ART 1011 - Drawing I	3	Existing
ART 1020 - Introduction to Studio Arts	3	Existing
ART 1030 - Composition & Concepts	3	Existing
ARH 1010 - Intro to Art History	3	Existing
ARH 3070 - Art Since 1945	3	Existing
COM 1040 - Media Writing	3	Existing
COM 1211 - Introduction to Video & Filmmaking	3	Existing
COM 1220 - Introduction to Communication	3	Existing
COM 2220 - Web Content & Site Development	3	Existing
<b><i>Choose two additional courses (6 cr):</i></b>		
ART/COM 2315 - Digital Photography II	3	Existing
ART/COM 3130 - Motion Graphics & Animation	3	New
COM 2150 - Public Relations	3	Existing
COM 3120 - Multimedia	3	Existing
PHI 3060 - Aesthetics	3	Existing
ART/COM 4810 - Internship	3	Existing
<b><i>Capstone course (3 cr):</i></b>		
ART 4850 - Portfolio Preparation & Evaluation	3	Existing
-or- COM 4510 - Communication Portfolio	3	Existing



Course descriptions for the one new course and four modified courses:

**ART/COM 2221 - Graphic Design I: Introduction to Graphic Design**

*This course will introduce students to the basic principles, language, tools and practice of graphic design and teach them how to apply concepts through visual problem solving and communication. Students will also learn the process of design: research, ideation, iteration, implementation via industry-standard graphics software, and critique.*

**ART/COM 2222 - Graphic Design II: Publication Design**

*Students continue to explore and apply graphic design, typographic principles, and type/image integration with emphasis on print and online publication, including newspaper, magazine and advertising layout and design. The course continues the consideration of design in an historical perspective.*

**ART/COM 3130 - Motion Graphics and Animation**

*This course will introduce the study and application of the basic technical and aesthetic components of motion design. Using industry standard time-based media software, students learn animation principles and skills as applied to a variety of media on computer and video screens. Topics include character animation, animation layering, motion logo development, and motion typography.*

**ART/COM 3221 - Graphic Design III: Visual Branding**

*This course teaches the development of visual branding, a system for communicating an organization's unique story. Students will pursue both project-based and holistic approaches to visual research and information gathering, concept generation, design, and implementation. Students will gain an understanding of the history of logos, iconography, wordmarks, typography, and vision books.*

**ART/COM 4222 - Graphic Design IV: Screen and Responsive Design**

*Students will explore the Web and mobile apps as communication media with emphasis on visual design, effective communication, and user interaction, using both design and functionality tools. They will also consider the historical development of graphics and interface tools in electronic devices and networks.*

7. *TOTAL CREDITS in proposed program: 54*
8. *TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 45*
9. *TOTAL CREDITS for the degree: 122*

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.

Semester 1

ART 1020 - Intro to Studio Arts\*  
ART 1030 - Composition & Concepts  
ARH 1010 - Intro to Art History\*  
INT 1151 - Soundings I  
GED frame course  
Elective

Semester 3

ART/COM 2221 - GD I: Intro to Graphic Design  
COM 2220 - Web Content & Site Development  
COM 1211 - Intro to Video & Filmmaking  
GED frame course  
Elective

Semester 5

ART/COM 3130 - Motion Graphics & Animation  
ART/COM 1410 - Digital Photography I  
ART 1011 - Drawing I  
INT 3054 - Junior Soundings  
GED frame course  
Elective

Semester 7

ART/COM 3221 - GD III: Visual Branding  
ART 2040 - Typographic Design  
Elective  
Elective  
Elective

Semester 2

ART/COM 1230 - Intro to Computing Arts/Hum\*  
COM 1220 - Intro to Communication\*  
COM 1040 - Media Writing  
INT 1152 - Soundings II  
GED frame course  
Elective

Semester 4

ART/COM 2222 - GD II: Layout & Design  
COM 3120 - Multimedia  
-or- PHI 3060 - Aesthetics\*  
GED frame course  
Elective  
Elective

Semester 6

COM 2150 - Public Relations  
-or- ART/COM 2315 - Digital Photography II  
ARH 3070 - Art Since 1945  
GED frame course  
Elective  
Elective

Semester 8

ART/COM 4222 - GD IV: Screen & Responsive Des  
ART 4850 - Portfolio Prep & Evaluation  
-or- COM 4510 - Communication Portfolio  
ART/COM 4810 - Internship  
Elective  
Elective

\* = satisfies a General Education requirement

**Recommended electives:**

BUS 2230 - Principles of Marketing  
BUS 3272 - Social Media Marketing  
CIS 3150 - Web Design I  
CIS 3160 - Fundamentals of Web Graphics  
CIS 4110 - HTML, DHTML, and JAVA Programming  
COM 2260 - Media and Society

**Part IV: Budget Considerations**

*1. Expenditures for the proposed program:*

Instituting a Graphic Design major will entail two major costs:

- A. Hiring a new full-time faculty member with expertise in graphic design at \$45,000 per year in salary plus \$19,000 per year in benefits.
- B. Converting a classroom into a showcase Graphic Design Lab:
  - computers: 21 iMac 27" 16GB/1TB fusion drive (\$1969 each): \$41,349
  - network switch for 21 computers: \$3,000
  - cabling: \$5,000
  - annual software license for Adobe Creative Cloud (this licenses every Castleton-owned computer on campus): \$19,000. (Note that some courses will add a lab fee to help cover the cost of the software license.)
  - television + Samsung 3.1.2-channel soundbar: \$5,000
  - work station desks: \$16,782
  - countertop cabinets: \$6,000
  - center tables for collaboration: \$2,000

	<b>Year One</b>	<b>Year Two</b>
<b>Faculty</b>	\$64,500	\$64,500
<b>Admin/Other Staff</b>	-	-
<b>Facilities/Equipment</b>	\$98,131	19,000
<b>Library/Other Materials</b>	-	-
<b>Other Costs</b> (e.g. accreditation/licensure expenses)	-	-
<b>TOTAL COSTS:</b>	<b>\$162,631</b>	<b>\$83,500</b>

*2. Revenue/sources to meet new expenditures*

	<b>Year One</b>	<b>Year Two</b>
	\$164,500 (13 FTE)	\$195,000 (18 FTE)
<b>Reallocation</b> (PT replaced by FT faculty)	\$27,612	\$27,612
<b>Other Sources</b>	-	-
<b>TOTAL REVENUES:</b>	<b>\$192,112</b>	<b>\$222,612</b>

Our Admissions Office estimates that the Graphic Design program will lead to the enrollment in Year One of at least 15 new students who would not otherwise enroll at CU (11 in-state and 4

out-of-state students). The tuition from these 15 students (based on the 2016-2017 tuition rates, minus our average discount rate) will be \$164,500. In Year Two (assuming our current retention rate of 75%) we expect there will be a total of 18 students at CU who would not otherwise have been here. The tuition from these 18 students (based on the 2016-2017 tuition rates, minus our average discount rate) will be at least \$195,000.

The reallocation figure is based on the assumption that six of the eight courses that will be taught each year by the new full-time faculty would otherwise have been taught by part-time faculty at an average of the middle pay grade, which—per the Part-Time Faculty Agreement—is \$4,602/3 cr.

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

1. *Projected enrollment for new program:*

	<b>Year One</b>	<b>Three Years Out</b>
<b>Full-Time</b>	12	22
<b>Part-Time</b>	3	5
<b>In-State</b>	11	20
<b>Out-of-State</b>	4	7

2. *Describe how you arrived at these projections:*

We used applicant data from the Admission Office for the last three years and the enrollment history of the Art Department’s concentration in Graphic Design. While the growth of the University and enthusiasm for the new program may well push these numbers higher, we thought it wise to keep initial expectations conservative.

3. *Describe the marketing strategies for the new program.*

By offering a stand-alone Graphic Design major with a designated faculty member and instructional space, we will naturally attract more students. At the moment the concentration is buried in the list of Art offerings and not easily found by a student who enters a simple search term to identify schools that offer what they are looking for. The stand-alone major will stick out on our list of academic programs on every brochure, admissions publication, college fair display, and open house academic fair. Traditional admissions office recruitment techniques will naturally attract students to this major because of the reasons above. Admissions will also more aggressively purchase names of students interested in Graphic Design and apply the predictive model to ensure that the student names that are purchased are most likely to enroll. In addition, recruits will be enticed by our new Graphic Design Lab, which will be a showcase for the major and the institution.

4. *Competition:*

- a. *In state and region:* Champlain College has a program that appears strong on paper and benefits from its location in the Burlington area. Keene State has a B.A. in Art concentration that looks far weaker than our proposal, again on paper, while Plymouth State has a strong BFA that, on the other hand, limits a student’s ability to obtain the liberal arts context we believe better prepares them. UVM has no graphic design program.
- b. *Web-based:* Southern New Hampshire University always provides strong competition for online courses and Full Sail University offers options in media arts related fields. However, we believe that our face-to-face program, with its low student-faculty ratio and new, cutting edge Graphic Design Lab, offers a competitive advantage to students seeking an on-the-ground education.

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

The new program will have minimal impact on existing programs at CU. To implement this proposal, we will close out the Art Department's concentration in Graphic Design. Its students will either finish that degree or, more likely, gladly transfer to the new program. We expect some Communication students with a concentration in Digital Media to move to the new program.

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

Castleton University's main competitors when it comes to enrollment are Keene State, Plymouth State, and the University of Vermont, so we think that elevating our Graphic Design concentration to a major will have only a minor impact on enrollments in existing programs at other VSC colleges, especially as they do not offer a dedicated Graphic Design major. Rather, students in central and southern Vermont and eastern New York will be attracted to CU's new major if they seek a university environment, an interdisciplinary major, and the experience of working with businesses in Rutland.

To be sure, in addition to strengthening our articulation agreement with CCV, Castleton University is very interested in collaborating with our sister institutions in the VSC system to offer a Graphic Design major with as much breadth and depth as possible. However, more specific discussions will necessarily have to wait until we hire our new Graphic Design professor and can determine the nature of his/her strengths and interests.

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

It is likely we would develop some new friends for the institution in the graphic arts and general media and business communities, via various community engagement initiatives, especially internships. In certain fields, graphic design among them, engagement is a two-way street, so we not only expect our students to help in the community but we have reason to believe that members of the design and media community in the Rutland area will be glad to participate not only as internship supervisors, but as advisors, guest speakers, evaluators of student work, and part-time faculty. Finally, it seems reasonable to expect that with more local employment opportunities and experiential ties to the community, more alumni will remain in the local region and state and thereby strengthen our external relations.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Castleton University: Bachelor of Arts Degree in Graphic Design

- WHEREAS, Castleton University proposed a Bachelor of Arts Degree in Graphic Design; and
- WHEREAS, Castleton University's B.A. in Graphic Design is an innovative, interdisciplinary program that will prepare students for a variety of rewarding and popular careers in the context of the liberal arts tradition; and
- WHEREAS, The B.A. in Graphic Design would replace Castleton's existing concentration in Graphic Design as a joint effort of the departments of art and communication with a primary reliance on existing curriculum; and
- WHEREAS, The program will offer a blend of theoretical and practical courses and thereby provide a more thorough graphics preparation as well as significant communication and public relations options to ensure that graduates are well prepared to meet the challenges of the modern professional workforce and address an identified need in the regional economy; and
- WHEREAS, Castleton has developed a budget to deliver the program based on admissions applicant data projecting enrollment growth; and
- WHEREAS, In accordance with Policy 102, following the Council of Presidents discussion of the proposal, the Board Education, Personnel, Student Life Committee reviewed it and recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Castleton University to offer a Bachelor of Arts Degree in Graphic Design as of this date, November 30, 2016.

November 30, 2016

## **VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL**

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

1. Institution: Castleton University
2. Name of new program: 3 + 2 Athletic Training Program:  
Bachelor of Science in Kinesiology/Pre-Athletic Training  
Master of Athletic Training (MAT)
  - a) Individual(s) with responsibility for program development:  
  
Professor Reese Barber, Athletic Training Program Director  
Assistant Professor Rebekah Peterson, Athletic Training Coordinator of Clinical Education
  - b) Academic Department:  
Department of Health, Human Movement and Sport
3. Proposed start date of program: Fall 2017 for the proposed bachelor's degree; Fall 2020 for the master's degree.

The current Bachelor of Science in Athletic Training program will be phased out and replaced with a Bachelor of Science in Kinesiology / Pre-Athletic Training program. Students in this program will apply to the MAT program during their 3<sup>rd</sup> year, and if accepted will begin the 2-year MAT program during their fourth year.

The proposed start date for the 3+2 Pre-AT to MAT program is the fall of 2017. Students would complete the prerequisite and foundational coursework for the MAT degree within the BS in Kinesiology/Pre-AT program. The first entering class of 2017 would be ready to begin the MAT program in the Fall 2020. This timing would allow us to phase out the current Bachelor of Science in Athletic Training program.

4. Title of degrees to be conferred:  
  
Bachelor of Science in Kinesiology/Pre-Athletic Training  
Master of Athletic Training
5. Brief description of proposed program (150 words or less):

This 3+2 Pre-AT-to-MAT program will allow students to complete the entire program in five years, and be eligible to take the Board of Certification Examination (BOC) upon program completion. Students in the Kinesiology/Pre-AT program will complete MAT prerequisite courses in biology, chemistry, physics, psychology, anatomy and physiology. They will also complete courses that provide foundational knowledge such as statistics, kinesiology, exercise physiology, human anatomy,



public health, emergency care, and foundational athletic training content courses. The majority of these courses already exist at Castleton. Three new foundational athletic training courses (*Foundations of Athletic Training*, *Foundations of Orthopedic Assessment*, and *Foundations of Therapeutic Intervention*) will be added. These new courses will also be added to the Health Science degree curriculum, as replacement courses for current athletic training courses offered to Health Science majors. Students will be required to complete all the general education courses within the first three years. The fourth and fifth years will be dedicated to the MAT didactic and clinical coursework. Students will receive a Bachelor of Science in Kinesiology/Pre-AT degree after the fourth year. Students who do not enter the MAT program after the three-year mark will have the option to finish the Bachelor of Science in Kinesiology, without the Pre-AT concentration. These students will complete an alternate curriculum in the 4<sup>th</sup> year in order to fulfill the requirements for the Kinesiology major. Students who decide early on in their education that they do not want to continue into the MAT program may be advised to change their major; Health Science is a good option. Either program (Kinesiology/Pre-AT or Health Science) will prepare students with the prerequisite coursework and foundational knowledge to enter any allied health graduate degree program (i.e. AT, PT, OT, chiropractic, etc.).

The MAT program will take two full years, including two summer (August) semesters, to complete. The tentative total credit load is anticipated to be 68 credits, however as a 3+2 program, only 32 credits remain to be completed after the fourth year when the BS in Kinesiology/Pre-AT degree is awarded. The design of the new program will allow students to become immersed in athletic training didactic and clinical content courses, because the foundational knowledge and general education courses will be complete before students enter the MAT program.

The Commission on Accreditation of Athletic Training Education (CAATE) is in the process of creating a new edition of the standards that programs will be required to adhere to. In this CAATE Standards for the Accreditation of Professional Athletic Training Programs draft ([http://caate.net/wp-content/uploads/2016/04/2016-CAATE-Standards-Accd-Professional-Athletic-Training-Programs\\_VF.pdf](http://caate.net/wp-content/uploads/2016/04/2016-CAATE-Standards-Accd-Professional-Athletic-Training-Programs_VF.pdf)), one new proposed standard is that the program must incorporate planned inter-professional education. Therefore, we are currently working with faculty members in the Nursing Department to develop inter-professional opportunities for our students. Another proposed new CAATE standard is related to the variety and type of clinical education opportunities. This proposed new standard states that the program must include at least one immersive clinical rotation that is full-time for at minimum a 4-week period. We will potentially need to add more clinical rotation sites, including immersive clinical experiences.

## **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:**

The Athletic Training Program at Castleton University saw its beginnings in the mid-1970s, and has a long legacy of providing excellence in athletic training professional education. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 2000 first accredited the program. In 2006 the Commission on Accreditation of Athletic Training Education (CAATE) accredited it. In May 2015, the CAATE announced that all programs must transition to the master's level by the year

2022. The Castleton University Athletic Training Program rationale to transition to the master's level is driven by this new CAATE requirement.

The proposed Master of Athletic Training degree supports the overall Castleton mission by continuing to provide a high-quality, successful athletic training professional degree program. It also supports the university's priority of developing more graduate academic programs. The Athletic Training Program will continue to support the university's mission to provide excellence in teaching, close student-faculty interactions, and numerous opportunities for learning outside of the classroom. The program is already providing opportunities for service learning within the athletics program at Castleton. The addition of more athletic teams in recent years has expanded the on-campus experiential learning opportunities available for athletic training students. The program has also already established strong affiliations with Rutland schools and with the local medical community. Within the proposed MAT program, students will continue to receive hands-on education through clinical experiences at four local high schools, two local colleges, and various medical facilities such as Rutland Regional Medical Center, the Vermont Orthopedic Clinic, Killington Medical Clinic, Castleton Family Health, Ashcroft Chiropractic Clinic, and Slate Valley Physical Therapy Clinic. As we transition the program to the master's level, we will be looking to add more clinical sites, including immersive clinicals, in which students will complete full-time experiential learning internships. The university's priority to connect to the city of Rutland will be strengthened by the proposed MAT program, as athletic training students may complete clinical rotations at the Spartan Dome and Spartan Arena, so long as a Castleton University certified athletic trainer is present at the facility to supervise the students.

Interest in the proposed program has been confirmed through the existing program's long history of strong enrollments. In Fall 2015, seventy-two Athletic Training majors were enrolled at Castleton. Since the beginning of the 2010-11 academic year, the lowest fall enrollment in the program has been sixty-seven (in Fall 2010). Athletic Training, moreover, is a demanding and selective program for which the number of applicants always exceeds admissions. With Castleton's strong emphasis on athletics, interest continues to grow. By making it possible to complete the master's degree in five years, owing to the 3+2 design, we expect the new program to enhance rather than diminish that interest. Since certification will require a master's degree in 2022, all prospective students hoping to pursue a career in Athletic Training will know that they must earn a graduate degree. Thus, Castleton's 3+2 design should prove a particularly attractive aid to recruiting.

**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):**

The educational needs to be addressed in this proposed MAT program are driven by the new CAATE standards. The new CAATE standards for curricular content were released on June 2, 2016, and are currently in draft form and open for public comment. The content is similar to that being taught in our current bachelor degree program, the primary difference being the addition of more extensive prerequisite science coursework. The employment needs for athletic trainers are published in the U.S. Bureau of Labor Statistics. Employment of athletic trainers is projected to grow 21

percent from 2014 to 2024, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, the demand for athletic trainers is expected to increase.

The nature of Athletic Training as a field makes face-to-face instruction the most effective mode of curricular delivery. Castleton and the surrounding areas clinics provide sufficient opportunities for gaining the pre-professional experience required by our 3+2 program. Low-residency/online methods might increase market share through expanding the range of our recruiting but would require considerable investment in logistical and curricular support as well as the addition of faculty and clinical supervisors. Given such costs, it is doubtful that the program's net profitability would be strengthened through the addition of low-residency/online methods.

**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):**

The student market to be served by the proposed MAT program will be a student who will already be planning to attend Castleton University because of our long tradition of providing excellence in athletic training education. In addition, the transition to a master's degree would allow for our program to reach a greater pool of potential students. We are working on an affiliation with Lyndon State College, which would allow Lyndon students to complete a Pre-AT program at Lyndon, and then come to Castleton for the MAT program. It is yet to be determined by the development team at Lyndon if their Pre-AT program will be designed as a 3+2 or a 4+2 affiliation with the Castleton MAT program. The potential for other VSC institutions to create Pre-AT programs and develop a similar affiliation with the Castleton MAT program exists. In addition, we would utilize the Athletic Training Centralized Application Service (ATCAS), which is offered through the CAATE. Through this service, our program would essentially be marketed to students all across the country. Student applicants outside of the Castleton or other VSC institutions pool would already have completed a bachelor's degree, and completed the list of prerequisite coursework, before being considered for acceptance into our 2-year MAT program.

Another group of students that would be served by the potential MAT program are students in the CU Health Science major, or similar majors within the VSC. The purpose of the Health Science program is to prepare students to enter graduate programs in various allied health professions such as physical therapy, occupational therapy, physician assistant, and chiropractic schools, by providing the prerequisite and foundational coursework. As athletic training education transitions to the master's degree level nationally, athletic training will become another allied health degree program that graduates of the health science degree would have the option to enter. Traditionally, athletic training courses have been popular courses that our Health Science students take during their junior or senior years at Castleton. These students often state that they wished they had completed the AT major but made the decision too late. This new program will give Health Science majors the option

of staying at Castleton to complete the AT program at the graduate level.

There are currently three institutions in the state of Vermont that provide a Bachelor of Science degree in Athletic Training: the University of Vermont, Norwich University, and Castleton University. At this point, each of these institutions plans to continue offering degrees in athletic training, which means that these three programs will transition to a master's degree in the future. The program at Castleton University is well established, and will continue to serve students in Vermont by providing excellence in athletic training education.

CU is the only institution within the VSC to offer an accredited Athletic Training Education Program. With the new CAATE requirement that all accredited programs must transition to the master's level by the year 2022, it is anticipated that some programs across the country will withdraw their accreditation status and eliminate their programs. We anticipate, therefore, continuing to attract a healthy applicant pool of candidates from within the state of Vermont, and potentially more out-of-state students as a result of our offering a master's degree and utilizing the ATCAS.

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

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

##### Athletic Training Program Goals

1. The AT Program will prepare students to:
  - a. Think critically and effectively apply content knowledge to real world situations and tasks.
  - b. Be professionally and ethically responsible administrators of athletic healthcare.
  - c. Maintain the highest standards of evidence-based clinical practice by effectively integrating information technology, clinical expertise, and patient values and circumstances.
  - d. Utilize effective oral and written communication skills as an athletic trainer.
  - e. Secure employment in athletic training or a related field, or gain admission to a graduate program of study.
2. The AT Program will continually strive to provide high quality didactic and clinical instruction and learning opportunities for the students.

##### Athletic Training Program Student Learning Outcomes & Benchmarks

1. Students will demonstrate effective clinical application of athletic training skills learned in didactic coursework.
  - a. Benchmark: 80% of the students will score at least "4" or higher within each subcategory in the clinical skills section of the Clinical 5 Preceptor Evaluation form (3=average; meets minimal standards; 4= above average clinical level; 5= outstanding, excellent, exceeds clinical level).
2. Students will demonstrate adherence to the core foundational behaviors and professional attributes of health care providers.
  - a. Benchmark: 80% of the students will score at least "4" or higher within each subcategory in the foundational behaviors section of the Clinical 5 Preceptor Evaluation form.

3. Students will effectively integrate research evidence into clinical practice.
  - a. Faculty will assess artifacts of clinical case reports collected from junior-level students annually.
  - b. Faculty will assess artifacts of collected senior research projects annually (*rubric yet to be developed*).
4. Students will pass the Board of Certification examination.
  - a. Benchmark: The annual 1<sup>st</sup> time pass rate on the BOC examination for Castleton students will be at least 5% above the national average.
  - b. Benchmark: The annual overall pass rate on the BOC examination for Castleton students will be 100%.
5. Program graduates will secure employment in AT or a related field, or gain admission to a graduate program of study.
  - a. Benchmark: at least 90% of our graduates secure employment in AT or a related field, or gain admission to a graduate program of study, by 6 months post graduation.

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

A foundation in liberal study is important to the MAT program. All students who complete the Pre-AT program at Castleton University or at another VSC institution will have a strong liberal arts background. The Castleton University requirements include 28 credits in the university's four frames of reference (Aesthetic Understanding and Activities, Science and Mathematical Understanding, World Views: Cultural, Historical and Philosophical, and Social and Behavioral Understanding), required courses in composition, speaking, literature, and computing, as well as competencies in writing, oral communication, information literacy, and quantitative reasoning. Students entering from Lyndon State College will have completed the college's general education program and met VSC graduation standards in writing, speaking, information literacy, and quantitative reasoning. For those students applying to the MAT program from institutions outside of the VSC, the liberal arts background obtained in their undergraduate programs will be varied. Once accepted into the MAT program, the focus of study will be on professional career development.

## **3. What peer programs or model curricula served as a basis for the proposal:**

The program was designed to fulfill the standards established by the CAATE for accredited master's programs leading to certification in the field.

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

A comprehensive plan for assessing program effectiveness has been developed. The AT Program faculty shall meet annually to discuss program assessment. The purpose of the meeting is to share program assessment results and formulate a plan for programmatic changes. The goal will be to address 1-2 areas for improvement each year. Please see the attached [AT Comprehensive Program Assessment Plan](#).

## **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.**

The Commission on Accreditation of Athletic Training Education (CAATE) accredits the Castleton University Athletic Training Program. The process of transitioning the CU Athletic Training Program accreditation level from a bachelor's degree program to a master's degree program will involve submitting a "Substantive Change Request for Change in Degree" document to the CAATE. Following this request, we must submit a Mini Self-Study to the CAATE in order for the CAATE to evaluate our new program's compliance with the *Standards*. As of 2020, no baccalaureate program in the field will lead to certification for its graduates. Thus, emerging directions in the field are the precise impetus for this proposal. In order to maintain its accreditation and continue attracting students to this long-standing and healthy program, Castleton must shift from a bachelor's to a master's degree. The 3+2 approach, in our view, will best serve the needs of students.

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

Students enrolled in the Bachelor of Science in Kinesiology/Pre-AT program will apply to the MAT program during the Spring Semester of the Junior Year through the Athletic Training Centralized Application Service (ATCAS Feb 1<sup>st</sup>). This service is operated by the CAATE, and it has been identified by the CAATE as the preferred mechanism by which students should apply to its graduate programs.

The stand-alone 2-year MAT program is an option for prospective students who have completed a bachelor's degree and have met the following program prerequisite coursework:

- Human Anatomy (3-4 cr with lab)
- Human Physiology (3-4 cr with lab)
- Chemistry (3-4 cr with lab)
- Physics (3-4 cr with lab)
- Biology (3-4 cr with lab)
- Kinesiology or Biomechanics
- Physiology of Exercise
- Nutrition
- Statistics
- Introductory Psychology
- Emergency Care (CPR at the professional rescuer level, first aid)
- Public Health (or equivalent)
- Personal Health (or equivalent)
- Medical Terminology (or complete this course in first semester of the MAT program)

The course sequencing for the proposed 3+2 Athletic Training Program can be viewed in the following hyperlinked attachment: [3+2 AT Program Course Sequence](#).

Course descriptions for each of the new courses can be viewed in the following hyperlinked attachment: [3 + 2 Kinesiology / Pre-Athletic Training and Master of Athletic Training- New Course Descriptions](#).

Students who do not enter the MAT program after the three-year mark will have the option to complete an alternate curriculum plan in the fourth year in order to fulfill the requirements of a

Bachelor of Science in Kinesiology. Should a student decide later, after receiving a Bachelor of Science in Kinesiology degree, to return to Castleton in order to complete the MAT degree, he/she would apply through the ATCAS for acceptance into the 2-year MAT program. The proposed 4<sup>th</sup> year alternate plan for the BS in Kinesiology degree is listed below:

**4<sup>th</sup> YEAR FALL/SPRING (to be completed by students who DO NOT pursue the MAT program)**

Must complete the following:

Internship in Allied Health Science (1-3 cr)

CHEM 1042 General Chemistry II (4 cr)

PHY 1051 General Physics II (4 cr)

Must complete 9 credits from the following list of courses:

Allied Health Science Category:

AHS 4152 Pathophysiology And Clinical Exercise Physiology (3 Cr)

AHS 4160 ECG, Graded Exercise Testing (4 Cr)

AHS 4220 Scientific Foundations Of Strength Training & Conditioning I (3 Cr)

AHS 4221 Scientific Foundations Of Strength Training & Condition II (3 Cr)

AHS 4260 Nutrient Metabolism & Athletic Performance (3 Cr)

AHS 170 Performance Enhancing Substances (3 Cr)

PED 2072 Advanced Strength And Conditioning (1 Cr)

Psychology /Sociology Category:

PSY 1050 Human Growth And Development (3 Cr)

PSY 2170 Drugs And Behavior (3 Cr)

PSY 3130 Health Psychology (3 Cr)

PSY 3410 Biopsychology (3 Cr)

PHI 3020 Medical Ethics (3 Cr)

SOC 3070 Medical Sociology And Mental Illness (3 Cr)

Science Category:

CHE 2111 Organic Chemistry I (4 Cr)

**5. TOTAL CREDITS in proposed program:**

Credits in 3 yr. Kinesiology / Pre-AT major=	65 credits
	+
Remaining general education credits=	<u>32 credits</u>
Total Credits in 3 yr. Kinesiology / Pre-AT=	97 credits
	+
Credits in 2 yr. MAT =	<u>68 credits</u>
<i>Total Credits in 3 + 2 Pre-AT / MAT degrees=</i>	<i>165 credits</i>

**After the BS in Kinesiology/Pre-AT degree is awarded (4<sup>th</sup> year), only 32 credits remain in the fifth year for the MAT degree.**

## **Part IV: Budget Considerations**

### **1. Expenditures for the proposed program:**

As recently as May 2, 2016, the CAATE released the first draft of the new Standards for Accreditation of Professional Athletic Training Programs ([http://caate.net/wp-content/uploads/2016/04/2016-CAATE-Standards-Accd-Professional-Athletic-Training-Programs\\_VF.pdf](http://caate.net/wp-content/uploads/2016/04/2016-CAATE-Standards-Accd-Professional-Athletic-Training-Programs_VF.pdf)) that will be used for CAATE accredited MAT programs. At this point the CAATE is calling for “Open Comment” feedback from stakeholders. In looking through the CAATE Professional Standards draft, the biggest impact to our program appears to be related to the number of full-time core athletic training faculty. The current minimum standard is 2 FT core AT faculty, which we have at Castleton. The draft proposes a new minimum standard of 3 FT core AT faculty. We would thus need to hire one additional FT core AT faculty member. We would not need to be in compliance with this CAATE standard, however, until students enter the MAT portion of the program in Fall 2020, so we would need to plan to hire our 3<sup>rd</sup> FT faculty member by the summer of 2020. By hiring another FT core AT faculty member, we will be able to cover the primary curriculum needs within both the Pre-AT and the MAT programs. It should be noted as well that, according to the CAATE Curricular Standards draft ([http://caate.net/wp-content/uploads/2016/06/2016-CAATE-Curricular-Content\\_VF.pdf](http://caate.net/wp-content/uploads/2016/06/2016-CAATE-Curricular-Content_VF.pdf)), there are new competencies being proposed that would necessitate our bringing in some guest speakers, including physicians and other allied health professionals with expertise in the new competencies, to provide in-service training. Therefore, within the budget, funding should be set aside for guest speaker stipends.

Expansion of the program to the graduate level will necessitate as well the allocation of one more FT clinical staff athletic trainer to the Athletics Department. This is not a likely budget expense for the Athletic Training Education Program because the athletic training clinical staff are hired by the Athletics Department but is important to the proposed program as critical to maintaining compliance with the National Athletic Trainers Association’s formula governing “Appropriate Medical Coverage for Intercollegiate Athletics (AMCIA).”

According to the CAATE standards, students must also be assigned to clinical preceptors rather than to athletic teams. The addition of more athletic teams in recent years has the *potential* to improve the Athletic Training Education Program by increasing the variety of athletic healthcare exposures for our students, but the number of students we accept into the program is limited specifically by the number of preceptors we have available on campus. The current CAATE requirement stipulates that, “the number of students assigned to a preceptor in each clinical setting must be of a ratio that is sufficient to ensure effective clinical learning and safe patient care.”

During Castleton’s last CAATE site visit in 2011, we were cited for non-compliance in regard to the standard that requires a preceptor to be physically present and able to interact with an athletic training student at the site of the clinical experience. It was noted by the review team that sometimes students were covering practices while their preceptors were covering another practice at another on-campus site, and therefore did not receive adequate supervision, thus potentially missing “teachable moments” as well as potentially raising liability concerns. To remain in compliance and avoid another negative comment in the Athletic Training program’s next review, therefore, we will need to increase the number of preceptors and, accordingly, the budget for preceptor stipends. We may be



able to offset at least a portion of this cost through course lab fees, and by redirecting some of the money allocated to clinical course instructor teaching credits.

Some existing educational equipment will need to be updated or replaced as the proposed program is implemented. For example, joint models and treatment tables used for the purpose of laboratory instruction are in poor condition and need to be replaced. Other requested equipment will be used for instruction of current and some anticipated new CAATE educational competencies. It may be possible to share some of this equipment with the Nursing Department. Some areas to consider and estimated costs include the following:

Essential equipment:

Portable treatment tables- \$450 each x 4 = \$1800

Joint models- full skeleton- \$1600 each

Equipment to enhance instruction of current competencies:

Eye examination simulator- \$2,750

Ear examination simulator- \$4,190

Difficult airway management simulator- \$3,830

Equipment for instruction of anticipated new CAATE competencies:

Suture tutor plus kit- \$1500

Wish-list equipment for state-of-the-art education & patient-care

Diagnostic ultrasound unit- \$7,000

Graston Tools- \$1000

Another important consideration is the need for additional instructional space, office space, and storage space. Currently, athletic training courses are taught in a small classroom, that has a seating capacity for 16 students. This classroom connects to an athletic training room, which serves as the laboratory for athletic training classes. Most athletic training courses are structured in a way that students go back and forth regularly between the classroom and the laboratory space within a class session. Another important function of the athletic training room is to serve as a treatment facility for our student-athletes, and a clinical site for our athletic training students to gain hands-on experience. The Athletics Department has seen significant growth in recent years, which places the demand for use of this space for treatment of student-athletes at full capacity. A separate space that is designed to be used for athletic training education classes and laboratories, as well as for storage of teaching equipment and supplies, would thus prove very beneficial. In addition, we will need to create another office space when we add the 3<sup>rd</sup> FT faculty member in 2020. It may be possible to consider a remodeling plan of the existing combined classroom and athletic training room space to serve the needs of both the Athletic Training Education Program and the Athletics Department; however, this is not an ideal solution given the high demand for use of the current space from both the Athletics Department and the Athletic Training Education Program. Thus, the need for this kind of additional space will likely increase costs to an unknown degree, although the space will benefit more than the proposed 3+2 program in Athletic Training.

Marketing of the new program should come at a minimal expense. As described in the “Marketing Strategies for the New Program” section, students will learn of our program through free services provided on the CAATE website, and through the ATCAS (application service). We will continue to rely on the Castleton University admissions staff to recruit for the program, and we will continually enhance and improve the program’s webpage for marketing to prospective students.

Program administration costs will remain the same as we currently utilize within the BS in AT program. The Program Director and the Coordinator of Clinical Education each receive three credits of administrative release time in the fall and spring semesters. Library expenses should also remain the same as current costs, as the databases and journal subscriptions we have set up for the current program will be sufficient for our needs at the graduate level.

In budget years one through three, we do not anticipate a need for increased funding beyond the resources allocated to our existing program, as we will simply be transitioning the current Bachelor of Science in Athletic Training to the Bachelor of Science in Kinesiology/Pre-Athletic Training. In fact, we anticipate an increase in revenue during this time, because student retention in the program should be higher. Because of the new later cut-off (current freshman year application to the professional phase of the program will move to a proposed junior year application), we expect to keep more students in the program from freshman until junior year. For those students who do not continue into the MAT program, we expect that many will complete the Bachelor of Science in Kinesiology degree option. During these first three years of the proposed new program, therefore, an emphasis will be placed on purchasing new equipment that will be needed immediately for instruction that complies with the new CAATE competencies.

Expenditures	Year 1-3 (2017-2020)	Year 4 (2020-2021)	Year 5 (2021-2022)
Faculty	0	70,000.00	70,000.00
Guest speaker stipends	0	600.00	600.00
Additional preceptor stipends	0	800.00	800.00
Equipment	14,170.00	9,500.00	0
Total costs	14,170.00	80,900.00	71,400.00

**The 5-year cost estimation to change an existing Bachelor of Science in AT degree to a 3+2 Master of Science in AT degree is \$166,470. However, as explained in the narrative, we are also *recommending* that the Athletics Department hire an additional clinical athletic trainer, and that a capital expense be incurred to expand/improve our laboratory instructional space.**

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

Revenue Source	Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)	Year 4 (2020-2021)	Year 5 (2021-2022)
In-state tuition	0	81,984	81,984 + 51,240	79,200 + 81,984 + 51,240	69,300 + 79,200 + 81,984 + 51,240
Out-of-state tuition	0	230,904	230,904+ 128,280	144,000+ 230,904+ 128,280	129,600 + 144,000 + 230,904 + 128,280
Clinical course revenue	0	0	0	14,400.00	14,400.00
Total revenue	0	312,888	492,408	730,008	928,908

**At year five and subsequent years of the program, the annual revenue estimation resulting from the change of our existing Bachelor of Science in AT degree to a 3+2 Master of Science in AT degree is \$928,908.** Under current models the following annual tuition rates apply: Undergraduate students: In-State – \$10,248; Out of State -\$25,656. Graduate students: In-State - \$9,900; Out of State - \$14,400.

This projected revenue table is based on the full-time 2016-2017 tuition rates. We estimate based on previous enrollment data from 2014-2016 that we should have 18 in-state and 21 out of state students in the Bachelor of Science in Kinesiology/Pre-AT program, plus 8 in-state and 10 out-of state students in the MAT program. The calculation for each year is based on the prediction that we will have the same number of incoming freshman (~39) as we currently do in the existing program; therefore, the revenue increase is zero. The calculations for years 2-5 are based on the projection that we will retain more students in the new program because of the new later cut-off (current freshman year application to the professional phase of the program will move to a proposed junior year application). Therefore, the number of students used for calculating a change from existing program to new program is the addition of potentially 17 more undergraduate students (8 in-state and 9 out-of-state) for year two who will be retained in the major than would have been retained in the current program (in which only the top twelve students advance in the program), changing to 17+10 more (5 in-state and 5 out-of-state) in year three and following, accounting for attrition. For the 4<sup>th</sup> year, we calculated a projected graduate enrollment cohort of 18 full-time graduate students (8 in-state and 10 out-of-state). This fourth year also includes the increased revenue generated from the undergraduate program (same as years two and three). The 5<sup>th</sup>-year calculation is based on the graduate student tuition rates listed above. One graduate cohort is calculated based on 18 students, and the next based on 16 students (7 in-state and 9 out-of-state), due to an estimated 90% student retention rate. The fifth year also includes the increased revenue generated from the undergraduate program (same as years two-four).

It is important to note, that unlike some other graduate programs at CU, the MAT cohort classes of 18 graduate students (34 in a 2-year program at a 90% retention rate) will not be receiving graduate assistantships, and will therefore be paying full tuition. The clinical course revenue will come from a portion of the course instructor's teaching load. The clinical courses involve traditional classroom instruction as well as clinical experience hours working with athletes under the direction of a preceptor. There will be three clinical courses at four credits each, and one immersive clinical course at nine credits, for a total of 21 clinical course credits. The course instructor should receive two teaching credits for a 4-credit course, and three teaching credits for the 9-credit immersive clinical, leaving a remaining twelve teaching credits of revenue that should be returned to the budget in order to pay for clinical expenses such as preceptor stipends and lab supplies. The estimation of clinical teaching load given back to the budget is based on the formula of \$1200 per teaching credit x 12 credits = \$14,400.00.

Accurate calculation of projected expenditures and revenue is difficult, given the fact that we are already running an athletic training education program and will be changing it to a combined bachelor's and master's degree program, while also moving the length of time to complete the program from four years to five or six years. Notwithstanding the admittedly imprecise nature of such projections, however, it is clear that the revenue generated from this proposed program and degree change will exceed that of the existing program. It is also important to remember that the CAATE accreditors mandated this transition to a master's degree. Thus, failing to transition our program to the master's level will cripple our current Athletic Training Education Program, leading to a substantial decrease in enrollment and loss of revenue for the university.

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

### **1. Projected enrollment for new program:**

It is anticipated that enrollment in the Kinesiology / Pre-AT program in year one (2017-18) will be similar to current freshman enrollment numbers, which is approximately 39 freshman. While growth of the university and enthusiasm for the new program may well push these numbers higher, we thought it wise to keep initial expectations conservative. For the first year of the MAT program (2020-21), we believe maximum capacity would be 18 students per cohort, or 36 in the 2-year program.

Projected Enrollment for New Program:

	<b>Year 1 (2017-2018) 1<sup>st</sup> Cohort Kinesiology / Pre-AT</b>	<b>Year 2 (2018-2019)</b>	<b>Year 3 (2019-2020)</b>	<b>Year 4 (2020-2021) 1<sup>st</sup> cohort of MAT</b>	<b>Year 5 (2021-2022)</b>
Full-Time Entering UG	39	39	39	39	39
Part-Time Entering UG	0	0	0	0	0
<i>In-State Entering UG</i>	<i>18</i>	<i>18</i>	<i>18</i>	<i>18</i>	<i>18</i>
<i>Out-of-State Entering UG</i>	<i>21</i>	<i>21</i>	<i>21</i>	<i>21</i>	<i>21</i>
Full-Time Entering Grad.	0	0	0	18	18
Part-Time Entering Grad.	0	0	0	0	0
<i>In-State Entering Grad.</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>8</i>	<i>8</i>
<i>Out-of-State Ent. Grad.</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>10</i>	<i>10</i>
Retained UG-AT	36	24	12	0	0
Retained UG-Pre-AT	0	29	51	51	51
Retained Grad.	0	0	0	0	16
<b>Total</b>	<b>75</b>	<b>92</b>	<b>102</b>	<b>108</b>	<b>124</b>

Projected overall enrollment by year 5 of the program is: **124 students**

1<sup>st</sup> year students: 39

2<sup>nd</sup> year students: 29

3<sup>rd</sup> year students: 22 (\*ATCAS application to MAT this year)

4<sup>th</sup> year students: 18

5<sup>th</sup> year students: 16

Total students in 3+2 program = 124

## 2. Describe how you arrived at these projections:

We requested a breakdown of enrollment numbers in the BS in Athletic Training Program from the Admissions Office. In Fall 2014 there were 38 freshman (15 in-state, 23 out-of-state); in Fall 2015 there were 39 freshman (20 in-state, 19 out-of-state); and in Fall 2016 there are 40 freshman (20 in-state, 20 out-of-state). We projected from this data that freshman enrollment in the Kinesiology/Pre-AT degree would be approximately 39 students. Based on past patterns and the likely positive impact of the new program on retention, we expect our year-to-year retention rate to be 75% during the three years of undergraduate study. Although no retention history exists for the graduate program, we anticipate a retention rate of 90% (or 16 students returning for the second year of the MAT).

Although not expecting a retention rate in the program of more than 75%, we should note as well that students who leave the current baccalaureate program often remain students at Castleton University. During their junior year, students who do not apply or gain acceptance into the MAT program will most likely remain enrolled in our BS in Kinesiology program, or change majors. Enrollment in the MAT program will be selective and limited based on rationale provided above. We set a maximum capacity at 18 students per cohort, which will total 36 students in the MAT program (2 cohorts).

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

The new program will be marketed in three primary ways. First, prospective students may search the Commission on Accreditation of Athletic Training Programs (CAATE) website <http://caate.net/search-for-accredited-program/> when looking for prospective AT programs to attend. From here, students will gain access to our program contact information and a link to our webpage. Second, students will learn about our program by way of visiting the Athletic Training Centralized Application Service (ATCAS) website, <http://caate.net/apply-now/>. Through the ATCAS, Castleton's MAT program will receive national exposure to students who might not otherwise consider our program. The quality and quantity of students who apply to our program should thus increase. The resource is free to our university; however, prospective students pay a fee to use it. It has been identified by the CAATE as the preferred mechanism by which students should apply to graduate programs. Lastly, we will utilize Castleton University marketing resources, such as the efforts of our admissions staff, and prospective student viewings of our Athletic Training Program webpage at <http://www.castleton.edu/academics/undergraduate-programs/athletic-training/>.

## 4. Competition:

We have been competing with 336 other BS in AT programs for many years now, and have had a successful history. As previously mentioned, there are three other institutions in Vermont that offer this degree. With the new CAATE requirement that all accredited programs must transition to the

master's level by the year 2022, it is anticipated that some programs across the country will withdraw their accreditation status and eliminate their programs. We anticipate a healthy applicant pool of candidates from within the state of Vermont, and potentially more out-of-state students, as a result of our offering a 3+2 master's degree and utilizing the ATCAS. We also believe that our timeline to transition the CU program to the master's level is aggressive, and that our program should be in place before the other two Vermont institutions transition their programs to the master's level. Web-based competition is minimal and has never before exerted a negative impact on Castleton's recruiting for the current undergraduate program. We will continue monitoring web-based programs, however, and will explore low-residency/hybrid models should the need ever arise.

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

The number of freshman who enter the university as declared athletic training majors is not anticipated to change significantly, and the average number of freshman entering the major in the past three years has been forty. The program will impact enrollment in science courses, as three additional science courses have been added to the new Kinesiology/Pre-AT program as compared to the current Bachelor of Science in AT degree. Lastly, enrollment in Nursing Informatics, a course for nursing majors, will be increased.

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

As previously mentioned, Lyndon State College is in the process of developing a Pre-Athletic Training degree program. While Castleton's proposed MAT program may not directly impact enrollment in this program, it will offer Lyndon's program graduates an opportunity to complete their educational requirements in order to become eligible to sit for the Board of Certification (BOC) examination, and become certified athletic trainers. The new minimum standard to take this examination is that students must complete an accredited masters-level degree program. Having a program within the VSC for students to complete their requirements to become certified athletic trainers will therefore prove of great benefit to all VSC institutions offering a Pre-Athletic Training baccalaureate degree.

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

Currently, as previously stated, Castleton has established relationships with local schools and the medical community. Students have opportunities to complete educational clinical experiences at four different high schools, two other small colleges, Rutland Regional Medical Center, the Vermont Orthopedic Clinic, Killington Medical Clinic, Castleton Family Health, Ashcroft Chiropractic Clinic, and Slate Valley Physical Therapy Clinic. In addition, many of the local athletic trainers, physical therapists, physicians, and EMTs serve or have served as guest speakers and adjunct faculty. Moving forward, the maintenance and expansion of such existing external relations will be vital to the program. First, we will continue to rely on these clinical sites for educational experiences. With the addition of more students and the requirement of an immersive clinical, it will be necessary as well to provide more offerings within the community. Second, we will need to continue to rely on guest speakers who are experts in different skills to work with students on new educational competencies not previously taught. Third, one of the goals of the new CAATE educational

standards is to increase interprofessional education. We will continue to build our relationships with the medical community to impact patient outcomes by working within the overall health care system.



## KINESIOLOGY / PRE-ATHLETIC TRAINING PROGRAM COURSE SEQUENCE

### Program Description:

- This 3+2 program allows students to complete a Bachelor of Science in Pre-Athletic Training combined with a Master of Athletic Training degree in five years. It is designed for the traditional residential college student who is interested in a liberal arts education combined with a professional education in athletic training. Students will be eligible to take the Board of Certification Examination (BOC) upon program completion.
- **Students must complete all general education courses within the first three years.** The fourth year will be dedicated to the MAT didactic and clinical courses.
- A Bachelor of Science Degree in Kinesiology/Pre-AT will be granted after successful completion of the first four years of study.

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### **COMPLETE THE GENERAL EDUCATION REQUIREMENTS BY END OF 3<sup>RD</sup> YEAR**

Include the following courses as part of the gen Ed requirement:

MAT 2021 Statistics I (3 CR)

PSY 1012 Intro To Psychological Science Or Psy 1010 Intro To Psych (3 Cr)

SOC 1010 Intro To Sociology Or 1030 Social Problems (3 Cr)

#### **1<sup>st</sup> YEAR FALL**

BIO 2011 Human Anatomy And Physiology I (4 cr)

**\*AHS XXX** FYS: Intro To Health, Human Performance & Sport (3 cr)  
(*english comp-3; effective speaking-3; AU-3; Soundings I- 1*)

*Total: 17 cr.*

#### **1<sup>ST</sup> YEAR SPRING**

BIO 2012 Human Anatomy And Physiology II (4 cr)

**AHS 1060★** Foundations Of Athletic Training (3 cr)  
(*AU-3; Comp Int-3; WV-3; Soundings II- 0.5*)

*Total: 16.5 cr*

#### **2<sup>ND</sup> YEAR FALL**

PHY 2110 Physics I (4 cr)

BIO 1121 Biology (4 cr)

AHS 1010 Contemporary Health Issues (3 cr)

**AHS 2160★** Anatomical Aspects Of Sports Medicine (3 cr)  
(*Touchstones-3*)

*Total: 17 cr*

## **2<sup>ND</sup> YEAR SPRING**

AHS XXXX ★	Foundations Of Orthopedic Assessment (3 cr)
PED 2160★	Emergency Care And Personal Safety (3 cr)
AHS 3120	Kinesiology (3 cr) (MAT 2021 Stats-3; PSY 1012 or PSY PSY 1010-3)
<i>Total: 15 cr</i>	

## **3<sup>RD</sup> YEAR FALL**

CHE 1041	General Chemistry I (4 cr)
AHS XXXX★	Foundations Of Therapeutic Intervention (3 cr)
AHS 2170	Strength Training Principles (2 cr)
AHS 1205-V001	Medical Terminology-CCV Online (3 cr) (SOC 1010 / SOC 1030-3; Jr. Soundings- 0.5 )
<i>Total: 15.5 cr</i>	

## **ATCAS: FEB 1<sup>ST</sup> DEADLINE**

Students will apply to the program through this centralized application service.

## **3<sup>RD</sup> YEAR SPRING**

AHS 3150	WI: Physiology Of Exercise (4 cr)
PED 4020★	Applied Nutrition And Weight Control (3 cr)
PED 2370	Community Health (3 cr) (WV-3)

Total: 13 cr + electives (WI /SI completion) = 16 cr

## **MASTERS IN ATHLETIC TRAINING PROGRAM COURSE SEQUENCE**

### **1<sup>st</sup> YEAR SUMMER (AUGUST)**

AHS 5XXX	Emergency Care In Athletic Training I (3 cr)
AHS 5XXX	Orthopedic Taping, Wrapping & Bracing (2 cr)
AHS 5XXX	EBP In Athletic Healthcare (1 cr)

*Total = 6 cr*

### **1<sup>st</sup> YEAR FALL**

AHS 5XXX	Emergency Care In Athletic Training I (2 cr)
AHS 5XXX	Musculoskeletal Assessment And Diagnosis I (3 cr)
AHS 5XXX	Therapeutic Interventions I (3 cr)
AHS 4220	Scientific Foundations Of Strength And Conditioning (3 Cr)
AHS 5XXX	Athletic Training Clinical 1 (4 cr)

*Total = 15 cr*

**1<sup>st</sup> YEAR SPRING**

AHS 5XXX	Musculoskeletal Assessment And Diagnosis Ii (3 Cr)
AHS 5XXX	Therapeutic Interventions II (3 cr)
AHS 4221	Scientific Found Of S&C II (3 cr)
AHS 5XXX	Diagnostic Procedures In Healthcare (1 cr)
AHS 5XXX	Behavioral Health Strategies For Athletic Trainers (1 cr)
AHS 5XXX	Athletic Training Clinical II (4 cr)

*Total= 15 cr*

**2<sup>nd</sup> YEAR SUMMER (AUGUST)**

AHS 6XXX	Administration In Athletic Training (3 Cr)
AHS 6XXX	Exercise Testing And Prescription For Health And Athletic Performance (2 Cr)

*Total= 5 cr*

**2<sup>nd</sup> YEAR FALL**

AHS 6XXX	Clinical III (9 cr)
AHS 6XXX	Clinical Pathology And Pharmacology For Athletic Trainers (3 Cr)

*Total= 12 cr*

**2<sup>nd</sup> YEAR SPRING**

AHS 6XXX	Professional Standards In Athletic Training (3 Cr)
AHS 6XXX	Current Concepts In Athletic Training (3 Cr)
AHS 6XXX	Clinical IV (4 Cr)
NUR 3065	Nursing Informatics (3 Cr)
AHS 6XXX	Practicum in Exercise Leadership ( 2 cr)

*Total= 15 cr*

**Credit breakdown for the two degrees:**

Credits in 3 yr. Kinesiology / Pre-AT major=	65 credits
	+
Remaining general education credits=	<u>32 credits</u>
Total Credits in 3 yr. Kinesiology / Pre-AT=	97 credits
	+
Credits in 2 yr. MAT =	<u>68 credits</u>
Total Credits in 3 + 2 Pre-AT / MAT degrees=	165 credits

**After the BS in Kinesiology / Pre-AT degree is awarded (4<sup>th</sup> year), only 32 credits remain in the fifth year for the MAT degree.**

## **3 + 2 KINESIOLOGY / PRE-ATHLETIC TRAINING and MASTER OF ATHLETIC TRAINING**

### **New Course Descriptions**

#### **AHS 1060: Foundations of Athletic Training (3cr)**

This introductory athletic training course investigates the educational and professional requirements necessary to become a Certified Athletic Trainer. Topics of discussion include: evidence based practice in athletic training, the roles and responsibilities of athletic trainers in different work settings, the history and structure of the National Athletic Trainers Association, requirements to sit for the Board of Certification examination, and the Castleton University Athletic Training Program requirements. Observation of Castleton University athletic trainers and student athletic trainers is a required component of this course. The course also includes a practical study of the application of athletic taping and wrapping techniques.

Pre-Requisite: Interest in the profession of athletic training

Lab Section Required

Fall & Spring

#### **AHS XXXX: Foundations of Orthopedic Assessment (3cr)**

This introductory orthopedic assessment course investigates the anatomy, injury mechanism, evaluation and management of common orthopedic injuries to the lower and upper extremities. The student will learn the cognitive and psychomotor process involved in both on field and clinical evaluations of sport related injuries.

Pre-Requisite: AHS 2160: Anatomical Aspects of Sports Medicine

Lab Section Required

Fall & Spring

#### **AHS XXXX: Foundations of Therapeutic Interventions (3cr)**

This introductory therapeutic interventions course investigates thermal modalities (ice and heat) and comprehensive rehabilitation techniques as it relates to common orthopedic injuries. This course follows a lecture/lab format combining the theoretical with hands-on experience. A study of inflammation and tissue healing is included.

Pre-Requisite: AHS 2160: Anatomical Aspects of Sports Medicine

Recommended: AHS XXXX: Foundations of Orthopedic Assessment

Lab Section Required

Fall & Spring

#### **AHS 5XXX Sports Emergency Care I (3 cr)**

This course is designed to develop knowledge and skills in the evaluation of traumatic injuries to the head, neck, and trunk. Evaluation and management of

other traumatic injuries such as fractures and dislocations will be included. Students will learn how to manage acute conditions, triaging those that are life threatening or otherwise emergent, and to make clinical judgments regarding the treatment or intervention plan.

Prerequisite: Acceptance into the MAT program.

Offered: Summer

### **AHS 5XXX Orthopedic Taping, Wrapping & Bracing (2 cr)**

This practical course studies the selection and application of current taping, wrapping, bracing, padding, protective equipment, and other custom devices for the patient in order to minimize risk of injury or re-injury during physical activity.

Prerequisite: Acceptance into the MAT program

Offered: Summer

### **AHS 5XXX EBP In Athletic Healthcare (1 cr)**

This course investigates how evidence based practice is used in athletic training as a foundation for the delivery of patient centered care. Students will read, analyze, interpret, and discuss current literature within the field of athletic training.

Prerequisite: Acceptance into the MAT program

Offered: Summer

### **AHS 5XXX Sports Emergency Care II (2 cr)**

This course is the second in a two-course sequence. The focus of the course will be on developing knowledge and skills in the evaluation of environmental injuries. Students will learn to manage patients who are suffering from environmental illnesses such as cold, heat, lightning, exertional sickling, rhabdomyolysis, and hyponatremia. Students will also create and implement policies that pertain to emergencies that occur in the community, workplace, athletic venues, and other settings.

Prerequisites: AHS 5XXX Sports Emergency Care I

Offered: Fall

### **AHS 5XXX Musculoskeletal Assessment And Diagnosis I (3 cr)**

An investigation into the anatomy, injury mechanism, evaluation and management of musculoskeletal injuries to the lumbar spine and lower extremity. The student will learn the process of conducting a comprehensive physical exam in order to formulate a clinical diagnosis and treatment or intervention plan.

Prerequisite: Acceptance into the MAT program.

Offered: Fall

### **AHS 5XXX Therapeutic Interventions I (3 cr)**

This course investigates therapeutic interventions as it relates to orthopedic injuries. A study of inflammation, pain theories, and tissue healing is included. Students will learn to assess patient status, formulate goals, select and

apply therapeutic modalities and implement a comprehensive rehabilitation program that restores normal function.

Prerequisite: Acceptance into MAT program

Offered: Fall

**AHS 4220 Scientific Foundations of Strength and Conditioning I (3 cr)** This is the first part of a two-course sequence. The content of the fall semester course is designed to provide students with a comprehensive review of muscle and cardiovascular physiology, biochemistry, and endocrinology related to the principles of strength training and conditioning. This course will also assist those students who desire to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) exam.

Offered: Fall

**AHS 5XXX Musculoskeletal Assessment And Diagnosis II (3 cr)**

An investigation into the anatomy, injury mechanism, evaluation and management of musculoskeletal injuries to the cervical spine and upper extremity. The student will learn the process of conducting a comprehensive physical exam in order to formulate a clinical diagnosis and treatment or intervention plan.

Prerequisite: AHS 5XXX Musculoskeletal Assessment and Diagnosis I

Offered: Spring

**AHS 5XXX Therapeutic Interventions II (3 cr)**

This is the second course of a two-course sequence that studies therapeutic interventions as it relates to orthopedic injuries. This course continues the discussion of therapeutic interventions (modalities and rehabilitation) and includes specific scenario based comprehensive applications. Also included is a study of surgical techniques and the therapeutic interventions used following surgery.

Prerequisite: AHS 5XXX Therapeutic Interventions I

Offered: Spring

**AHS 4221 Scientific Foundations of Strength and Conditioning II (3 cr)**

This is a continuation of AHS 4220. Emphasis will be placed on sport analysis, program design, and facility management. The final weeks of this course will be spent reviewing and preparing students to sit for the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) exam.

Offered: Spring

**AHS 5XXX Diagnostic Procedures In Healthcare (1 cr)**

This course will identify and describe the necessary and appropriate tests used by healthcare professionals (including imaging, blood work, urinalysis, EKG/ECG), and how the results are used to make clinical judgments.

Correlations between clinical examination findings and diagnostic procedures will be emphasized in order to develop the student's ability to engage in professional dialog with radiologists and other healthcare providers.

Prerequisite: Acceptance into the MAT program.

Offered: Spring

### **AHS 5XXX Behavioral Health Strategies For Athletic Trainers (1 cr)**

This course will explore strategies that athletic trainers should use to identify, refer, and give support to patients with behavioral health conditions including but not limited to suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders. Students will learn how to facilitate case management, while working with other healthcare professionals, and to monitor a patient's treatment and progress.

Prerequisite: Acceptance into the MAT program.

Offered: Spring

### **AHS 5XXX Administration In Athletic Training (3 cr)**

This course investigates the planning, coordination and supervision of all administrative components of athletic training and sports medicine programs. Topics to be considered include: basic legal concepts in sports medicine, medical/allied health care personnel and referral procedures, safety standards and policies, basic record keeping pertaining to the management of athletic injuries, computer application in sports medicine, drug testing and screening, pre-participation physical examination, budget preparation and financial management, athletic training room management, personnel management, ethical and public relations.

Instructional Methods: Hybrid course; predominately online, with some traditional in-class instruction time.

Prerequisite: Acceptance into the MAT program.

Offered: Summer

### **AHS 5XXX Exercise Testing And Prescription For Health And Athletic Performance (2 cr)**

This course focuses on promoting healthy lifestyles among various populations. Students will learn to perform a comprehensive health evaluation including but not limited to: vitals, biometrics, body composition, functional and fitness level and nutrition analysis. Students will learn to implement intervention strategies to enhance health including but not limited to: education, disease prevention, nutrition advice, and exercise programs.

Prerequisite: Acceptance into MAT program

Offered: Summer

### **AHS 5XXX Clinical Pathology And Pharmacology For Athletic Trainers (3 cr)**

This course is designed to develop the knowledge, skills, and values that the entry-level athletic trainer must possess in pharmacologic applications relevant to the treatment of injuries and illnesses of athletes and others involved in physical activity. In addition, the student will learn to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity.

Instructional Methods: Hybrid course; predominately online, with some traditional in-class instruction time.

Prerequisite: Acceptance into the MAT program

Offered: Fall

### **AHS 5XXX Professional Standards In Athletic Training (3 cr)**

This final culminating course will focus on the essentials of career development, and preparation for the Board of Certification (BOC) examination. Much of the content is related specifically to competencies in health care administration and professional preparation. Resume writing, interview practice, and public speaking activities will be included.

Prerequisite: Acceptance into the MAT program.

Offered: Spring

### **AHS 5XXX Current Topics In Athletic Training (1-3 cr)**

This final course in the MAT program is an open format for students to explore current topics and advanced skills in athletic training beyond what is considered entry-level knowledge. Topics may include, but are not limited to, myofascial release, kinesio tape, functional movement screen, instrument assisted soft tissue mobilization, cupping, etc. Faculty strengths and student interests will be taken into account each year the course is taught.

Prerequisite: Acceptance into MAT program

Offered: Spring

### **NUR 3065 Nursing Informatics (3 cr)**

This course, an integration of nursing, computers, and information science, introduces students to the essential role of informatics in improving patient care outcomes, nursing practice, and creating a safe care environment. Throughout this course students will have opportunities to organize, evaluate, and use health information and knowledge to critically appraise and use information technology to enhance evidence-based practice. The focus of discussions will include ethical considerations, social networking tools, electronic health r

Offered: Spring



### **AHS 6XXX Practicum In Exercise Leadership ( 2 cr)**

This service-learning course will allow students to apply acquired knowledge and skills in exercise testing and prescription to lead adults from the community in tailored exercise programs. Clients who have chronic illnesses such as heart disease, arthritis, or diabetes may be referred by local health practitioners. Students will work in the gym directly with clients performing physical fitness tests, implementing exercise plans, and monitoring progress. This course is for future exercise science, allied health professionals, and nurses who would like to gain practical experience working with a population older than university students.

Offered: Fall or Spring; X/Y

### **AHS XXXX Clinicals 1-4**

This course enables the student to work one-on-one with a preceptor in order to demonstrate proficiency in various athletic training skills. These skills have been learned and practiced in prior coursework. When demonstrating a clinical proficiency, the student must analyze a problem, consider the facts at hand, and make decisions about the appropriate course of action. Students will also be assigned a clinical fieldwork experience. During clinical assignments students are expected to practice in an ethical manner and make clinical decisions based on best practice standards. In addition, this course will include a review of the literature and discussion of current evidence based practice for the focused proficiencies assigned to each specific clinical course.

Prerequisite: Acceptance into the MAT program

Offered: Fall & Spring



# Castleton University

## **ATHLETIC TRAINING PROGRAM COMPREHENSIVE ASSESSMENT PLAN**

### ATHLETIC TRAINING PROGRAM MISSION STATEMENT

The mission of the CAATE- accredited Athletic Training Program at Castleton University is to provide a comprehensive and progressive academic and clinical education experience for students. This experience at Castleton will prepare students to pass the Board of Certification (BOC) examination and achieve entry-level employment in the field of Athletic Training.

The AT Program accepts the overall mission of Castleton University to provide the opportunity for intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside-the-classroom learning, and an active and supportive campus community. The AT Program strives to prepare students for meaningful careers, further academic pursuits; and engaged, environmentally responsible citizenship.

### **Athletic Training Program Goals**

1. The AT Program will prepare students to:
  - a. Think critically and effectively apply content knowledge to real world situations and tasks.
  - b. Be professionally and ethically responsible administrators of athletic healthcare.
  - c. Maintain the highest standards of evidence-based clinical practice by effectively integrating information technology, clinical expertise, and patient values and circumstances.
  - d. Utilize effective oral and written communication skills as an athletic trainer.
  - e. Secure employment in athletic training or a related field, or gain admission to a graduate program of study.
2. The AT Program will continually strive to provide high quality didactic and clinical instruction and learning opportunities for the students.

### **Athletic Training Program Student Learning Outcomes & Benchmarks**

1. Students will demonstrate effective clinical application of athletic training skills learned in didactic coursework.
  - a. Benchmark: 80% of the students will score at least “4” or higher within each subcategory in the clinical skills section of the Clinical 5 Preceptor Evaluation form (3=average; meets minimal standards; 4= above average clinical level; 5= outstanding, excellent, exceeds clinical level).

2. Students will demonstrate adherence to the core foundational behaviors and professional attributes of health care providers.
  - a. Benchmark: 80% of the students will score at least “4” or higher within each subcategory in the foundational behaviors section of the Clinical 5 Preceptor Evaluation form.
3. Students will effectively integrate research evidence into clinical practice.
  - a. Faculty will assess artifacts of clinical case reports collected from junior-level students annually (*rubric yet to be developed*).
  - b. Faculty will assess artifacts of collected senior research projects annually (*rubric yet to be developed*).
4. Students will pass the Board of Certification examination.
  - a. Benchmark: The annual 1<sup>st</sup> time pass rate on the BOC examination for Castleton students will be at least 5% above the national average.
  - b. Benchmark: The annual overall pass rate on the BOC examination for Castleton students will be 100%.
5. Program graduates will secure employment in AT or a related field, or gain admission to a graduate program of study.
  - a. Benchmark: at least 90% of our graduates secure employment in AT or a related field, or gain admission to a graduate program of study, by 6 months post graduation.

**Table: Program Assessment Tools- Athletic Training Program (see attached)**

**Measures of Assessment Explained**

1. **Clinical assessment- preceptor evaluation of student-** The preceptor provides supervision of the athletic training student (ATS) while working in the clinical experience. An assessment tool is used by the preceptor at mid-point and the conclusion of the clinical experience each semester. The preceptor uses a five-point Likert scale that assesses the following three areas: general attributes (i.e. communication, dependability, initiative), foundational behaviors (i.e. professional responsibility and adherence to NATA Code of Ethics), and clinical skills (according to level of advancement in the program). The preceptor also has the ability to add comments to each section of the assessment tool.
  - a. Program Administration Level: *This data is reviewed by the Coordinator of Clinical Education (CCE) annually, and trends are noted in areas of our students’ strengths and weaknesses clinically. This may lead to programmatic changes to address areas of weakness in our students’ clinical skill acquisition.*
  - b. Student Learning Level: *It also assesses each individual student’s ability to maintain good clinical standing in the program. (Goals 1a,b, c)*
2. **Clinical check sheet- xxxxxx**
3. **Clinical case report-** During the student’s clinical experience, the student must pick a situation that involves one of the clinical proficiencies identified as an emphasis of that clinical experience. The student will then find a journal article relating to this clinical proficiency and write a 1-2 page case report using the information in the article as evidence. The student must discuss how the article impacts clinical decision-making and practice for the clinical proficiency chosen



*instruction that complies with CAATE standards and NATA Educational Competencies. (Goal 1a)*

- b. Student Learning Level: The PD assesses student grades after each semester. This assesses whether the student has met the competency requirement (students must complete the course with a B- grade or better) and GPA cum requirement to be in good academic standing in the program. Lastly, the CCE tracks completion of each student's clinical proficiency assessments. Documentation is maintained in each student's portfolio. (Goal 2)*
- 11. Clinical assessment- student evaluation of preceptor** - At the conclusion of each semester, students are required to complete evaluation forms on each of their preceptors that they have worked with that semester. The Administrative Assistant to the Department of Health, Human Movement & Sport (HHMS) calculates Likert scale averages for each question and types any written comments provided by the students, and creates a summary report for each preceptor. *The CCE distributes these summary reports to each preceptor and addresses any areas of concern with them. A plan for improvement is made to address areas of weakness among the clinical instructors. This assessment process reinforces quality clinical instruction. (Goal 2)*
- 12. Clinical assessment-clinical site evaluation-** Each off-campus clinical site is evaluated annually by the students who completed clinical at the site that year, and by the Coordinator of Clinical Education. *This data is reviewed by the CCE and the CCE will meet with the preceptors at the site to address any perceived weaknesses in learning opportunities for the students, based on instruction provided, facilities available, etc. This assessment process reinforces that quality clinical experience opportunities are available to our students. (Goal 2)*

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**ANNUAL REVIEW OF DATA:** The AT Program faculty shall meet annually to discuss program assessment. The purpose of the meeting is to share program assessment results and generate ideas on how to strengthen the program through programmatic changes. The goal should be to address 1-2 areas for improvement each year.

## Program Assessment Tools- Athletic Training Program

Measures	Goal 1a- Critical Thinking	Goal 1b- Professional Behaviors	Goal 1c- Evidence- based practice	Goal 1d- Communication Skills	Goal 1e- Employment	Goal 2- Program Instruction & Learning Opportunities	Use of Information
Clinical assessment-preceptor evaluation of student	X	X		X			This data is reviewed by the CCE, and trends are noted in areas of student strengths and weaknesses clinically. This may lead to programmatic changes to address areas of weakness in our students' clinical skill acquisition.
Clinical check sheet	X			X		X	XXXXX
Clinical case report	X		X	X			This data is reviewed by program faculty to assess whether students can effectively integrate research evidence into clinical practice.
Senior research project	X		X	X			This data is reviewed by program faculty to assess whether students can effectively integrate research evidence into clinical practice.
Junior/senior comprehensive exams	X		X			X	This data is reviewed by the PD to: 1. Identify areas of weaknesses in student learning, and 2. Provide benchmarks that students must meet in order to continue in the program.
BOC self assessment exam	X		X			X	This practice exam provides program faculty and students with information about student's level of preparation for the BOC examination.
BOC individual school report	X	X	X			X	The program director receives an annual report from the BOC regarding student success on the exam. This data is reviewed annually by program faculty and action is taken to improve the program accordingly.
Senior exit survey	X	X	X	X	X	X	The survey asks how well prepared students feel they are clinically and academically. This data is reviewed annually by program faculty and action is taken to improve the program accordingly.

<b>Alumni survey</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>The survey asks how well the alumna's academic and clinical education prepared them for the profession. This data is reviewed by program faculty and action is taken to improve the program accordingly.</b>
<b>Academic assessment</b>	<b>X</b>					<b>X</b>	<b>The PD will meet with new faculty to ensure they understand and are willing to incorporate the assigned AT competencies into their courses; the PD will also meet with any AT Program faculty member to advice on how to incorporate the assigned competencies into their course syllabi. This ensures that students are exposed to all required competencies within the AT Program.</b>
<b>Clinical assessment-student evaluation of preceptor</b>						<b>X</b>	<b>The CCE meets with each preceptor to address any areas of weakness in the instruction and supervision of the students, and a plan is made for improvement.</b>
<b>Clinical assessment-student and CEC evaluation of clinical site</b>						<b>X</b>	<b>This data is reviewed by the CCE and the CCE will meet with the preceptors at the site to address any perceived weaknesses in learning opportunities for the students, based on instruction provided, facilities available, etc.</b>

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Castleton University  
3+2 Athletic Training Program:  
Bachelor of Science in Kinesiology/Pre-Athletic Training  
Master of Athletic Training (MAT)

- WHEREAS, Castleton University proposed a 3+2 Degree in Kinesiology/Pre-Athletic Training and Master of Athletic Training; and
- WHEREAS, Castleton University's current Bachelor of Science in Athletic Training program will be phased out and replaced with a Bachelor of Science in Kinesiology / Pre-Athletic Training program; and
- WHEREAS, Students in the Bachelor of Science in Kinesiology / Pre-Athletic Training program will apply to the MAT program during their 3<sup>rd</sup> year, and if accepted will begin the 2-year MAT program during their fourth year; and
- WHEREAS, In May 2015, the Commission on Accreditation of Athletic Training Education announced that all accredited programs must transition to the master's level by the year 2022, and this 3+2 Pre-AT-to-MAT program will allow students to complete the entire program in five years and be eligible to take the Board of Certification Examination upon program completion; and
- WHEREAS, Castleton has developed a budget to deliver the program based on increased enrollment due to stronger retention within the undergraduate program and tuition from undergraduates continuing to a fifth year of graduate enrollment; and
- WHEREAS, In accordance with Policy 102, following the Council of Presidents discussion of the proposal, the Board Education, Personnel, Student Life Committee reviewed it and recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Castleton University to offer a 3+2 Athletic Training Program with a Bachelor of Science in Kinesiology/Pre-Athletic Training and Master of Athletic Training (MAT) as of this date, November 30, 2016.

November 30, 2016



## VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

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

1. Institution: [Lyndon State College](#)
2. Name of new program: [Climate Change Science B.S.](#)
  - a) Individual(s) with responsibility for program development:  
[Janel Hanrahan, Jason Shafer, Alison Lathrop, Ian Balcom, Benjamin Luce, and Alan Giese](#)
  - b) Academic Department(s):  
[Atmospheric Sciences](#)  
[Natural Sciences](#)
3. Proposed start date of program: [Fall 2017](#)
4. Title of degree to be conferred (if applicable): [Climate Change Science B.S.](#)
5. Brief description of proposed program (150 words or less):

[Climate change will continue to challenge mankind, bringing global environmental impacts that stress social and economic systems. This challenge presents opportunities to those who desire to solve them. The new Climate Change Science \(CCS\) degree is designed to empower those individuals with the education and skills necessary to tackle the anticipated widespread problems that we will face. CCS students will gain an understanding of the current state of climate change science, use technology to work with large climate datasets, learn about current applications of the science, and develop effective communication skills to help bridge the gap between scientists and non-scientists. All CCS students will take a variety of fundamental science courses along with meteorology and climatology courses. Students will tailor their programs to their interests by selecting from interdisciplinary electives.](#)

### **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:

The CCS program presents an alternative pathway for students who may otherwise enroll in the Atmospheric Sciences (ATM) B.S. program under the existing Climate Change Concentration. As a result of the high level of mathematics required for degree completion, the ATM department experiences high attrition, and the CCS program will allow students to pursue their passion with fewer math requirements thus resulting in a larger number of retained students. We intend to also attract a new cohort of students who are interested in applying climate change science within a variety career paths, thereby growing enrollment. In particular, we anticipate attracting more female students, as several studies have shown them to enter the sciences when applications are linked to improving the human condition and making a difference in the world.

In addition to improving institutional enrollment and retention, the CCS program will strengthen relationships between existing LSC departments as they take a joint lead in creating a crucial program for an emerging market. This will build upon previous joint efforts to provide research and other learning opportunities for students who have expressed an interest in climate change science. For example, between the Natural Sciences and Atmospheric Sciences Departments, there are three faculty who currently have research programs with direct links to climate change. CCS students will thus have immediate opportunities to participate in undergraduate research projects in this area. Co-advising on such projects will also create vehicles for faculty to collaborate across departments.

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):

On July 19, 2016, Governor Shumlin signed an Executive Order to give preference for hundreds of millions of dollars in Vermont state contracts to companies that take action to address climate change<sup>1</sup>. This, in addition to Vermont's commitment to obtaining 90% of its energy from renewable sources by 2050<sup>2</sup>, ensures statewide employment needs in this field for the upcoming decades. Various related national and international initiatives also ensure employment needs beyond the state of Vermont. As businesses and governments continue to respond to such environmental issues, we expect the need for climate change knowledge to grow. A recent search identified various related job titles including Climate Change Consultant, Climate Change Economics Expert, Climate Adaptation Technical Leader, Programming Coordinator for The Association of Climate Change Officers, Policy Associate for an Energy and Climate Program, and Climate Change Analyst. Desired skills within these job descriptions informed the program objectives outlined below.

In spite of expected demand for climate change expertise in a variety of applications, few undergraduate degree programs currently exist. To our knowledge, this will be the first Climate Change Science B.S. degree in the country, thus making LSC and partner institutions leaders in this global issue. Current faculty research at LSC is highly relevant to existing government and business initiatives in New England, including climate policy, energy development, environmental impacts, and climate change adaptation/mitigation. We therefore conclude that this new degree program fits well within the existing infrastructure.

Most courses within this degree program will be offered face-to-face, but in the future we anticipate some course being available as hybrids, online, and/or offered remotely in the new technology classrooms at LSC. Furthermore, as distance course delivery options between LSC and JSC are identified under the proposed unification, we plan to make adjustments accordingly to our current delivery methods when possible to include JSC students.

<sup>1</sup><http://www.vermontbiz.com/news/july/governor-shumlin-signs-executive-order-promote-business-working-combat-climate-change>

<sup>2</sup> <http://www.ncsl.org/research/energy/renewable-portfolio-standards.aspx>

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):

As outlined above, CCS graduates will serve an important and expanding job force niche, locally, nationally, and globally. Furthermore, under the Next Generation Science Standards (NGSS), global climate change is introduced as a core idea in middle school and expanded upon in high school. This is a major shift as students often had minimal academic exposure to climate change science prior to the release of NGSS in 2013. Graduating seniors from high schools in participating states, including Vermont, are likely to have a greater interest in studying climate change science than ever before.

While this program will substantially expand VSC offerings, it will be crafted from existing LSC courses and is well aligned with current faculty expertise and ongoing projects. The investment is therefore minimized because CCS students can fulfill all requirements at LSC with no new courses or faculty hires. This new degree thus serves as an excellent example of expanded student opportunity through interdepartmental collaborations.

The creation of this degree has also prompted discussion of collaboration between LSC and JSC faculty in line with the proposed unification. We visited the JSC campus and have since

exchanged emails with JSC faculty. Pending successful collaboration under the unification, JSC courses may ultimately be added to the CCS degree program which would increase scheduling flexibility and introduce more choices for degree specialization.

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

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

CCS students will obtain the following:

- Experience with data collection and analysis
- Experience working with large climate datasets
- Technology skills
  - Data management/analysis
  - Energy
  - Instrumentation
  - Environmental assessment
- Understanding of current state of the science
  - Anthropogenic vs. natural forcing
  - Observational and theoretical perspectives
  - Modeling and projections
  - Regional impacts
- Understanding of current applications of the science (at least one of the following)
  - Risk assessment
  - Mitigation and Adaptation
  - Policy (climate change, economic, environmental)
  - Economics
- Effective communication skills
  - With both experts and laypeople
  - In adversarial environments

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

All CCS students will complete the LSC General Education program thus ensuring they receive a quality liberal arts education in addition to their experienced-based professional study courses. Participating departments regularly offer on-campus internship opportunities and faculty are well connected to alumni and professionals in the field allowing for various off-campus opportunities. We anticipate that nearly all of the CCS

students will have experienced at least one internship before graduation as is currently the case among ATM and Natural Science students.

3. What peer programs or model curricula served as a basis for the proposal:

There are presently no degree programs in the U.S. analogous to the one proposed here. A few institutions offer climate change concentrations within Environmental Science baccalaureate degree programs or as minors/concentrations for unrelated degrees, and others offer degrees in atmospheric and/or climate science. The latter is in line with the existing Climate Change Concentration in the LSC Atmospheric Sciences B.S. program. The proposed CCS degree focuses specifically on the science of natural and human-caused climate change (unlike Environmental Science programs) without the high level of required mathematics (as with pure Meteorology, Atmospheric Sciences, or Climatology programs). The proposed program was created with the following in mind: 1) skills identified in current job descriptions, 2) current course offerings and faculty expertise, and 3) anticipated student interests.

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

Entry level skills will be assessed in first-year courses such as ENV 1080 and senior level achievement will be assessed in a capstone research course in part through external board review. Furthermore, college-wide outcomes will be assessed with common rubrics across the curriculum such as those for the VSC Graduation Standards. Graduates will also be surveyed (senior exit interviews) shortly before degree completions.

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.

The field of climate change science is always changing with new observational data and modeling results. Such content is regularly incorporated into climatology courses as appropriate. Furthermore, special topics courses will be offered to address major developments in the science such as the release of new Intergovernmental Panel on Climate Change (IPCC) reports. As time and climate change progress, the need for climate science expertise is infiltrated an increasing number of traditional natural science disciplines. The CCS program is designed to produce graduates with the ability work on cutting-edge research in areas of cross-over between climate and other science disciplines.

The CCS program currently has no accreditation body; however, it will continue to be modified as needed to address emerging career paths related to climate change science.

6. Program outline; include brief descriptions of all new courses: **All courses are existing.**

Core	Credits	Elective Categories	Credits
<b>ATM</b>		<b>1. Communication</b>	
ATM 1060 – New Student Seminar in ATM	1	EJA 1010 Introduction to Media Communication	3
ATM 1211 – Survey of Meteorology I	2	EJA 1221 Person to Person	3
ATM 1212 – Survey of Meteorology II	3	ENG 1080 Expository Speaking	3
ATM 2061 – Survey of Climate and Statistics I	2	ENG 3010 Advanced Composition and Rhetoric	3
ATM 2062 – Survey of Climate and Statistics II	3	BUS 2080 – Organizational Behavior and Commur	3
ATM 2210 – Geophysical and Human Interactions	3		
ATM 4030 – Physical Climatology	3		
total	17	<b>2. Theory and Application</b>	
		ATM 2020 – Atmospheric Thermodynamics	3
<b>Nat Sci</b>		PHY 2025 – Physics for the Environment	4
PHY 2031 – Fundamental Physics I	4	CHE 2020 – Intro to Environmental Chemistry	4
BIO 1211 Immersion/cohort class	4	CHE 3050 – Environmental Chemistry	4
CHE 1031 Immersion/cohort class	4	PHY 2032 – Fundamental Physics II	4
ENV 1080 Immersion/cohort class	4	ATM 3170 – Weather Risk Assessment	3
GEY 1111 - Geology I (paleoclimatology)	4	BIO 3xxx - Applied Ecology	4
ENV 2060 – Energy, Environment, and Society	4	BIO 3280 - Intro to Env toxicology	4
SCI 4900 - Research in Sci (over at least two semeste	4	BIO 4040 - Ecology	4
total	28	GEY 3110 - Hydrogeology	4
<b>Other within program</b>		GEY 4840 - Intensive trip	4
MAT 1410 – Pre-Calculus	5		
Communication elective	3	<b>3. Interdisciplinary</b>	
Category 2-3 electives (4 classes = 12 -16 cr)*	16	ECO 2060 – Survey of Economics	4
total	24	ATM 3050 – GIS Apps in Atmospheric Sciences	3
<b>GEU</b>		HIS 3530 – Modern East and South East Asia	3
ENG 1081	3	HIS 3540 – Modern South Asia	3
ENG 1082	3	BUS 3240 – Global business	3
INT 2040	3	CRJ 2220 – Environmental Justice	3
GED courses	24		
Total within program	69		
GEU	33		
<b>Total credits</b>	<b>102</b>		
		*At least 3 courses must be 3xxx or 4xxx level	

7. TOTAL CREDITS in proposed program: 60-64

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 27

9. TOTAL CREDITS for the degree: 120

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.

CCS Four Year Pathway						
	Fall			Spring		
	Class	Credits	Type	Class	Credits	Type
Year 1	ATM 1211 Survey of Meteorology I	2	CCS	MAT 1410 Pre-Calculus	5	CCS
	ATM 1060 New Student Seminar	1	CCS	ATM 1212 Survey of Meteorology II (GED 8)	3	CCS
	BIO 1211 Immersion/cohort class	4	CCS	PHY 2031 Fundamental Physics I	4	CCS
	CHE 1031 Immersion/cohort class	4	CCS	ENG 1081	3	GED
	ENV 1080 Immersion/cohort class	4	CCS			
	<i>Total</i>	15		<i>Total</i>	15	
Year 2	ATM 2061 Survey of Climate and Statistics I	2	CCS	ATM 2062 Survey of Climate and Statistics II	3	CCS
	Communication elective	3	Elective	GEY 1111 Geology I	4	CCS
	ENG 1082	3	GED	Interdisciplinary elective (3-4 cr)	3	Elective
	GED 1 Self and Social Interaction course	3	GED	GED 2 Written Language course	3	GED
	(Open Elective)	4	other	INT 2040 Critical Thinking, Reading Writing	3	GED
	<i>Total</i>	15		<i>Total</i>	16	
Year 3	ATM 2210 Geophysical Human Interactions (GED 7)	3	CCS	ENV 2060 Energy, Env, and Society	4	CCS
	Theory and application elective (3-4 cr)	3	Elective	ATM 4030 Physical Climatology	3	CCS
	GED 3 Art and Design course	3	GED	Interdisciplinary elective (3-4 cr)	3	Elective
	GED 4 Cross Cultural Awareness course	3	GED	GED 5 Perspectives on the Past course	3	GED
	(Open Elective)	4	other	(Open Elective)	3	other
	<i>Total</i>	16		<i>Total</i>	16	
Year 4	SCI 4900 Research in Science	2	CCS	SCI 4900 Research in Science	2	CCS
	Interdisciplinary elective (3-4 cr)	3	Elective	GED 6 Government and Economics	3	GED
	(Open Elective)	3	other	(Open Elective)	3	other
	(Open Elective)	3	other	(Open Elective)	4	other
	(Open Elective)	4	other			
	<i>Total</i>	15		<i>Total</i>	12	
	CCS core	50				
	Electives	15				
	GED	27				
	Other (open electives and GEF)	28				
	<b>Total</b>	<b>120</b>				

**Part IV: Budget Considerations**

1. Expenditures for the proposed program:

Because of the interdisciplinary nature of the proposed program in which knowledge is gained through a balance of existing courses in ATM, Biology, Chemistry, Geology, Math, Physics and Environmental Studies, there are no new courses to be added to the catalog to support the major. The question is then, do the courses in the degree map have excess capacity to absorb incremental students or will the CCS major drive an increase in section counts and faculty expense in the many departments woven together in the program?

The admissions forecast is 11 students in the first year, growing to 59, three years out. For years one and two, if we assume 11 and 15 students, almost all of the major courses shown in the curriculum map for the major have the capacity to include these new students without driving a need for a new section. The exceptions are the introductory courses (ATM 1211, BIO 1211, CHE 1031, and ENV 1080) which are regularly near capacity. Thus the faculty cost in the chart below includes supplemental part-time faculty required to cover four courses at the introductory level for year two when a larger number of incoming students is expected.

Library and other materials is an allowance for some integrated climate studies resources that might not be part of the traditional research and reference materials for the individual disciplines that make up the CCS major.

	<b>Year One</b>	<b>Year Two</b>
<b>Faculty</b>		\$23,800
<b>Admin/Other Staff</b>		
<b>Facilities/Equipment</b>		
<b>Library/Other Materials</b>	\$5,000	\$5,000
<b>Other Costs (e.g. accreditation/licensure expenses)</b>		
<b>TOTAL COSTS:</b>	\$5,000	\$28,800

2. Revenue/sources to meet new expenditures

The following values are based on the following:

- 10 students in year one and 20 entering students in year two
- 65% retention between years 1 and 2



- Distribution of 40% Vermonters, 30% NEBHE, and 30% true out of state, tuition discounting at 25%
- 2% tuition rate increase
- An allocation, for the first few years of the program, of students equally between truly incremental students to the college and existing students/expected recruits that would be more attracted to climate change than another course of study already offered here

	<b>Year One</b>	<b>Year Two</b>
<b>Tuition</b>	\$60,000	\$161,000
<b>Reallocation</b>		
<b>Other Sources</b>		
<b>TOTAL REVENUES:</b>	\$60,000	\$161,000

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

a. Projected enrollment for new program:

	<b>Year One</b>	<b>Three Years Out</b>
<b>Full-Time</b>	10	55
<b>Part-Time</b>	1	4
<b>In-State</b>	4	22
<b>Out-of-State</b>	6	33

2. Describe how you arrived at these projections: Using historical data for introducing new programs here at Lyndon. Our ratios for in-state/out-of-state mix for professional programs is typically a 60/40 split.

3. Describe the marketing strategies for the new program.  
 The ATM department has been actively marketing the Climate Change concentration for the past year. This includes regular visits to local middle and high schools to talk about climate change, presentations on related topics at national conferences which are attended by K-12 educators, and the development of a new online presence called the Climate Consensus which aims to bring high school students into the climate conversation by sharing new

content on social media. While the aforementioned efforts were put in place to market the ATM program, we anticipate attracting a larger group of prospective students with the new degree which is less math intensive. Because ATM has historically had high program attrition, we also plan to market the program internally to current students who are considering leaving the major.

Traditional higher education marketing strategies will also be employed such as including the degree on college search sites, marketing to high school students through name buys and inquiries with print materials such as post cards, degree one sheets, emails, digital advertising, and outreach will be made to guidance counselors.

4. Competition:
  - a. In state and region - None that we are aware of at this time. Sterling College offers a minor in Climate Justice.
  - b. Web-based - None that we are aware of at this time.
5. How the program will impact enrollments in existing programs at the College: - This program has the potential to increase enrollment in our ATM and Natural Science department as it will bring enhanced exposure to them. In addition, this program may help retention through the creation of a path forward for students in our current majors who may not see themselves as climatologists, but who retain a passion for climate science with an applied slant.
6. How the program will impact enrollments in existing programs at other VSC colleges: We do not foresee this program impacting enrollments at existing VSC colleges.
7. How the program will impact existing and/or future external relations:

This program has the potential to improve upon existing relations, such as those currently in place with the Vermont Low Income Trust for Electricity (VLITE) who recently awarded ATM research funds to explore the impact of climate change on the production of solar energy, and VTrans (Vermont Department of Transportation) who relies on severe winter weather forecasts by current ATM students for road maintenance. This program will also make LSC and the VSC at large a primary go-to public resource for understanding both the potential threats of climate change and potential mitigation strategies. It will also likely lead to increased collaboration between LSC faculty and colleagues at other institutions that are working in relevant disciplines.

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Lyndon State College  
Bachelor of Science Degree in Climate Change Science

- WHEREAS, Lyndon State College proposed a Bachelor of Science Degree in Climate Change Science; and
- WHEREAS, Climate change will continue to challenge mankind, bringing global environmental impacts that stress social and economic systems, and this degree is designed to empower students with the education and skills necessary to tackle the anticipated widespread problems that we will face within a variety of career paths; and
- WHEREAS, Students will gain an understanding of the current state of climate change science, use technology to work with large climate datasets, learn about current applications of the science, and develop effective communication skills to help bridge the gap between scientists and non-scientists; and
- WHEREAS, The proposal of this degree program has also prompted discussion of collaboration between Lyndon and Johnson faculty in line with the proposed unification, such that Johnson courses may ultimately be added to the degree program which would increase scheduling flexibility and introduce more choices for degree specialization; and
- WHEREAS, Lyndon has developed a conservative budget for program expenditures combined with ambitious enrollment growth due to active marketing efforts and increased within-institution retention of Atmospheric Sciences program students; and
- WHEREAS, In accordance with Policy 102, following the Council of Presidents discussion of the proposal, the Board Education, Personnel, Student Life Committee reviewed it and recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Lyndon State College to offer a Bachelor of Science Degree in Climate Change Science as of this date, November 30, 2016.

November 30, 2016

**VERMONT STATE COLLEGES  
POLICY 102 NEW PROGRAM PROPOSAL**

**Part I: General Information**

1. **Institution:** Johnson State College
  
2. **Name of new program:** Associate of Art (AA) and Bachelor of Fine Arts (BFA) in Fine Woodworking and Furniture Design
  - a) **Individual(s) with responsibility for program development:** Professor Ken Leslie, program coordinator and advisor
  
  - b) **Academic Department(s):** Fine Arts
  
3. **Proposed start date of program:** Fall 2017
  
4. **Title of degree to be conferred (if applicable):** see #2 above
  
5. **Brief description of proposed program (150 words or less):**

Johnson State College (JSC) proposes the addition of a Bachelor of Fine Arts (BFA) degree and an Associate of Art (AA) degree in Fine Woodworking and Furniture Design, delivered in collaboration with the Vermont Woodworking School (VWS). The programs we are proposing align with the spirit of Johnson State College's mission of offering a high-impact, liberal arts education. This partnership, involving the addition of the campus and curriculum of VWS, allows us to add the medium of woodworking and furniture design to JSC's program offerings.

Students would complete all JSC General Education Requirements; JSC coursework in art history and studio arts; and VWS concentration courses in fine woodworking and furniture design.

## **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:

As stewards of a Johnson State College education, we value academic excellence, on-going evaluation, and equal opportunity in and beyond our classrooms. We are committed, first and foremost, to a high impact liberal arts education as a life-changing process, a process with the ability to move people from their starting points to goals that will evolve during their engagement with JSC and will sustain them throughout their lifetimes.

This proposed collaborative BFA in Woodworking program is a great fit. The program offers not only state-of-the art, hands-on experiences in the woodworking field, but also a firm foundation of writing and math fundamentals, a rich and diverse General Education program and extensive out-of-the classroom experiences. JSC has long delivered on its promised liberal arts and interdisciplinary offerings, and the VWS brings the specifics of the field.

The course work in this new combined program fully meets (and in some cases, exceeds) the experiences and expectations of two BFA programs that JSC already delivers—our BFA in Studio Arts and BFA in Media Arts.

Interest in this new program came about when VWS reached out to JSC as a potential new accredited partner for its students who wished to pursue an AA or BFA as part of their education in art. Near neighbors, the two campuses are fifteen miles apart. JSC has already taken in former Burlington College (BC) students studying at VWS as part of a teach-out agreement. We currently have 14 of these students enrolled at JSC.

Unlike VWS's alignment with BC, in which BC ran a separate program within the VWS facility, VWS and JSC are establishing a partnership with joint degrees by combining the best of what each institution offers. The proposed AA and BFA combine courses offered in VWS's own, long-standing trade-credit and certificate bearing Immersion program, with the quality liberal arts education offered by JSC.

While VWS as an institution is not accredited, it is accustomed to supporting programming and an academic environment that meets the standards of accreditation due to their experience hosting BC's degrees and certificates. The Vermont Woodworking School's Immersion Program and the courses that make up that curriculum are led by faculty member Brian Bright, MFA, RIT, and have been subject to vigorous review and subsequent approval by JSC faculty in order to ensure academic integrity. The Memorandum of Agreement provides JSC oversight and approval authority of the curriculum and faculty/staff changes that impact courses offered as part of JSC's proposed AA and BFA. VWS faculty report to JSC for the purposes of teaching their

students, and courses are cross-listed between institutions. *(At the present time, VWS certificates will remain under their purview, and are not included in this proposed partnership.)*

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):

*Educational Needs:* Since its inception, VWS has sought to admit creative, engaged students who can thrive in an environment with small classes and a hands-on approach to learning. These students are environmentally conscious, creative and artistic, and concerned with contributing to beautiful, sustainable communities—in this case, through their love of woodworking and fine furniture-making. Students will be recruited at local and national woodworking competitions, via outreach to woodworking programs in high schools and at job expos for hobbyists and professionals who are interested in pursuing academic training for a new career in woodworking. Approved by the Department of Veteran's Affairs, VWS's AA and BFA programs offered via Burlington College have attracted veterans interested in an experiential approach to craftsmanship and design.

We will continue to expect this to be the profile of students as this program continues into the future. Additionally, we expect an increased accessibility to this program for Vermonters, because it will be connected with the Vermont State College system, with its determined outreach across the State.

*Employment Needs:*

VWS is connected as a partner to the State of Vermont to preserve furniture-making as a craft, and to educate future employees and business owners in Vermont's wood products industry.

The programs at Vermont Woodworking School, born out of a desire to help ensure the future of value-added wood products businesses and furniture-making in Vermont, has turned out graduates that have become employees of Vermont's successful businesses, and have started new wood products businesses, both in and outside of the state of Vermont.

*Modes of Delivery:* Students will have access to the full ranges of services available to all JSC students, including advising, academic support, counseling and health, and financial. Additionally, they will have access to the JSC Visual Arts Center, which is fully outfitted with state-of-the-art studios in all major disciplines, including Drawing, Design, Painting, Printmaking, Photography, Ceramics, Sculpture and Media Arts, as well as classrooms for Art History and related seminars.

In addition to already-accredited JSC resources, students in these programs also have access to the extensive resources at VWS, including studios, workshops and exhibition galleries, an on-site library, and a computer lab, all fully staffed for advice and assistance.

The mill shop is equipped with sound professional woodworking machines including two table-saws, two band-saws, a spindle sander, a router table, and four lathes. The bench room is equipped with a bench for every student in the program along with storage space, traditional and modern hand-tools, rules, bits and clamps. On the main floor students work on the radiant-heat floor, each at their own bench, away from the noise of the mill room. The finish room, adjacent to the bench room is equipped with a sell-sized safety fan and exhaust system to ensure good air quality even when spraying finishes. The second floor of the shop contains a gallery for display of student work and pieces made by students and members of the Guild of Vermont Furniture Makers. Adjacent to that is the gallery classroom. The second floor also houses the lathes, library and an upholstery room. Senior students occupy benches located on the second floor, away from the action of the first semester classes.

VWS is also entering into partnerships in with two emerging woodshops in nearby Burlington, Vermont to create additional, affordable graduate shop space. Generator, a maker-space setting up in Burlington, is creating a new, small woodshop with a CNC router that faculty will be able access to enrich their current curriculum. In addition, ReSOURCE, a non-profit, job-training program in Burlington is also building a woodshop that will create affordable, graduate space and additional classroom space for UVM collaborations ensuring more space for growth of JSC's programs in Fairfax.

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):

Over the past decade interest in woodworking (and a great deal of other handcrafting) has been surging in Vermont, right alongside of the local food movement. While JSC's recently expanded and renovated Visual Arts Center is amazing in many ways, its woodshop is only the size of a small classroom, and is only equipped well enough for auxiliary work in service of sculpture, painting and printmaking projects—for instance, cutting and shaping wood for sculpture or building canvas stretchers, silkscreen frames. By comparison, VWS offers a building the size of the entire VAC, all devoted to the many complex possibilities of fine woodworking. This collaboration and these programs offer something not only new within the System, but available nowhere else in the Vermont or in neighbor states.

There are few such programs in the country—the nearest one to Vermont is in Portland, at the Maine College of Art—in fact, this would be the only other such program in New England. The

BFA and AA fill a demand for a liberal arts education within the craft community, which became immediately evident in JSCs Teach-out agreement with VWS.

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

1. Specific program objectives, including career and learning outcomes for students:
  1. Articulate informed and ideologically sound ideas about art, both historic and contemporary, and connect those ideas to the wider world.
  2. Create artwork that is technically proficient and imbued with meaningful content.
  3. Demonstrate a general understanding, ability and resourcefulness with a wide range of art media, as well as a deeper understanding of at least one medium such as drawing, painting, sculpture, photography, digital media or art history.
  4. Have an openness to ideas other than their own and a willingness to take risks with their own work.
  5. Have established regular studio practice, which will hopefully be lifelong, be aware of developing issues in their own work and know how to continue on their own in the pursuit of that vision, with strategies for maintaining self-awareness.
  6. Be familiar with the professional art world, from the perspective of career options, including exhibition venues, graduate school and grant opportunities.
  7. Assemble a professional portfolio.
  8. Understand the mechanics of setting up a safe and functioning studio.
  9. Know how to do a professional exhibition of their art, write about their art and speak about their art at a public event.

The content of the coursework delivered at the Vermont Woodworking School is more than an offering of skills courses. It starts with a robust, foundational introduction to the concepts of craftsmanship, design, and the heritage and future of fine woodworking and furniture-making. The design studio classes that follow offer the student opportunity for review of the past and current accomplishments of the world of studio furniture, and to reflect on and develop capacity for creative expression. In addition, “Business Practices and Marketing for Artisans” invites students to explore the environment of furniture design and customer interests, as well as how to make reasoned decisions based on quantitative, business assessments, as well as to create a successful life as an artisan. “Thinking and Achieving Through Craft” takes the student into a deep consideration of the world of craft visiting theory, tenets and craft itself, including visiting how craft is portrayed in the media.

Both institutions have incorporated real-world experience for their students, which will continue in these collaborative programs. The programs deliver this via several capstone courses that insure students experience their work as it relates to the larger world. Courses include:

- “Seminar in Contemporary Art Issues”—which looks in depth at that is happening TODAY, and how their work might fit in to that scene;



- BFA Seminar and/or “Business Practices for Artists and Artisans”—an in-depth professional look at what’s out there in the world and how someone starting out might get their career going.

Both Johnson State College and the Vermont Woodworking School have strong track records of graduates moving on to meaningful careers in the arts. For example,

- Nick Shigouri started Shigouri Woodworking in Denver, CO.
- Alicia Dietz Graduated from VWS in 2013 with an Advanced Certificate from Burlington College. She then continued her education enrolling in and graduating with a MFA in Furniture Design and Woodworking at VCU (Virginia Commonwealth, Virginia). Alicia has won several awards for her work, including NICHE Awards, a Best in Show at the Vermont Fine Furniture and Wood Products Design Competition and the Emerging Artist and Innovators VMFA Gift Shop Product Award.
- Jeremy Zietz attended VWS Immersion program during 2011-2012. Prior to attending VWS Jeremy earned his Bachelors of Science in Design; Industrial Design at The Ohio State University. At Shackleton Thomas Furniture and Pottery in Bridgewater Mills, Vermont, Jeremy held the position of Creative Director/Furniture Maker and also was the Director of the Naked Table Project. Jeremy then attended and Graduated with his Masters of Fine Arts Degree in Furniture Design and Woodworking from Virginia Commonwealth University.
- Stephen Park attended the Immersion Program in 2011. Stephen went on to design products including chairs and dining room tables, for successful Vermont Start Up, Vermont Farm Table. Park was quickly promoted to the position of Shop Foreman leading the furniture-building team for several years where the business saw exponential growth with annual revenue exceeding one million in a short time.
- Other notable students who have gone on to open their own businesses include, Moriah Doucette, Matt Wolfe, Matthew Ogelby, David Lewis, Steven Robinson, Tyler Gebhardt, and Thom Adair.

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

This partnership, and the degrees it offers, are based on the integration of liberal studies—JSC’s interdisciplinary general education program—as well as knowledge of art history and artistic expression, studio art methods, craft, the professional art world, and career options.

3. What peer programs or model curricula served as a basis for the proposal:

There are few such programs in the country—the nearest one to Vermont is in Portland, at the Maine College of Art—in fact, the only other such program in New England. This program is built out of the best components of the former VWS-Burlington College woodworking degrees, and out of our programs in other studio arts areas.

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

Effectiveness in achieving student learning outcomes will be assessed according to JSC-wide and department specific methods. (a) Students complete evaluations in all courses each semester; (b) general education program outcomes are slated for specific assessments via focus groups in 2016-2017; and via outcome rubrics in 2017-2018 (as part of a new assessment program launch for this program); (c) students complete individual BFA Thesis Exhibitions, which are evaluated by Fine Arts faculty.

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.

The BFA and AA programs will undergo PReCIP review, as well as be part of the NEASC re-accreditation process going forward. Vermont Woodworking School achieved designation as a Vermont State Craft Center in 2011. The State of Vermont criteria require that “Vermont State Craft Education Centers demonstrate a high standard for quality of craft and craft education, representing the best of craft in Vermont.” VWS is subject to annual review and re-application every three years to maintain this designation.

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

Course Name & Number	Credits	New or Existing?
<u>Please see curriculum maps below for the AA and BFA:</u>		
<u>VWS courses (marked with an asterisk) will undergo JSC Curriculum Committee review.</u> <u>Descriptions of these courses are included at the end of this document.</u>		

7. TOTAL CREDITS in proposed program: Associate of Arts 39 credits; Bachelor of Fine Arts 84 credits
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: Associate of Arts 23 credits; Bachelor of Fine Arts 36 credits
9. TOTAL CREDITS for the degree: Associate of Arts 62 credits; Bachelor of Fine Arts 120 credits
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.

**2- and 4-year curriculum maps for AA and BFA**

***Courses with an asterisk \* will undergo JSC Curriculum Committee review. These are existing VWS courses vetted by Professor Ken Leslie.***

**AA in Fine Woodworking and Furniture Design**

**Fall 1**

*VWS - 1XXX	Foundations of Furniture Making I	9
GEC	First Year Seminar	3
ENG 1071	College Writing	3
INT 1001	Creative Audience	.5
GRS 3000	TILT	0
	Total	15.5

**Spring 1**

*VWS - 1XXX	Design Studio 1 (Aesthetic)	6
MAT 1080	Quantitative Reasoning	3
GEC	Natural Science	4
GEC	Global Perspective	3
INT 1001	Creative Audience	.5
ENG 3999-	Writing Proficiency Exam	
	Total	16.5

**Fall 2**

*VWS - 2XXX	Foundations of Furniture Making II	9
*VWS - 2XXX	Business Practices and Marketing Techniques for Artisans	3

ENG 1072	Exposition & Analysis	3
		Total 15

**Spring 2**

*VWS - 2XXX	Design Studio 2	6
Art 3/4000 / VWS - 3XXX	Advanced studio elective	6
GEC-	Social and Historical Perspective	3
		Total 15

Program total: 62 credits

**BFA Fine Woodworking and Furniture Design**

**Fall 1**

*VWS 1XXX	Foundations of Furniture Making I	9
GEC	First Year Seminar	3
ENG 1071	College Writing	3
INT 1001	Creative Audience	.5
GRS 3000	TILT	0
		Total 15.5

**Spring 2**

*VWS 1XXX	Design Studio 1	6
MAT 1080	Quantitative Reasoning	3
ART 1011	Drawing 1	3
ENG 1072	Exposition and Analysis	3
INT 1001	Creative Audience	.5
ENG 3999	Writing Proficiency Exam	
		Total 15.5

**Fall 2**

*VWS 2XXX	Foundations of Furniture Making II	9
ART 1140	Design 1	3
GEC	Global Perspective	3
		Total 15

**Spring 2**

*VWS 2XXX	Design Studio 2	6
ARH 2010	Survey of Western Traditions in Art	3
ART 2211	Painting 1	3
GEC	Social and Historical Perspective	3
		Total 15

**Fall 3**

ARH 2060	Survey of Non Western Traditions in Art	3
*VWS 3XXX	Thinking and Achieving Through Craft	3
GEC	Mathematics	3
ART 2251	Sculpture 1	3
GEC	Social and Historical Perspective	3

Total 15

**Spring 3**

GEC	Global Perspective	3
GEC	Natural Science	4
*VWS 3XXX	Design Studio III	6
Art 3/4000	Advanced Studio Elective	3

Total 16

**Fall 4**

ART 2110	Intro to digital media	3
GEC	Civic perspective	3
Art 3/4000 or		
*VWS 3/4XX	Advanced studio elective	3
*VWS - 2XXX	Business Practices and Marketing Techniques for Artisans	3
ARH 3/4000	Advanced art history elective	3

Total 15

**Spring 4**

ART 4120	BFA Project and Exhibit	3
ARH 4720	Sem. in Contemporary Art Issues	3
*VWS 4XXX	Senior Furniture Design	6
Any Level	Elective	1

Total 13

Program total: 120 credits

**Part IV: Budget Considerations**

1. Expenditures for the proposed program *and* 2. Revenue/sources to meet new expenditures:

The proposed financial model for the programs in Woodworking is very simple. Johnson State College will negotiate a per credit fee for each class taught by Vermont Woodworking School and this fee will be passed on to the students enrolled in the program. The net effect of the additional fee, when off-set against revenue will be zero. This fee covers all aspects of each student’s participation in the courses taught by VWS including instruction, materials, safety services, equipment and facilities. Students enrolling in general education and non-woodworking major specific sections will continue to pay the usual per credit and associated fees as all other JSC students.

It is anticipated that the Woodworking programs at peak efficiency will enroll approximately 25 students annually of which 60% are anticipated to be out-of-state students and 40% in-state students. We anticipate that approximately 48% of the enrolled students will live on campus

with the remaining students, specifically those in their junior and senior year living in off-campus housing.

The following is a pro-forma revenue and budget analysis of the model and assumes that the arrangement with Vermont Woodworking School, relative to the payment for services, will remain relatively the same, meaning the cost for the services will be passed on directly to the students the form of a per credit fee.

***Revenues***

Tuition: \$379,250 (15 Out-of-State, 10 In-State)

Other Fees: \$22,500

Room & Board: \$126,000 (12 students per year)

Total Revenues: \$527,750

***Expenses***

Program Manager Course Release: \$4,500 (3 credits/year)

Oversight and Support: \$5,000 (Transportation, Advising, Tutoring)

Library Collections: \$1,000 Woodworking specific selections

Total Expenses: \$10,500

Revenue Net of Expenses: \$517,250

While we note that the pro-forma revenue over expenses is large, for the BFA only 51 credits or 42.5% of the student's total enrollment will be in courses will be woodworking specific courses (for the AA, this is 39 credits or 63%). The remainder of the courses taken by the students will be comprised of general education and Fine Arts related courses for which the students will enroll in sections for which the College has room to accommodate additional student course placements and therefore should not see a substantial increase in cost.

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

a. Projected enrollment for new program:

	Current Year	Current Year	Year One – '17 –'18: 29 students		Year Three – '19 – '20: 41 students	
<b>Associates - Woodworking</b>			In-State 3	Out-of-State 11	In-State 4	Out-of-State 17
<b>BFA - Woodworking</b>	In-State 6	Out-of-State 8	In-State 3	Out-of-State 12	In-State 4	Out-of-State 16
<b>Part-Time AA/BFA</b>	4		0/0	1/1	0/0	2/2

2. Describe how you arrived at these projections:

VWS projects that enrollment in all programs will be made up of approximately 20% in-state students and 80% out of state students. An analysis of last year's Burlington College Programs showed out-of-state enrollment at 80%, and of VWS's full-time Immersion Program at 90%. In Fall 2015, 8 of 24 Burlington College students were enrolled in the AA and 9 were enrolled in the BFA (7 were enrolled in a Certificate). About half of the AA students rolled over into the BFA upon completion of their AA. A 20% increase each year is based on active interest in the program, and anticipation of improved retention given the stability of the Vermont State College system.

VWS is planning for growth of its own education programs and of its square footage of facility space on-site. This additional space will allow the VWS faculty to expand on a solid furniture-design BFA, including conceptual content on planning for manufacturing and efficiencies, to include actual experience designing for CNC and multiples manufacturing. In addition, VWS is expanding its own entrepreneurship curriculum in partnership with nearby Burlington's Generator, a maker space and community. VWS is also partnering with Burlington-based ReSOURCE, a non-profit job training program to create a Burlington shop and classroom space. By adding this shop, VWS will expand the number of incubator residencies available to graduates of programs at VWS. We anticipate these new opportunities for students will result in increased interest and commitment to attend Johnson State College's programs at VWS.

If Vermont Woodworking School is successful in its plans to expand, JSC should be able to count on a more rapid increase in enrollment in programs at VWS.

3. Describe the marketing strategies for the new program.

The new programs will be marketed via JSC's admissions efforts (brochures, recruiting, college fairs) and via our website, similarly to all of our programs. It will have the added marketing by VWS's website and outreach.

4. Competition:

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

There are few such programs in the country—the nearest one to Vermont is in Portland, at the Maine College of Art—in fact, this would be the only other such program in New England. There are no web-based programs.

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

The program would add approximately 6 students annually to the AA/BFA in Studio Arts, as well as to the general education program. While boosting enrollment, it is unlikely additional sections of courses would be required to accommodate these new students.

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

It is unlikely that this program will impact enrollments elsewhere in the VSC system.

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

Aside from building a strong partnership with Vermont Woodworking School, the relationships VWS has in the wider community may likely provide opportunities for AA/BFA Woodworking, and other, JSC students. As a Vermont State Craft Center, VWS regularly cooperates with Shelburne Craft School, another Vermont State Craft Center for education. Cooperation with Shelburne Craft School has exposed students at VWS to other crafts mediums including glass, metal and pottery.

Vermont Woodworking School applied for and received a \$50,000 Working Lands Grant in 2013 through the Vermont Working Lands Enterprise Board. The \$50,000 provided funds to add the photo studio, computer lab, gallery and incubator space for graduates.

VWS is also entering into partnerships in with two emerging woodshops in nearby Burlington, Vermont to create additional, affordable graduate shop space. Generator, a maker-space



setting up in Burlington, is creating a new, small woodshop with a CNC router that faculty will be able access to enrich their current curriculum. In addition, ReSOURCE, a non-profit, job-training program in Burlington is also building a woodshop that will create affordable, graduate space and additional classroom space for UVM collaborations ensuring more space for growth of JSC's programs in Fairfax.

Vermont Woodworking School has proven itself a stable and important asset to the community, successfully maintaining continuity for their students through a challenging transition. Furthermore, integrating the programs at VWS with JSC allow JSC to further its mission to provide high impact, inter-disciplinary learning. JSC welcomes this new collaboration.

### **New course descriptions**

#### **Foundations of Furniture Making I**

9 Credits

This course introduces the student to the worlds of craftsmanship, fine woodworking and furniture-design. The student will acquire good habits for the safe use of woodworking machinery and hand tools and a strong knowledge of the foundational skills. Students will also gain an understanding of the concepts and terminology involved in woodworking and furniture making. Students will explore and develop a basic understanding of hand drafting, milling, project timelines, wood turning, and finishing principles. Each student will establish these skills through the design and construction of an Arts & Crafts style nightstand with a dovetail drawer.

Corequisites

Prerequisites

#### **Design Studio I: Small Table**

6 Credits

This studio-based furniture making class introduces students to the design considerations of designing while applying furniture-making principles. Each student will take on the challenge of conceptualizing, designing and making a unique table piece. This course will also help students to solidify their ability to manage a furniture-making project successfully. Students will also be introduced to the critique process by participating in faculty-led peer critiques. Students will expand their knowledge of sketching, drafting, model-making and design by hand. Instructors will introduce students to Sketch-Up 3-D a modeling software, and students will use this software to model and create working drawings.

Pre/Corequisites - Foundations of Furniture Making I

#### **Business Practices and Marketing for Artisans**

3 Credits

Students will learn the basics of running your own business, including bookkeeping and filing methods required for self-employment, and how to price your work. This will include a section on developing a system of tracking hours for each job, and how to utilize that information for pricing. We will discover how to develop a good portfolio, including basics of how to

photograph your work in a professional manner, how to work with and edit digital images of your work, and how to create an online portfolio. Learn best practices of working with galleries, selling your work on the web, handling commissions for custom work, and working with interior designers. Learn effective tools for marketing and promotion beyond websites and the internet, the different types of shows for selling your work, the details and logistics of participating in a show, including booth design. Learn the best methods for shipping your work, different approaches for setting up your first woodshop, general business planning and scheduling your work.

#### Corequisites

Prerequisites Foundations of Furniture Making I

#### Foundations of Furniture Making II

9 Credits

In this concept to completion class, students will design and build a wall-hung cabinet to present at a final critique. Through taking on this project, students will learn the essentials of case construction and complex joinery. Students will also learn advanced furniture-making elements that will allow them to stretch their imagination with the addition of bent laminations, and veneering techniques. In addition to final critiques, students will participate in faculty-led design critiques as they prepare to make their concept a reality.

Corequisites Design Studio I

Prerequisites Foundations of Furniture Making I, Design Studio I

#### Design Studio II: Casework

6 Credits

In this studio furniture design course, students will learn to apply the design considerations, and furniture making principles of cabinet making to a creation of one's own design. Students will solidify their ability to manage a furniture-making project from concept to completion. Students will look to master their knowledge of sketching, drafting, model-making. In addition, students will use Solidworks 3-D modeling software to model and create working drawings. Students will participate in a faculty-led peer critique at the end of the design phase and at the end of the semester.

Corequisites Foundations of Furniture Making II

Prerequisites Foundations of Furniture Making I, Design Studio I, Foundations of Furniture Making II

#### Design Studio III: Chairs

6 Credits

Students will learn to design and build a well-made; quality side chair. The chair must be aesthetically pleasing from all sides, incorporate compound angle joinery, be comfortable and well proportioned. Students will begin their design process by researching current and historical chair designs, and creating sketches of three potential designs. The final design chosen can be a derivative but not a copy of a classic chair, or a coherent blend of design elements from a

number of styles to create something more unique. Students will hand draft full-scale drawings, proof out joints samples used in the design, build a full scale mock-up that you can sit in and modify, and present all of this on week five at the design critique. Throughout the course there will be classes on various techniques used in chair construction.

#### Corequisites

Prerequisites: Foundations of Furniture Making I, Design Studio I, Foundations of Furniture Making II, Design Studio II

#### Turning Intensive

##### 3 Credits

In this class, students will learn the importance of form, scale, and proportion and how it relates to good design. Students will develop turning skills while participating in spindle and bowl turning projects and demonstrations. Students will learn to design and create classical turning profiles used in traditional furniture. Students will explore contemporary turning techniques and trends.

#### Corequisites

Prerequisites Foundations of Furniture Making I

#### Thinking and Achieving Through Craft

##### 3 Credits

This interdisciplinary course delves craft—today, traditionally, and across cultures—from technique to meaning, comparing it with art, design, and other endeavors. Through reading, writing, discussion, and critical analysis we will examine theory, tenets, and craft work itself, as well as how craft is represented in various media. With a focus on contemporary woodworking and furniture making, but looking into and receptive to what can be learned from other craft disciplines, the course aims to discover how the fundamentals of craftsmanship might be more generally understood and applied. We will consider all kinds of craft publications—books, articles, documentaries, how-to DVDs. All participants are expected to contribute, bringing ideas, writings, and visual materials (including our own handmade objects) for discussion and portfolio development.

#### VWS - Advanced Studio Elective: Special Topics

Students will have the opportunity to apply the design considerations, and furniture-making principles that they have learned to date towards the creation of one's own design. Students will stretch their abilities and further solidify their ability to manage a furniture-making project from concept to completion. Students will have the opportunity to design without restrictions. Faculty will not define what the student will build nor give the student guidelines. The student will decide what to build and identify their own learning goals. Faculty will share their knowledge and expertise as applicable, offering guidance along the way to ensure the completion of the project.

##### 3 Credits

#### Corequisites

Prerequisites Foundations of Furniture Making I, Design Studio I, Foundations of Furniture Making II, Design Studio II

### Advanced Studio Elective: Special Topics

#### 6 Credits

Students will have the opportunity to apply the design considerations, and furniture-making principles that they have learned to date towards the creation of one's own design. Students will stretch their abilities and further solidify their ability to manage a furniture-making project from concept to completion. Students will have the opportunity to design without restrictions. Faculty will not define what the student will build nor give the student guidelines. The student will decide what to build and identify their own learning goals. Faculty will share their knowledge and expertise as applicable, offering guidance along the way to ensure the completion of the project.

#### Corequisites

Prerequisites Foundations of Furniture Making I, Design Studio I, Foundations of Furniture Making II, Design Studio II

### Furniture Elements: Special Topics

#### 3 Credits

Students in this course will be introduced to advanced furniture techniques that include inlay, marquetry, and relief carving. Students can choose to immerse themselves in one or more of the following techniques for the semester. Inlay: students will learn several traditional inlay designs and have the opportunity to create sample boards. Marquetry: Students will learn the process of using veneers to create pictures and ornamental decorations on furniture. Relief Carving: students will learn about basic carving tools, the layout of a variety of traditional relief carving designs, and will have the opportunity to execute these designs.

#### Corequisites

Prerequisites Foundations of Furniture Making I, Design Studio I, Foundations of Furniture Making II, Design Studio II

### Senior Furniture Design

#### 6 Credits

This course gives students the opportunity and required guidance to demonstrate both the skills they have learned and the aesthetic they are developing in their furniture making. Students will design and construct one significant piece of furniture and write a paper that explains the decisions and influences that led to the design. All work must be completed on time and to a high level of proficiency.

Corequisites ART 4120, ARH 4720

Prerequisites Foundations of Furniture Making I, Design Studio I, Foundations of Furniture Making II, Design Studio II, Design Studio III,

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Johnson State College  
Associate of Arts and Bachelor of Fine Arts Degrees  
in Fine Woodworking and Furniture Design

WHEREAS, Johnson State College proposed an Associate of Arts and Bachelor of Fine Arts in Fine Woodworking and Furniture Design; and

WHEREAS, The degrees in Fine Woodworking and Furniture Design would be delivered in collaboration with the Vermont Woodworking School and align with the spirit of Johnson State College's mission of offering a high-impact, liberal arts education; and

WHEREAS, The courses currently offered by the Vermont Woodworking School have been subject to vigorous review and subsequent approval by Johnson faculty in order to ensure academic integrity, with a Memorandum of Agreement that provides continuing oversight and approval authority by Johnson State College of the curriculum and any Vermont Woodworking School faculty/staff changes that impact courses offered as part of the programs; and

WHEREAS, Johnson State College has developed a conservative expenditures budget to deliver the program based on a fee-based financial model for Vermont Woodworking School courses; and

WHEREAS, In accordance with Policy 102, following the Council of Presidents discussion of the proposal, the Board Education, Personnel, Student Life Committee reviewed it and recommends it to the full Board for approval; therefore, be it

RESOLVED, That the VSC Board of Trustees authorizes Johnson State College to offer Associate of Arts and Bachelor of Fine Arts Degrees in Fine Woodworking and Furniture Design as of this date, November 30, 2016.

November 30, 2016

Item 4:  
Tobacco-free Policy Discussion Items

[Back to Agenda](#)

#### 4. Report of the Finance & Facilities Committee

##### a. Approval of FY 2017 Budgets

Trustee Hindes moved and Trustee Richards seconded the resolution to approve FY2017 budgets. The resolution was approved by a vote of 11 in favor, one against (Trustee Macfarlane voted against; Trustees Hannum and Milne were absent).

##### b. Consent agenda

Trustee Hindes moved and Trustee Diamond seconded the consent agenda. No items were removed. The consent agenda was approved unanimously.

#### 5. Report of the Audit Committee

Committee Vice-Chair Trustee Dickinson explained the revision to the Audit Committee charter to allow for five members. Trustee Dickinson moved and Trustee Macfarlane seconded approval of the charter change. The charter change was approved unanimously.

#### 6. Report of the Education, Personnel, and Student Life Committee

##### a. Faculty Fellows Nominations

Committee Vice-Chair Trustee Masland moved the resolution for Faculty Fellows Nominations. Trustee Macfarlane seconded. The resolution nominating Castleton Professor Andre Fleche and Lyndon State College Professor Alexander Strokanov as Faculty Fellows was approved unanimously.

##### b. Consent Agenda

Trustee Masland moved the consent agenda. Trustee Lippert noted that Policy 208 needs to be further amended to comply with new statutory requirements known as “Ban the Box” legislation. Associate General Counsel Sophie Zdatny informed the Board that the policy had been amended but that the copy in the Board materials was incorrect. A correct version of the policy will be brought to the Board at its July meeting for approval. The Board approved the consent agenda items—including Policy 208 as currently revised—unanimously.

Trustee Luneau reviewed the visit to the Committee by Dr. Harry Chen, Commissioner of Health, at its last meeting. She moved that the Chancellor’s Office work with the colleges, through the deans of students, to develop a system-wide tobacco free campus policy and implementation plan for consideration at the late fall Board meeting, with the expectation said policy would be in effect no later than the fall of 2018. Trustee Macfarlane seconded the

motion. The motion passed by a vote of 11 in favor, one against (Trustee Simone voted against; Trustees Hannum and Milne were absent).

#### 7. Report of the Long Range Planning Committee

Trustee Diamond reported on the last two meetings of the Committee. The Committee will meet on 6/9 to begin decision making for recommendations to the Board for future strategic alliances.

#### 3. Report of the Executive Committee

Chair O'Connor stated that the Committee met on May 16<sup>th</sup> to review the Chancellor. She reminded the Board the annual retreat will be held at the Lake Morey Resort, and requested suggestions for topics from Trustees. She announced that the Hall of Fame event for next year will be held at the Capitol Plaza in Montpelier on March 16, 2017.

### C. ITEMS FOR INFORMATION AND DISCUSSION

#### 1. Preliminary FY2017 Board of Trustees Schedule of Meetings

Chair O'Connor asked Trustees to review the proposed schedule and send comments to her. If Board decides to hold only four meetings there will need to be a bylaw change. Chair O'Connor announced that she will make Committee assignments after the May meeting.

#### 2. Other Business

Chancellor Spaulding updated the Board on the current update of the system website, and shared that he has hired Campus Works to undertake a review of system IT.

#### 3. Presidents Reports

The presidents each provided campus updates.

#### 4. Comments from the Public

Student Robert Patton spoke to the Board about Lyndon State College.

Trustee Simone thanked the Board for a good year and moved to adjourn the meeting. Trustee Diamond seconded. Chair O'Connor adjourned the meeting at 12:07 p.m.

Date of Next Meeting: July 20 & 21, 2016, hosted by Castleton University



**Draft – 11/4/16**



## Manual of Policy and Procedures

Title  <b>TOBACCO FREE POLICY</b>	Number	Page  1 of 2
	Date  <b>Proposal A 2018 – no safety provision</b>	

### PURPOSE

The Vermont State Colleges (“VSC”) are committed to maintaining a healthy and safe working and learning environment for all of its students, faculty, and staff. Cigarette smoking causes more than 480,000 deaths in the United States each year, which includes 42,000 deaths from exposure to secondhand smoke.<sup>1</sup> Secondhand smoke is a serious health hazard and a human carcinogen with no known safe level of exposure. Even brief exposure to secondhand smoke can have adverse health effects, especially for those with asthma or other lung-related conditions. No one should have to risk his or her health in order to enter, exit, or stand outside any VSC building. In addition, the evidence shows that many people start to smoke in college and that tobacco-free policies are effective in decreasing smoking rates in society.<sup>2</sup> Accordingly, the purpose of this policy is to reduce harm from tobacco use and secondhand smoke, to provide an environment that encourages persons to become and/or remain tobacco-free, and to promote a culture of wellness.

### DEFINITIONS

“Tobacco” is defined as any manufactured product containing tobacco or nicotine, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, dipping tobacco, shisha, pipes, water pipes (hookah), dissolvable tobacco products, electronic cigarettes, other electronic or battery-powered vaping devices, and all forms of smokeless tobacco. However, “tobacco” does not include any product that has been approved by the U.S. Food and Drug Administration, pursuant to its authority over drugs and devices, for sale as a tobacco use cessation product or for other medical purposes and is being marketed and sold solely for that approved purpose.

<sup>1</sup> Centers for Disease Control and Prevention at [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/fast\\_facts/](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/) (viewed November 2, 2016).

<sup>2</sup> See generally <http://www.ttac.org/services/college/facts/alarm.html> (viewed November 2, 2016)

**Draft - 11/4/16**

“VSC property” is defined as property owned, leased, or operated by the VSC and its member institutions, including, but not limited to, campus buildings, campus grounds, residential buildings, parking areas, walkways, recreational and supporting facilities.

SCOPE

Tobacco use is prohibited on all VSC property, both indoors and outdoors, as well as in vehicles owned by the VSC or its member institutions.

EDUCATION, SUPPORT AND COMPLIANCE

It is the responsibility of all members of the VSC’s communities to comply with this policy. Compliance efforts will focus on education and collaboration with each member institution’s community.

Educational information and smoking cessation services, programs, and resources will be made available to students, faculty and staff through student health services and Human Resources offices. This policy will be posted in employee and student handbooks, on VSC websites, and in other relevant publications. Key components of the policy will be posted on signage around the VSC and its member institutions.

It is expected that peer support, supervisory oversight, and voluntary compliance will lead to behavioral and cultural change. However, repeat offenders of the policy may be subject to existing disciplinary or other applicable procedures. Students who disregard instructions to comply with this policy may be referred for discipline in accordance with the student discipline procedures at the applicable member institution. Employees who disregard instructions to comply with this policy should be brought to the attention of the appropriate supervisory personnel and, if necessary, referred to the Director of Human Resources for the VSC or the applicable member institution. Visitors who refuse to comply with this policy may be asked to leave VSC property.

EFFECTIVE DATE

This policy shall go into effect at the Office of the Chancellor and at each member institution no later than July 1, 2018.

**Draft - 11/4/16**



## Manual of Policy and Procedures

Title  <b>TOBACCO FREE POLICY</b>	Number	Page  1 of 2
	Date  <b>Proposal B 2018 w/safety provision</b>	

### PURPOSE

The Vermont State Colleges (“VSC”) are committed to maintaining a healthy and safe working and learning environment for all of its students, faculty, and staff. Cigarette smoking causes more than 480,000 deaths in the United States each year, which includes 42,000 deaths from exposure to secondhand smoke.<sup>3</sup> Secondhand smoke is a serious health hazard and a human carcinogen with no known safe level of exposure. Even brief exposure to secondhand smoke can have adverse health effects, especially for those with asthma or other lung-related conditions. No one should have to risk his or her health in order to enter, exit, or stand outside any VSC building. In addition, the evidence shows that many people start to smoke in college and that tobacco-free policies are effective in decreasing smoking rates in society.<sup>4</sup> Accordingly, the purpose of this policy is to reduce harm from tobacco use and secondhand smoke, to provide an environment that encourages persons to become and/or remain tobacco-free, and to promote a culture of wellness.

### DEFINITIONS

“Tobacco” is defined as any manufactured product containing tobacco or nicotine, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, dipping tobacco, shisha, pipes, water pipes (hookah), dissolvable tobacco products, electronic cigarettes, other electronic or battery-powered vaping devices, and all forms of smokeless tobacco. However, “tobacco” does not include any product that has been approved by the U.S. Food and Drug Administration, pursuant to its authority over drugs and devices, for sale as a tobacco use cessation product or for other medical purposes and is being marketed and sold solely for that approved purpose.

<sup>3</sup> Centers for Disease Control and Prevention at [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/fast\\_facts/](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/) (viewed November 2, 2016).

<sup>4</sup> See generally <http://www.ttac.org/services/college/facts/alarm.html> (viewed November 2, 2016)

## **Draft - 11/4/16**

“VSC property” is defined as property owned, leased, or operated by the VSC and its member institutions, including, but not limited to, campus buildings, campus grounds, residential buildings, parking areas, walkways, recreational and supporting facilities.

### SCOPE

Tobacco use is prohibited on all VSC property, both indoors and outdoors, as well as in vehicles owned by the VSC or its member institutions.

Notwithstanding this prohibition, if a member institution determines, in good faith, that such a ban creates a significant safety risk due to traffic, as a result of severe weather, or other similarly compelling reason, the institution may permit the use of tobacco at a single designated area close to the perimeter of its property, provided that any such area is at least 500 feet away from any building or walkway.

### EDUCATION, SUPPORT AND COMPLIANCE

It is the responsibility of all members of the VSC’s communities to comply with this policy. Compliance efforts will focus on education and collaboration with each member institution’s community.

Educational information and smoking cessation services, programs, and resources will be made available to students, faculty and staff through student health services and Human Resources offices. This policy will be posted in employee and student handbooks, on VSC websites, and in other relevant publications. Key components of the policy will be posted on signage around the VSC and its member institutions.

It is expected that peer support, supervisory oversight, and voluntary compliance will lead to behavioral and cultural change. However, repeat offenders of the policy may be subject to existing disciplinary or other applicable procedures. Students who disregard instructions to comply with this policy may be referred for discipline in accordance with the student discipline procedures at the applicable member institution. Employees who disregard instructions to comply with this policy should be brought to the attention of the appropriate supervisory personnel and, if necessary, referred to the Director of Human Resources for the VSC or the applicable member institution. Visitors who refuse to comply with this policy may be asked to leave VSC property.

### EFFECTIVE DATE

This policy shall go into effect at the Office of the Chancellor and at each member institution no later than July 1, 2018.

**Draft - 11/4/16**



## Manual of Policy and Procedures

Title  <b>TOBACCO FREE POLICY</b>	Number	Page  1 of 2
	Date  <b>Proposal C 2018 w/ sunset on safety provision</b>	

### PURPOSE

The Vermont State Colleges (“VSC”) are committed to maintaining a healthy and safe working and learning environment for all of its students, faculty, and staff. Cigarette smoking causes more than 480,000 deaths in the United States each year, which includes 42,000 deaths from exposure to secondhand smoke.<sup>5</sup> Secondhand smoke is a serious health hazard and a human carcinogen with no known safe level of exposure. Even brief exposure to secondhand smoke can have adverse health effects, especially for those with asthma or other lung-related conditions. No one should have to risk his or her health in order to enter, exit, or stand outside any VSC building. In addition, the evidence shows that many people start to smoke in college and that tobacco-free policies are effective in decreasing smoking rates in society.<sup>6</sup> Accordingly, the purpose of this policy is to reduce harm from tobacco use and secondhand smoke, to provide an environment that encourages persons to become and/or remain tobacco-free, and to promote a culture of wellness.

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<sup>6</sup> See generally <http://www.ttac.org/services/college/facts/alarm.html> (viewed November 2, 2016)

## **Draft - 11/4/16**

devices, for sale as a tobacco use cessation product or for other medical purposes and is being marketed and sold solely for that approved purpose.

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### SCOPE

Tobacco use is prohibited on all VSC property, both indoors and outdoors, as well as in vehicles owned by the VSC or its member institutions.

Notwithstanding this prohibition, if a member institution determines, in good faith, that such a ban creates a significant safety risk due to traffic, as a result of severe weather, or other similarly compelling reason, the member institution shall have two years from the effective date of this policy (*i.e.* until July 1, 2020) to address and resolve such concerns. During this two-year window, the member institution may permit the use of tobacco at a single designated area close to the perimeter of its property, provided that any such area is at least 500 feet away from any building or walkway

### EDUCATION, SUPPORT AND COMPLIANCE

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**Draft - 11/4/16**

EFFECTIVE DATE

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**Draft - 11/4/16**



## Manual of Policy and Procedures

Title  <b>TOBACCO FREE POLICY</b>	Number	Page  1 of 2
	Date  <b>Proposal D 2019 – no safety provision</b>	

### PURPOSE

The Vermont State Colleges (“VSC”) are committed to maintaining a healthy and safe working and learning environment for all of its students, faculty, and staff. Cigarette smoking causes more than 480,000 deaths in the United States each year, which includes 42,000 deaths from exposure to secondhand smoke.<sup>7</sup> Secondhand smoke is a serious health hazard and a human carcinogen with no known safe level of exposure. Even brief exposure to secondhand smoke can have adverse health effects, especially for those with asthma or other lung-related conditions. No one should have to risk his or her health in order to enter, exit, or stand outside any VSC building. In addition, the evidence shows that many people start to smoke in college and that tobacco-free policies are effective in decreasing smoking rates in society.<sup>8</sup> Accordingly, the purpose of this policy is to reduce harm from tobacco use and secondhand smoke, to provide an environment that encourages persons to become and/or remain tobacco-free, and to promote a culture of wellness.

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<sup>7</sup> Centers for Disease Control and Prevention at [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/fast\\_facts/](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/) (viewed November 2, 2016).

<sup>8</sup> See generally <http://www.ttac.org/services/college/facts/alarm.html> (viewed November 2, 2016)



**Draft - 11/4/16**

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SCOPE

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EFFECTIVE DATE

This policy shall go into effect at the Office of the Chancellor and at each member institution no later than July 1, 2019.

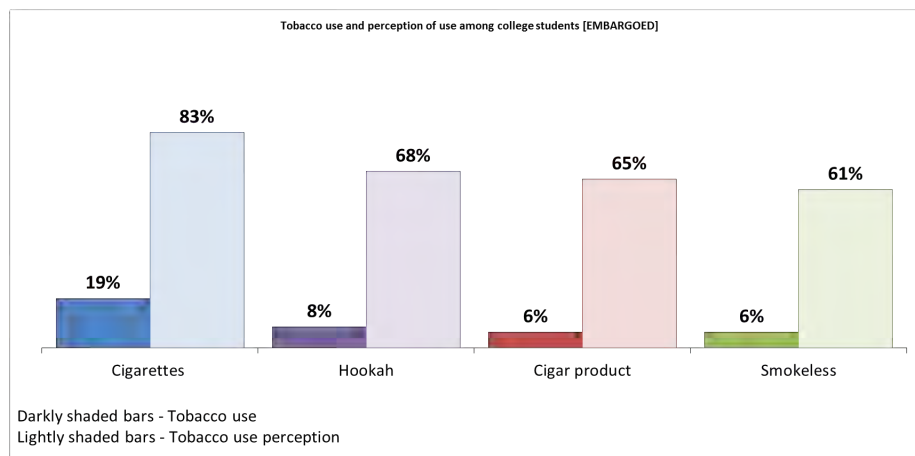


## Vermont Tobacco Free College Campus Initiative

 VERMONT  
DEPARTMENT OF HEALTH

Commissioner Harry Chen, MD  
April 27, 2016

### Students are learning to smoke (*and becoming addicted to tobacco*) at our colleges & universities



Vermont Department of Health 2014 College Health Survey

## Nationwide Tobacco/Smoke Free College & University Progress

- The number of smoke free policies in work places, public places, and housing is a national movement.
- As of **April 4, 2016**, there are at least **1,483** 100% smoke free campuses. Of these, **1,137** are 100% tobacco-free, and **823** prohibit the use of e-cigarettes anywhere on campus.
- Several states have directed *all* state and/or community college and university campuses to implement policies: OK, GA, LA, CA, IL, IA, ME, NY.

## Georgia's Tobacco/Smoke Free College & University Progress

- Implemented tobacco free college and university campus policies at 20 institutions with 37 campuses in 2012.
- 18-24 year old smoking prevalence dropped from 25% in 2011 to 16% in 2014.

### America's Health Rankings

**Georgia 40<sup>th</sup>                      Vermont 2<sup>nd</sup>**

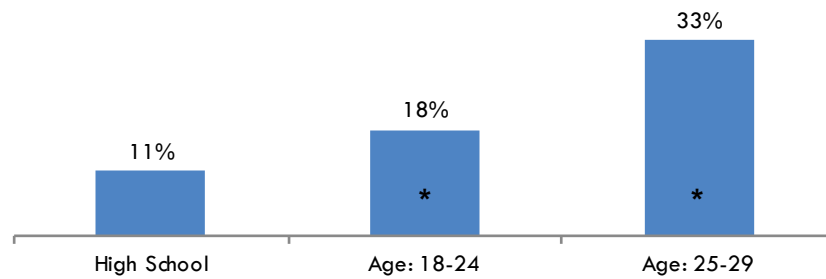
- Yet *all their colleges are smoke free and they have a lower 18-24 year old smoking prevalence than the 2<sup>nd</sup> healthiest state in the nation!*

### Northeast Tobacco/Smoke Free College & University Progress

State	# of Institutions / # of campuses	BRFSS 2014* Cigarette Smoking Prevalence Adult (18+)	YRBS 2013 Cigarette Smoking Prevalence Youth (grades 9-12)
CT	4 / 4	15%	14%
ME	9 / 19	19%	13%
MA	21 / 27 campuses	15%	11%
NH	1 / 1 (currently investigating for their state school system)	18%	14%
NY	37 / 89	14%	11%
RI	2 / 6	16%	8%
VT	**1 / 1 (UVM in 2015, St. Michael's in September 2016)	16%	13%

### Smoking Prevalence Increases after High School and throughout Young Adulthood

**Vermont Cigarette Smoking Prevalence in High School  
 and  
 Young Adulthood**



Source: 2015 YRBS & 2014 BRFSS  
 \* Indicates statistically significant difference

Vermont Department of Health

## Benefits of Tobacco/Smoke Free Colleges & Universities

- ▣ **Data indicates there is a clear connection between smoking bans and smoking rates declining.**
- ▣ Reinforces healthy behaviors including quit activity; reduces triggers including secondhand smoke exposure; helps change social norms/misperceptions around tobacco use.
- ▣ Reduces liability and costs and cigarette butts litter.
- ▣ Creates a culture of wellness for everyone who lives and works on campus.
- ▣ Because a majority of students don't use tobacco, tobacco free campuses are more - not less - attractive to students entering college.
- ▣ Preparing students for the work place. Nonsmoking workers are more desired: *fewer sick days* due to tobacco related illness and *lower employer-related healthcare costs*.\*

## The Impact of Smoking: Staff

- ▣ Higher absenteeism, presenteesim, lost time to smoking breaks, and higher healthcare and pension costs.
- ▣ Numerous employers have are now charging smokers higher premiums for health insurance.
- ▣ Estimated annual excess cost to employ a smoker = \$5816.
- ▣ Employees who smoke impose significant excess costs on private employers.
- ▣ Trending: employers with policies stating they will not hire smokers.

## The Impact of Smoking: Students

- The total *number* of youth and young adults who started smoking increased from 1.9 million in 2002 to 2.3 million in 2012.
- 88% of all current adult smokers started before age 18
- Almost 99% of all current adult smokers started before age 26
  - The fraction of smoking initiation occurring after 18 years of age has been increasing over the past decade.
- Nearly half of adult smokers transition to regular, daily smoking before age 18; and more than three-quarters transition to regular, daily smoking before they turn 21.

Vermont Department of Health

## The Impact of Smoking

- The average adult smoker makes 8 – 11 quit attempts before long-term success.

### Quit Attempts Made

High school 42%

Ages 18-24 69%

Ages 25-34 62%

- The longer a person smokes, the greater the risk for chronic diseases including cancer.
- Young adults want to quit and are more likely than were older adults to quit smoking successfully.

Vermont Department of Health

## The Impact of Nicotine

Exposure to nicotine is also a problem.

- ▣ Brain maturation period occurs between ages 10 to 25.
- ▣ Smoking cigarettes during adolescence has been associated with lasting cognitive and behavioral impairments, including effects on working memory and attention.
- ▣ Nicotine exposure, increasingly occurring as a result of e-cigarette use, may induce changes in gene function that sensitize the brain to other drugs and prime it for future substance abuse.

## Addressing Common Concerns

- ▣ Enforcement
  - ▣ Include all campus members, use signage, provide handbooks, give reminders
- ▣ Costs
  - ▣ \*Signage
- ▣ Lower Student Enrollment
  - ▣ UNC Study - No significant differences were found in student enrollment or applications when comparing years prior to and following policy implementation or when comparing with institutions without 100% tobacco-free campus policies.



## Strategies & Tips from Colleges & Universities

1. Assess the campus
2. Build a campus Coalition/Task-force/Steering Committee
3. Set goals, a policy timeline, and create an action plan
4. Develop policy and provide clear language on how the policy will be enforced
5. Educate/Communicate
6. Plan for implementation, compliance and sustainability
7. Evaluate Success/Campus Impact

## Vermont Tobacco/Smoke Free College & University Resources

- Policy planning, implementation and ongoing support through VDH Tobacco Control Program, TFCCI and network of community coalitions & district offices
- Free cessation training for college health staff
- 802Quits.org resources
- Low cost signage
- Vermont's Tobacco Free College Campus

Initiative website:

<http://www.tobaccofreecampusvt.org/>





## Together, Let's Help Vermont College Students

Graduate with a degree;  
not a nicotine addiction.





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# Making Your College Campus Tobacco-Free

## A Guide for College Leaders

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Greater accessibility for all students

Safer for students, faculty and staff

Reduced liability and costs

Marketing advantage: majority of students  
prefer tobacco-free campuses

TOBACCOFREE  
oregon



Oregon Coast Community College ribbon-cutting ceremony at its North County Campus in Lincoln City, which opened September 2008 as Oregon's first 100 percent tobacco-free community college campus.

**“Our local voters have made a significant investment in these new facilities and we want to make sure that we create and maintain a clean and healthy environment that the community can be proud of.”**

*Barbara Jenkins-Gibson, Board Chair  
Oregon Coast Community College*

# Tobacco-Free College Campuses

Tobacco issues on campus can be challenging, expensive and time-consuming. If you're like other college leaders, you've likely heard complaints from students, faculty and staff about being exposed to secondhand smoke while walking to class or across campus. Perhaps your students, faculty and staff are missing days of class or work due to asthma attacks triggered by smoke. You're probably finding that it takes time and money for staff to pick up cigarette butts and clean smoking areas, and that smoking is a fire hazard and a liability for your college.

Other colleges have found a solution to these problems by adopting a tobacco-free campus policy. Adopting a similar policy at your college can eliminate the headaches of managing tobacco use and better position your campus, students and faculty for success.

This booklet walks you through the rationale for a tobacco-free policy as well as how to implement one on your campus. Additional resources (see page 12 for details) include:

- [www.smokefreeoregon.com](http://www.smokefreeoregon.com)
- Ozarks Technical Community College and Clark College (leaders available to share their stories, lessons learned and tips for success)
- The American Lung Association of Oregon (available as a resource for Oregon colleges)

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**“Implementing a tobacco-free campus policy in 2003 established Ozarks Technical Community College as a leader in the trend toward healthier and more accessible campus environments for students, employees and visitors.”**

*Hal Higdon, President, Ozarks Technical Community College*

The League for Innovation in the Community College honored OTC's fifth anniversary as a tobacco-free campus by selecting it as the August 2008 "Innovation Showcase."



A young man with short dark hair, wearing an orange t-shirt and blue jeans, is smiling broadly. He has a light blue backpack on his shoulders and is holding the straps. He is standing outdoors on a paved path with green trees and a building in the background.

“Since becoming tobacco-free, our enrollment has increased and there has been a strong demand in the community to use our facilities. Our transition to a tobacco-free campus was a positive experience—one that we’ve been proud to share with other colleges across the country.”

*Robert K. Knight, President, Clark College*

“At Clark College we use our tobacco-free policy as a recruitment and marketing tool. This helps us stand out among faculty and staff seeking a healthy workplace environment.”

*Rebecca Wale, Environmental Health and Employee Development Manager, Clark College*

# Meeting Student and Staff Demand

Surveys show that community college students and employees prefer tobacco-free campuses. Going tobacco-free not only protects your campus community from secondhand smoke and reduces your maintenance costs, it also can create a marketing and recruiting advantage.

A spring 2007 survey\* found that Oregon community college students would prefer to attend a smokefree college and that secondhand smoke exposure is a real and immediate health threat on campus. The survey revealed the following:

## **Most students would prefer a smokefree college**

- Two-thirds would prefer to attend a smokefree college.
- Three-quarters (including a majority of smokers) say it is OK for colleges to prohibit smoking on campus to keep secondhand smoke away from students and staff.
- Most students, regardless of age, gender, educational attainment, or race/ethnicity, prefer a smokefree college.
- One-third of students say they are exposed to secondhand smoke on campus every day.
- One in five students say they have experienced some immediate health impact from this exposure.

## **Most students don't smoke**

- Four out of five college students surveyed don't smoke .
- 59 percent of students who smoke said they tried to quit in the past year.
- Most students—including two-thirds of smokers—agree that even small amounts of secondhand smoke are hazardous to your health.

In spring 2008, Lane Community College (LCC) conducted its own survey with 5,219 respondents, finding a similar level of student preference for a smokefree campus. Additionally, 807 employees participated in the LCC survey, with a key finding that:

## **Most college employees prefer a smokefree campus**

- 69 percent said they'd choose a smokefree college over one that allows smoking.

\*A partnership among the Oregon Council of Student Services Administrators, the Oregon Department of Community Colleges and Workforce Development, and the American Lung Association of Oregon commissioned the student survey.

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**“In addition to causing direct health hazards, smoking increases costs to the university through increased fire and medical insurance costs, potential fire damage, cleaning and maintenance costs, and costs associated with absenteeism and health care.”**

*Dr. Robert Kelley, President, University of North Dakota  
(tobacco-free since October 2007)*



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**“Our president wanted the tobacco litter off the campus. He also didn’t like the fact that underage students attending our high school vocational education programs were given tacit approval to use tobacco. OTC faced the problem head-on and we have enjoyed great success since. We recently celebrated the fifth year of our tobacco-free policy going into effect.”**

*Ty Patterson, Vice President of Student Services (retired) and  
Director of the Center of Excellence for Tobacco-Free Campus Policy,  
Ozarks Technical Community College*

# Protecting Your Facilities and the Bottom Line

## **Save money on facilities and maintenance**

Tobacco use on campus consumes valuable staff time picking up cigarette butts, emptying ashtrays and handling complaints about secondhand smoke. Unlike having designated smoking areas, going completely tobacco-free doesn't just move the problem; it eliminates it entirely.

## **Reduce the risk of fires on campus**

Careless smokers start fires by dropping cigarettes in planting areas, bark mulch and trash receptacles. Going tobacco-free eliminates this risk and associated costs, and may decrease fire and property insurance premiums.

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**“Environmentally unappealing and visually unappealing, cigarette litter is one factor pushing a national movement toward tobacco-free college campuses nationwide.”**

*Kara Hansen, The Daily Astorian, 8/20/08*

## **Eliminate the risk of ADA accessibility challenges related to tobacco smoke**

The Americans with Disabilities Act (ADA) requires colleges to maintain accessible campuses, including reasonable accommodation for students or employees with medical conditions such as asthma that are triggered by secondhand smoke.

## **Avoid potential legal liability from student, employee and visitor exposure to secondhand smoke**

One in five college students surveyed say they experience immediate health effects from secondhand smoke on campus. For students or staff with asthma, this exposure can aggravate their condition to the point of requiring an emergency room visit. By going tobacco-free a college addresses the liability risk associated with exposure to a known health hazard on its premises.

## **Advance sustainability and the triple bottom line**

Colleges today are embracing sustainability and integrating this concept into campus operations. Tobacco-free campuses yield social, economic and environmental benefits for the college. Going tobacco-free is a concrete step a college can take to reduce the environmental impacts associated with tobacco use.



# Creating Healthier Environments for Student Success

## Workplaces are increasingly tobacco-free

College leaders are invested not only in promoting academic achievement, but also in developing lifelong skills that will promote individual and civic well-being and prepare students to succeed. In growing numbers nationwide, worksites, school grounds, and health care, recreation and transportation facilities are 100 percent smokefree or tobacco-free. A tobacco-free campus will help your students prepare for the workplace.

## Future students expect and demand tobacco-free learning

Today's K–12 students who are transitioning to college have come to expect tobacco-free learning environments. With all else being equal, prospective students and their parents may factor in a college's tobacco policy when deciding where to enroll.

## Smoke poses considerable risk to young adults and children on campus

Another issue is high school students taking classes on college campuses. An *Oregonian* editorial (“The Case for a Tobacco-Free Campus,” 4/16/08) raised this concern. High school students, as well as children in day care on campus, are especially sensitive to secondhand smoke, which can trigger asthma attacks.

A tobacco-free policy helps ensure your students—present and future—will have opportunities to succeed in a healthy and safe environment.

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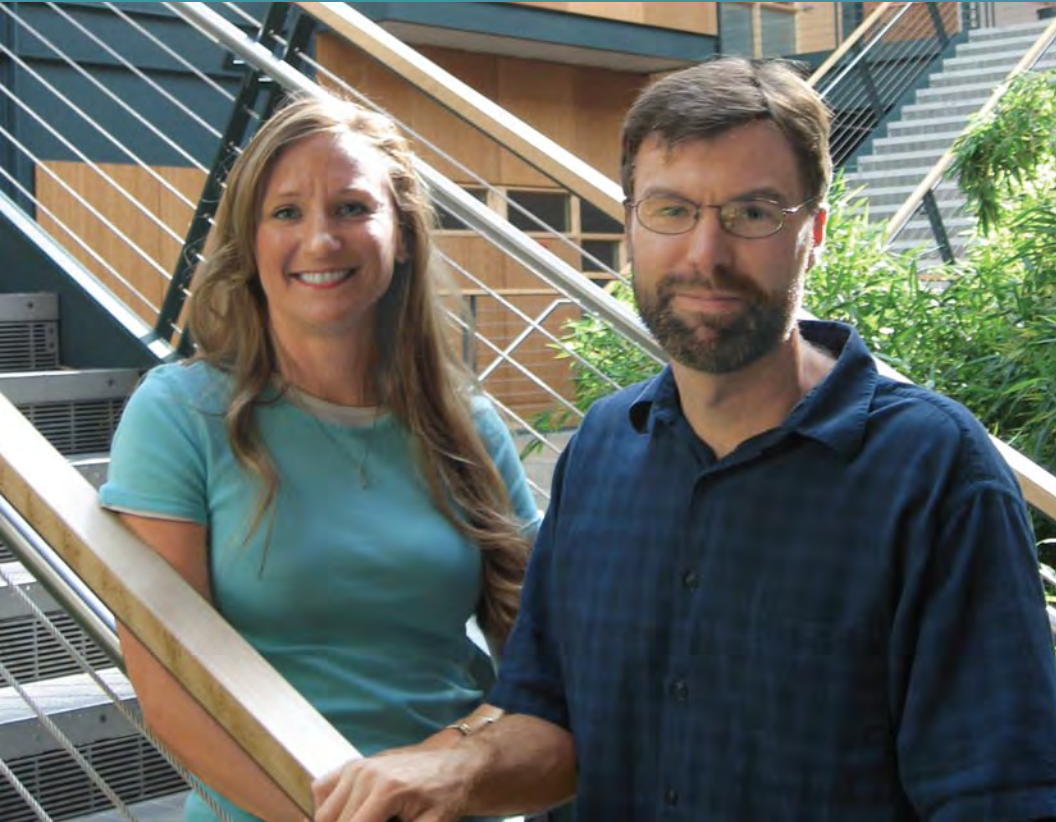
**“Hospitals and other health organizations across the state are making their campuses tobacco-free. These health organizations will increasingly seek out employees who can readily comply with tobacco-free workplace policies.”**

*Andy Davidson, President and CEO,  
Oregon Association of Hospitals and Health Systems*

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“We are proud to be a leader in our community, providing a safe, healthy and clean environment for our students, for our employees, and for our visitors. Our goal is to eliminate secondhand smoke exposure on campus and prepare our students for a tobacco-free work environment that they will most likely encounter when they leave PCC.”

*Denise Frisbee, Board Chair, Portland Community College*



Tobacco-Free PCC Coalition Members Victoria Galanopoulos, ASPCC President (2007–2008) and Peter Seaman, PCC Faculty Federation Vice President

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“In addition to representing students, I’m also a parent. Like many other parents, if given the choice, I would like to send my child to a college that provides a tobacco-free campus, and now we have that option.”

*Victoria Galanopoulos, student, Portland Community College*

# Developing Your Tobacco-Free Campus Policy

Tobacco-free policies can be created with minimal staff time and resources. Materials and consultation are available to help make the transition as easy and efficient as possible for you. General points for consideration include:

## Opening a new campus

It's easiest to prohibit tobacco use from the beginning. Oregon Coast Community College is opening its new campuses tobacco-free as a way to avoid the high operational costs associated with tobacco use and to protect public investment in the college's facilities.

## Creating policy for existing campuses

Whether the move to tobacco-free is initiated by administration or by students, allow time for discussion and education to prepare for this change. Here are some tips to guide you in the policy development stage:

- Keep the conversation focused on increasing student access and preventing exposure to carcinogens and asthma triggers.
- Include students, faculty, staff and other key stakeholders in the process. Some colleges choose to create a special task force, while others keep deliberations within their executive council or other policy review channels.
- Create opportunities for feedback, concerns and questions.
- If data is not already available, consider conducting a survey and/or making visual observations to assess the level of secondhand smoke exposure. Surveys can also help gauge student and staff support for policy change.
- Promote resources for those interested in quitting smoking or managing cravings while on campus. Contact your local county health department or American Lung Association chapter for assistance.

In addition to prohibiting tobacco use on campus, colleges may also include in their policy prohibitions on tobacco sales, distribution, advertising and sponsorship on campus.

For a sample policy and resources, please visit: [www.smokefreeoregon.com](http://www.smokefreeoregon.com).

## TOBACCO-FREE POLICIES ARE CONSISTENT WITH EXISTING HEALTH AND SAFETY POLICIES

Colleges strive to reduce injuries and illness through policies that eliminate hazards and unsafe behaviors and conditions from their premises. For example, colleges generally prohibit alcohol consumption, and some colleges choose to prohibit skateboarding on campus. Similarly, colleges implement tobacco-free campus policies to provide safe and accessible working and learning environments, and to maintain clean and appealing facilities. These policies are not about forcing individuals to change their lifestyles or behavior. Rather, they intend to protect the greater campus community and college interests.

## Case study in tobacco-free policy implementation

### OZARKS TECHNICAL COMMUNITY COLLEGE (OTC)

OTC is a suburban community college in Springfield, Missouri, with 10,000 students and 1,000 employees. In 1999 the Board of Trustees decided to make the campus tobacco-free, making OTC the first community college in the U.S. to do so. Policy change went so well that OTC decided to develop a Center of Excellence for Tobacco-Free Campus Policy, consulting with colleges across the country.

#### OTC took a four-pronged approach to becoming a tobacco-free campus:

1. **Education/information**—OTC provided a resource room with educational information on tobacco. Events such as health fairs provided opportunities for education and for gathering opinions about the upcoming policy. Campus signage communicated the tobacco-free policy.
2. **Smoking cessation**—Posters and the college website ([www.otc.edu](http://www.otc.edu)) keep the campus community informed of smoking cessation resources.
3. **Community support and involvement**—OTC formed a campus committee to develop an implementation plan and also a community advisory committee to guide the tobacco-free efforts. The advisory committee included representatives from the local health department, the local American Lung Association chapter, and the civic and business community.
4. **Policy implementation**—OTC held seminars, discussion groups and special events, and distributed policy and educational brochures. The Faculty Senate, the Classified Staff Association and the Student Government Association endorsed the policy prior to implementation. The first phase of enforcement focused on education. In phase two, a penalty of a \$15 fine or two hours of community service was instituted for violations.

Source: Ozarks Technical Community College website, [www.otc.edu/about/tobaccofree.php](http://www.otc.edu/about/tobaccofree.php)

# Communicating and Enforcing Your Tobacco-Free Campus Policy

Tobacco-free campus policy works best when compliance is viewed as the shared responsibility and the right of all in the campus community—smokers and nonsmokers alike. Concerns can be mitigated by emphasizing the goal of ensuring a safe and accessible campus for all, and by encouraging open discussion and airing of any questions. A well-planned communication campaign will result in smooth implementation with greater compliance.

## **Tips for communicating and enforcing your tobacco-free policy**

1. Focus on positive intervention and peer enforcement, developing protocols for campus community members to respectfully ask others to comply and/or report noncompliance.
2. Consider authorizing public safety officers to give out citations for violations. While this may be a helpful deterrent, colleges without safety officers have succeeded with a focus on education and peer enforcement.
3. Form an implementation team to develop a communication plan; include key administrators, faculty, staff, student leaders and community health organizations.
4. Communicate the new policy through channels such as e-mails, media releases or college newsletters.
5. Include the policy in student and staff handbooks, in vendor contracts, and on the college website.
6. Post tobacco-free campus signs and decals.
7. Remove all ashtrays and butt receptacles from campus.
8. Create policy reminder cards that include the rationale for the policy and a number to call with questions or for more information.
9. Promote the campus as tobacco-free in college marketing materials.
10. Include in your communications and on policy reminder cards smoking cessation resources such as the Tobacco Quit Line, 1-800-QUIT-NOW.

### HELPFUL TALKING POINTS

1. This is about making our college more accessible for all students, faculty, staff and visitors.
2. The air will be healthier for everybody who comes to campus to learn or work.
3. A no-smoking rule is not a “no-smoker rule.” We are not judging or excluding people who choose to smoke; we’re just asking them not to use tobacco on the campus where it can impact others.
4. If a smoker is ready to quit, free resources include the Tobacco Quit Line at 1-800-QUIT-NOW and Freedom from Smoking at [www.lungusa.org](http://www.lungusa.org).
5. This policy is part of broader institutional efforts to create a campus culture of mutual respect, wellness and sustainability.
6. We are leaders in our community—link to your college’s mission.

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**“OHSU is committed to helping our employees, students, patients, volunteers and visitors live longer and healthier lives — that’s why all OHSU properties are tobacco-free. By developing a simple, no-exceptions policy and smoking cessation support, we saw a dramatic decline in people smoking on campus.”**

*Joe Robertson, M.D., M.B.A., President  
Oregon Health & Science University*



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## RESOURCES FOR COLLEGES

Visit [www.smokefreeoregon.com](http://www.smokefreeoregon.com) for the following resources:

- Frequently asked questions
- Fact sheet on secondhand smoke
- Tobacco and secondhand smoke survey results (student and employee)
- National list of tobacco-free colleges and universities
- Sample policy for tobacco-free colleges
- Resources for smoking cessation

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## SECONDHAND SMOKE FACTS

- Secondhand smoke kills 53,000 non-smoking Americans, including 800 non-smoking Oregonians, every year.
- Secondhand smoke contains more than 43 cancer-causing agents and many other toxins, including formaldehyde, cyanide, carbon monoxide and arsenic.
- Secondhand smoke exposure causes heart disease and lung cancer in adults and respiratory problems in children.
- There is no risk-free level of secondhand smoke exposure; even brief exposure adversely affects the cardiovascular and respiratory systems.
- Secondhand smoke can trigger immediate health effects for people with asthma, allergies, COPD or other medical conditions.

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## REFERENCES

### Local Research

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LCC Secondhand Smoke Survey Results, Lane Community College, April 2008.  
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### Legal Analysis

“There is no constitutional right to smoke.” Tobacco Control Legal Consortium, March 2008.  
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### Secondhand Smoke

“The Health Consequence of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General.” June 27, 2006. [www.surgeongeneral.gov/library/secondhandsmoke/](http://www.surgeongeneral.gov/library/secondhandsmoke/)  
Stanford Outdoor Tobacco Smoke Study. [www.tobaccosmoke.org/outdoor-tobacco-smoke](http://www.tobaccosmoke.org/outdoor-tobacco-smoke)





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“Implementing a tobacco-free policy is a great opportunity for higher education institutions to demonstrate their role as leaders in public health. By exploring the right thing to do to assure clean air for all, institutions engage in a conversation that is fundamental to the learning process.”

*Ty Patterson, Vice President of Student Services (retired) and Director of the Center of Excellence for Tobacco-Free Campus Policy, Ozarks Technical Community College*

“The debate is over. The science is clear:  
secondhand smoke is not a mere annoyance,  
but a serious health hazard.”

*U.S. Surgeon General Richard Carmona, 2006*





## CONGRATULATIONS TO OREGON LEADERS IN TOBACCO-FREE CAMPUS POLICY

Oregon College of Oriental Medicine—First 100 percent tobacco-free Oregon college  
Oregon Health & Science University—First 100 percent tobacco-free Oregon university  
Portland Community College—First Oregon community college to announce plans to go completely tobacco-free  
Oregon Coast Community College—First Oregon community college to implement a tobacco-free campus policy  
Go to [www.smokefreeoregon.com](http://www.smokefreeoregon.com) for a list of tobacco-free colleges in Oregon and throughout the United States.



[www.clark.edu](http://www.clark.edu)



[www.lungoregon.org](http://www.lungoregon.org)  
503-924-4094



[www.otc.edu/about/tobaccofree.php](http://www.otc.edu/about/tobaccofree.php)

## [www.smokefreeoregon.com](http://www.smokefreeoregon.com)

The information and materials contained in this brochure are for educational purposes only and are not offered or intended to be and should not be construed to be legal advice or a substitute for obtaining legal advice from a licensed attorney.

This guide has been developed by the American Lung Association of Oregon, the Center of Excellence for Tobacco-Free Campus Policy at Ozarks Technical Community College (tobacco-free since 2003) in Springfield, Missouri, and Clark College (tobacco-free since 2006) in Vancouver, Washington.

The Oregon Tobacco-Free College Initiative is coordinated by the American Lung Association of Oregon in partnership with the Oregon Public Health Division/Tobacco Prevention and Education Program, county health departments, and other organizations concerned about college health and student success.

This project is funded by the Oregon Public Health Division.

# Support On Campus Tobacco Use

In light of the State of Vermont attempting to repeal all on campus tobacco commodity use on Vermont State Colleges indiscriminately of students, faculty, staff and visitors we the Students of Castleton University campaign against it with the stipulation that this petition explicitly applies to securing on campus tobacco use and not illicit drugs, alcohol and or otherwise for Castleton University only.

**PRINT**

Rachel Clark

**SIGNATURE**

Rachel Clark

Julian Plumadore-Lipperson

Julian Plumadore-Lipperson

Owen McDonald

Owen McDonald

Charrel Bailey

Charrel Bailey

Quentin Baulte

Quentin Baulte

Sadie Baker

Sadie Baker

Emily Frank

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Philip Lang

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## *PRINT*

James T. Ruby

James Cooke

Emily Sietsma

Amy Yannizzel

ERIC DAVIS

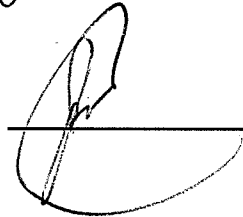
Jill Davis

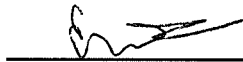
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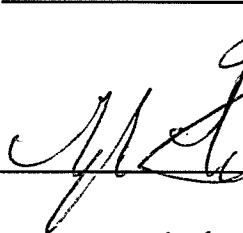


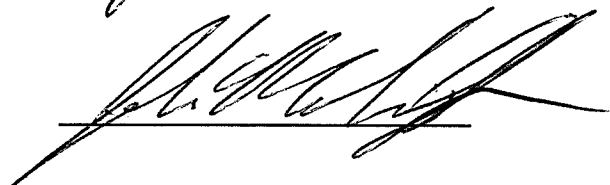


Amy Yannizzel

Eric Davis

Jill Davis





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**PRINT**

Dylan Blair

Max Pierce

James Heroux

Connor Balestra

Will Massof

Alice Coates-Martin

Samantha Munroe

Nick Fecten

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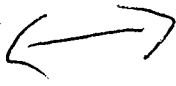
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LEENDA MARALI

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Leenda Marali

Brooks Cole

Brooks Cole

Katy Albert

Kathryn Albert

Matthew Eckler

Matthew Eckler

TATENDA SHUMBA

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Dan Palker

Dan Palker

David E. Kenbrook

David Kenbrook

Patrick Cole-Abel

Patrick Cole-Abel

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## PRINT

Tyler Higley

~~Bryant~~ Brett Waller

Alex Waller

William Chmielewski

Joshua Karosis

Leo Richardson

Garrett Dykstra

~~Dan Burke~~ Dan Burke

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## **PRINT**

Susan Gay

Jordan Davis

Sushil Khatiwada

Amy Manning

Anelre Donthony

Matthew Gay

Erik Andersen

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Subashan Brown

James Wolfe

Thomas Tiff

Theresa Weber

Zachary J Hamyl

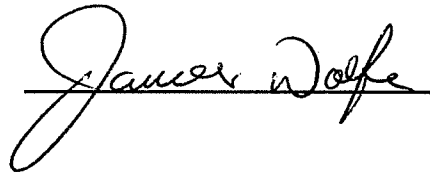
Shelby Hestus

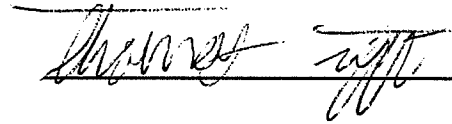
Matthew Games

Haylee Learned

## **SIGNATURE**











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VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Proposed New Policy 314, *Tobacco-Free Policy*

- WHEREAS, The Vermont State Colleges (“VSC”) are committed to maintaining a healthy and safe working and learning environment for all of its students, faculty, and staff; and
- WHEREAS, Cigarette smoking currently causes more than 480,000 deaths in the United States each year, which includes 42,000 deaths from exposure to secondhand smoke; and
- WHEREAS, Secondhand smoke is a serious health hazard and a human carcinogen with no known safe level of exposure, and brief exposure to secondhand smoke can have adverse health effects, especially for those with asthma or other lung-related conditions; and
- WHEREAS, The evidence shows that many people start to smoke in college and that tobacco-free policies are effective in decreasing smoking rates in society; and
- WHEREAS, The purpose of this policy is to reduce harm from tobacco use and secondhand smoke, to provide an environment that encourages persons to become and/or remain tobacco-free, and to promote a culture of wellness; and
- WHEREAS, The VSC Board of Trustees understands that the member institutions and the Chancellor’s Office will seek to implement this policy by taking into consideration the education and support necessary to achieve the behavioral and cultural change intended by this policy at each entity; and
- WHEREAS, This policy was developed, in part, using resource materials provided by the Commissioner of the Vermont Department of Health and with input received from the member institutions, which was informed by feedback from faculty, staff, and students; therefore be it
- RESOLVED, That the VSC Board of Trustees approves the Tobacco-Free Policy [version identified as Proposal \_\_] as of this date, November 30, 2016.