Vermont State Colleges Board of Trustees

Special Meeting

February 25, 2019

AGENDA

1. Call to order

2. Approval of revisions to Policy 301 provisions for in-state residency for veterans as recommended by the EPSL Committee at its January 14, 2019

3. Approval of New Programs under Policy 102 as recommended by the EPSL committee at its January 14, 2019 meeting:
   a. Northern Vermont University: M.A. in Leadership Studies
   b. Northern Vermont University: A.S. in Mountain Resort Management
   c. Castleton University: B.S. in Archaeology, Geography, & Applied Anthropology
   d. Vermont Tech: A.S. in Radiologic Science

4. Approval of New Programs under Policy 102 pending review and recommendation by EPSL at its February 25, 2019 special meeting:
   a. Castleton University: B.S. in Resort & Hospitality Management
   b. Castleton University: M.B.A.
   c. Castleton University: B.A. in Early Childhood Education and Lab Center
   d. Castleton University: B.S. in Wildlife & Forestry Conservation
   e. Northern Vermont University: Digital Communications (AS and BS)

5. Other business

6. Comments from the public

MATERIALS
1. Policy 301 revisions (redlined version and clean version)
2. NVU Proposal for M.A. in Leadership Studies
3. NVU Proposal for A.S. in Mountain Resort Management
4. CU Proposal for B.S. in Archaeology, Geography, & Applied Anthropology
5. VTC Proposal for A.S. in Radiologic Science
6. CU Proposal for B.S. in Resort & Hospitality Management
7. CU Proposal for M.B.A.
8. CU Proposal for B.A. in Early Childhood Education and Lab Center
9. CU Proposal for B.S. in Wildlife & Forestry Conservation
10. NVU Proposal for Digital Communications (AS and BS)

VSC
VERMONT STATE COLLEGES

Manual of Policy and Procedures

Title	Number	Page
POLICY ON DETERMINATION OF IN-STATE RESIDENCY FOR TUITION PURPOSES	301	1 of 3
	Date ~~March 24, 2018~~**February 25, 2019**	

PURPOSE

The Vermont State Colleges charges different tuition rates to in- and out-of-state students. Therefore, criteria and procedures to determine in-state residency for tuition purposes are required.

STATEMENT OF POLICY

The following requirements must be met by a student prior to being granted resident status for the purpose of tuition and other VSC charges:

1) The student shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of enrollment. Domicile shall mean a person's true, fixed and permanent home, to which he/she intends to return when absent. Domicile shall not be dependent upon a person's marital status. Although domicile may have been established, a student is presumed to be an out-of-state resident for tuition purposes if he or she moved to Vermont or continues residence in Vermont for the purpose of attending a Vermont institution of higher learning or qualifying for resident status for tuition purposes. Such presumption is rebuttable.

2) The student must demonstrate such attachment to the community as would be typical of a permanent resident of his/her age and education. The College's chief admissions officer shall consider in the determination of residency for tuition purposes, among other factors: voter registration, property ownership, payment of income and property taxes, automobile registration and driver's license.

3) Receipt of significant financial support from the student's family will create a rebuttable presumption that the student's residence is with his/her family. A student who has not reached the age of eighteen shall be presumed to hold the residence of his or her parents or legal guardian. The presumption shall be rebuttable.

4) A student who moves into Vermont within one year of enrollment shall be presumed to have moved to Vermont for the purposes of attending a Vermont institution of higher

learning and qualifying for resident status for tuition purposes. This presumption shall be rebuttable.

5) A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a "Vermont Resident." The inability to enroll as a resident student in another state does not by itself establish residency in Vermont for tuition purposes. Additionally, a domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for in-state residency status at a member College. However, such classification may be taken into consideration by the chief admissions officer.

6) Notwithstanding paragraphs 1-5, a student shall be considered a resident for in-state tuition purposes at the start of the next semester or academic period where:

   a. The student, in accordance with 16 V.S.A. § 2185, is a member of the Armed Forces of the United States on active duty who is transferred to Vermont for duty other than for the purpose of education; or

   b. The student is eligible for in-state tuition and fees, as of July 1, 2017,[1] because the student:

      i. is a veteran who lives in Vermont (regardless of the student's formal state of residence) and enrolls in a member College within three years of discharge from a period of active duty service of ninety days or more;

      ii. is anyone using a veteran's transferred benefits, who lives in Vermont (regardless of the student's formal state of residence) and enrolls in a member College within three years of the transferor veteran's discharge from a period of active duty service of ninety days or more;

      iii. is anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship, who lives in Vermont (regardless of the student's formal state of residence); ~~or~~

      iv. is anyone using a veteran's transferred benefits, who lives in Vermont (regardless of the student's formal state of residence) while the transferor is a member of the uniformed services serving on active duty; or

      ~~iv.~~v. as of March 1, 2019, is anyone using educational assistance under 38 U.S.C. §§ 3100-3122 (Chapter 31, Training and Rehabilitation for Veterans with Service-Connected Disabilities).

      After the expiration of the three year period following discharge or death, as described in 38 U.S.C. § 3679(c), a student who initially qualifies under subsection (i) and (ii) will continue to be eligible for

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[1] The students described in sub-sections (i) and (ii), as well as some of those described in sub-section (iii), are eligible for in-state tuition and fees, prior to July 1, 2017, in accordance with Section 702 of the Veterans Access, Choice and Accountability Act of 2014.

in-state tuition and fees as long as the student remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at a member College, even if the student enrolls in multiple programs.

7) Notwithstanding paragraphs 1-5, a student shall be considered a resident for in-state tuition purposes if:

    a. After January 1, 2015, the student has earned:
        i. a high school diploma; or
        ii. a secondary school equivalency certificate based on successful completion of General Education Development tests;

    and

    b. At the time the student earned a diploma or certificate under subsection (a), the primary legal residence of the student, or the student's parent(s) or guardian(s) if the student was under age 18, was in Vermont; and

    c. The student is and remains domiciled in Vermont at the time the student enrolls at the Vermont State Colleges. Domicile shall mean a person's true, fixed and permanent home, to which he/she intends to return when absent. Domicile shall not be dependent upon a person's marital status.

Eligibility for in-state tuition under this paragraph shall not necessarily constitute in-state residency for any other purpose within or outside the VSC system.

8) A student enrolling at the Vermont State Colleges shall be classified by the College's chief admissions officer as a resident or non-resident for tuition purposes. The decision by the officer shall be based upon information furnished by the student and other relevant information. The officer is authorized to require such written documents, affidavits, verifications or other evidence as he/she deems necessary.

9) The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident for tuition purposes by clear and convincing evidence.

10) Changes in residency status for tuition purposes shall become effective for the semester following the date of reclassification.

11) A student with resident status for tuition purposes will lose that status if he/she, at any time, fails to meet the above requirements.

12) The decision of the College's chief admissions officer on the classification of a student as a resident or non-resident for tuition purposes may be appealed in writing to the College's Dean of Administration. Further appeal of a classification of a student's residency for tuition purposes may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.

13) An applicant for admission or enrollment may obtain a determination of residency status for tuition purposes in accordance with the above criteria and procedures in advance of admission or enrollment.

Signed by:

Chancellor

VSC

VERMONT STATE COLLEGES

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Signed by:

Chancellor

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE
August 15, 2018

PART I: GENERAL INFORMATION

1. **Institution:**   Northern Vermont University - Johnson

2. **Name of new program:**   Leadership Studies

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

      NVU-J Graduate Committee
      a. David McGough, Professor, Education
      b. Mary Martin, Associate Professor, Fine Arts
      c. Dan Weigel, Associate Professor, Behavioral Sciences

   b) **Academic Department(s):**   Interdisciplinary Graduate Program (IGP)

3. **Proposed start date of program:** Fall 2019

4. **Title of degree to be conferred (if applicable):**   Master of Arts in Leadership Studies (MA.LDR)

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

   The *MA Leadership Studies* degree program is designed to appeal to practitioners, professionals, and aspiring polymaths across distinct sectors of diverse societies. The degree program's goal is to prepare participants with the knowledge, strategies, perspective, and vision indispensable for imagining, initiating, and guiding collective action toward improvement, innovation, and inspiration.

   The *MA Leadership Studies* degree program will be delivered completely online in an asynchronous format (that is, without scheduled all-class meeting times; instead, students may complete assignments anytime within an assignment period).

   Instructors, drawn from existing full-time and part-time faculty as well as new part-time hires, will be versed in leadership theory and practice, interdisciplinary methods, authentic assessment of adult learning, and online delivery. Instructors will hold either a terminal degree in a related field, or a Master's degree and relevant professional experience.

   The *MA Leadership Studies* degree program will be the first of a series of interdisciplinary graduate programs managed through the *Interdisciplinary Graduate Program* (IGP), a new unit within Academic Affairs.

PART II: RATIONALE

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

   Developing the *MA Leadership Studies* degree program will strengthen NVU in four areas: enrollment growth; advanced interdisciplinary study; curricular innovation; and, online delivery at the graduate level.

   With the establishment of NVU, the institution is in a powerful position to inaugurate an innovative initiative at the graduate level. Launching a new academic venture with vanguard degree programs and an online delivery format will open possibilities for vibrancy within the institution, invite participants from new markets, and catalyze brand appeal.

   Foreseeing this opportunity, beginning in the summer of 2015, a design team consisting of faculty, administrators, students, and community members, studied current NVU programs, investigated trends in higher education, surveyed comparable institutions, and examined nascent programs aligned with our mission. The team also examined the current Strategic Plan and the Enrollment & Retention Task Force Report (2016), which highlight enrollment growth at the graduate level as an institutional priority.

   The design team created the *Interdisciplinary Graduate Program* (IGP) as a means of meeting an opportunity for enrollment growth in a manner that augments our mission as a liberal arts institution and complements existing graduate-level professional programs, particularly those in Mental Health Counseling and Educator Preparation and Advanced Professional Learning.

   The vision for the IGP is to develop a series of interdisciplinary graduate degree programs, (offered 100% or primarily online) using an innovative curriculum that blends core and concentration content in high-credit, extended courses, and that balances abstract and applied study. The *MA in Leadership Studies* is the first degree program in this series.

   The IGP degree programs will spur interdisciplinary originality by drawing on the expertise of current full-time and part-time faculty across departments and traditional disciplinary boundaries, seeking new part-time faculty as appropriate, and directly involving community members.

   By establishing the *MA Leadership Studies* as a 100% online program, the institution will be making a commitment to bolstering our current offerings in online learning with the first completely online graduate program. This format will open the degree program to a broad constituency, providing opportunities for rich cross-sector dialogue and extensive networking.

   Currently, an NVU-J graduate program serves local students seeking advanced study in leadership theory and application: *MA EDU: Foundations of Education.* The *MA Leadership Studies* program will meet such students' needs more appropriately, unless they wish to avoid online instruction.

2. **What specific student, educational and/or employment need(s) will 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 *MA Leadership Studies* degree program addresses three well-established needs in higher education--graduate programming, online programming, and leadership studies---and one emergent need that directly aligns with the NVU mission--interdisciplinary study.

Enrollment trends indicate that graduate programs are warranted and needed across many fields.

➢ "The Bureau of Labor Statistics [is] projecting employers to add nearly 2.4 million jobs requiring a graduate degree or higher between 2012 and 2022. At this rate … additional master's and doctoral degree holders are needed to make that projected result possible" (Council of Graduate Schools, 2014).

➢ "The University of California at Los Angeles found last year in a national survey that 42 percent of freshmen are aiming for a master's — nearly twice the share that said a bachelor's degree was their highest goal. Forty years earlier, the survey found freshmen were more likely to aim for a bachelor's than for a master's (Anderson, 2013, "Master's Degree Program Surge", *Washington Post*, para. 16).

➢ Completion of Master degree programs through public institutions of higher education has steadily increase for decades, up to 351,119 in 2015. While public institutions used to confer far more Master's degree than private institutions, the emergence of online private provides since 2000 have enabled private conferrals to soar, up to 407,589 in 2015 (https://nces.ed.gov/programs/digest/).

Enrollment trends indicate that online learning is in demand.

➢ "The number of students taking online courses continued to increase in 2014, rising at a slightly faster rate than the prior year, according to a report released today. … In 2014, distance education enrollment also fell in the for-profit sector but continued to grow at public and private institutions" (Friedman, 2016, "Enrollment in Online", US News: Higher ed., para. 1 & 3).

Degree programs in Leadership Studies and Leadership Development have thrived in higher education recently, demonstrating increased need for such programs.

➢ "Leadership, as a field of study, has expanded dramatically in recent years as more organizations (higher education institutions, businesses, nonprofits, and even the public sector) have recognized the importance of leadership development in the twenty-first century" (McManus & Perruci, 2015, p. 1).

➢ "The increase in generalist leadership programs has continued unabated" (Stork, Grant, & Darmo, 2015, p. 34).

➢ "Today, there are numerous academic programs with specific concentrations in organizational leadership. According to the *Journal of Leadership Studies*, it has become one of the fastest-growing academic fields" (20 Best, n.d., para. 3).

The NVU *MA Leadership Studies* degree program offers a distinctive stance on the exploration of leadership.

As well, a number of institutions of higher education have created academic units dedicated to Interdisciplinary Graduate Programs as a means of providing advanced inquiry in this ascending realm of academic study (Klein, 2013; Newell, 2013: Razzaq, 2013). Advanced interdisciplinary inquiry is intended to provide access to contemporary realizations about the complexity of knowledge production and application. "Boundary crossing and crossfertilization have become familiar characteristics of knowledge production today" (Klein, 2013, p. 73). These programs draw from and emphasize the fusion of knowledge structures and instructional strategies that is the new hallmark of liberal learning.

> "The Office of Interdisciplinary Graduate Programs (OIGP) was established in 2004 to promote and facilitate cross-disciplinary research at Purdue [University]. Since its inception, enrollment in IGP's has nearly doubled." (http://www.purdue.edu/gradschool/oigp/)

> "At MIT, students and faculty from different fields work together in a variety of collaborative programs that extend beyond departmental or school boundaries. The programs listed in this section offer a number of interdisciplinary graduate degrees." (http://catalog.mit.edu/interdisciplinary/graduate-programs/)

> "The University of Texas at Austin offers a number of established interdisciplinary academic programs that make use of research facilities and faculty expertise from related academic areas." (https://gradschool.utexas.edu/academics/ programs/interdisciplinary-degree-programs)

3. **How will the program 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.**

Neither VSCS institutions nor UVM offer programs that are dedicated to the sole study of leadership. Both Castleton University and UVM offer profession-specific leadership programs (e.g. Athletic Leadership; Educational Leadership). The *MA Leadership Studies* degree program will not compete with these programs; they all appeal to different market segments.

The *MA Leadership Studies* program will add value to the VSCS by offing a program designed to prepare regional and nation-wide professionals with an interdisciplinary, civic-action-minded disposition, and the courage and skills to pursue difficult initiatives. Graduates will serve Vermont institutions, and will spread a Vermont-themed approach to leadership (i.e. deliberative democracy) to many populations with diverse societies.

The program has been developed in collaboration with both an Advisory Council including regional community members, and in consultation with faculty across the VSCS, particular those involved in online programming. Through implementation and growth of the program, both of these collaborative endeavors will strengthen the System through faculty and community networking.

As a fully online graduate program, we expect enrollment for the MA.LDR to generate a generous revenue-to-expense return once fully operational. As well, using a *small-batch*, *high-quality*, *avant-garde* approach to curriculum development, we foresee additional opportunities for IGP degree programs.

PART III: PROGRAM DESCRIPTION

1. **What are the specific program objectives, including career and learning outcomes for students?**

    In accordance with the Program Objectives established for the Interdisciplinary Graduate Program, graduates of the *MA Leadership Studies* program will

    - be prepared to ground initiatives in a humanistic understanding of pertinent issues;
    - employ a pragmatic perspective to establish socially and morally just aims;
    - express an aesthetic vision of future possibilities;
    - use flexible, real-world strategies for data-collection and analysis;

    In particular, graduates of the *MA Leadership Studies* program will
    - employ their personal strengths to create purposeful leadership aspirations;
    - enact relational strategies to create inclusive leader-follower encounters;
    - survey an institutional milieu to design and guide meaningful and productive projects;
    - analyze the social and cultural forces shaping macro expectations in specific contexts and use the outcomes to advocate for progressive innovations;
    - facilitate collective actions toward sustainable ends;
    - apply their learning in an original project.

    Participants will become *connoisseurs* (Eisner, 1976) of purpose-driven, collaborative, ethical, and integral leadership.

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

    The MA.LDR program will integrate professional, liberal, and career study through a curriculum built on a substantive theoretical foundation in interdisciplinary liberal study, through inquiry that blends academic and applied inquiry in real-world settings, and through both contemporary and original approaches to the study of leadership, thereby preparing graduates to seize or create opportunities for social and institutional change.

    A common Theoretical Framework and Learning Objectives establish the interdisciplinary basis for all IGP degree programs. This grounding is consistent with advancements in interdisciplinarity described in *The Oxford Handbook of Interdisciplinarity* (2012). The *interdisciplinarity* of the IGP degree programs emerges from the ability and willingness to approach broad questions and topics through open and informed perspectives, unencumbered by the strictures of conventional academic boundaries.

    Interdisciplinarity across the IGP is embedded within the program's Learning Objectives: humanistic knowledge, pragmatic perspective, aesthetic vision, and empirical strategies. These pursuits stem from the *arts* underlying the three departments that jointly fashioned the vision for the IGP:

Counseling	Arts of Healing	humanistic knowledge
Education	Arts of Learning	pragmatic perspectives
Fine Arts	Arts of Expression	aesthetic vision
Graduate Study	Arts of Inquiry	empirical strategies

Upon this theoretical grounding, the MA.LDR curriculum is built with an interdisciplinary core that emphasizes humanistic knowledge, pragmatic perspectives, aesthetic vision, and empirical strategies as related to the study of leadership (such as the history and philosophy of knowledge, strategies for adult learning and communication in a diverse and contested society, multiple modes of creative expression and interaction, and real-world scholar-practitioner inquiry through action research). In extended courses (5 credits each), that core content is woven together with the concentration in the study of leadership. The program addresses classic and contemporary leadership theory, but also expands the boundaries of conventional approaches to leadership studies by enhancing this customary content with *aesthetic sensibilities, design and system thinking*, *diversity studies*, *social ethics*, *complexity,* and *future studies*.

The *MA Leadership Studies* will inculcate comprehensive growth, systematically guide participants toward deliberative practice, and integrate interdisciplinary, customary, and original content.

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

Sample of comparable programs:
> University of Southern Maine: MA Leadership Studies; focus = interdisciplinary study, leadership & ethics, personal dev.; both 100% online with synchronous discussion sessions & blended formats (online and on-campus); 36 credits; traditional curriculum: core with elective courses; 12 courses, 3cr each;
> Benedictine University: MS Executive Leadership; focus = 4-point framework for values-driven leadership; 64 quarter crds; sixteen 4-quarter crd courses; blended format (online and on-campus);
> Claremont-Lincoln University: M.A. Ethical Leadership; focus = leadership & personal dev. & ethical collaboration; online with weekend gatherings for networking; 30 credits; 10 courses, 3-credits each;
> Norwich University: MS Leadership; focus = leadership skill development; online with final capstone week on campus; 36 credits; traditional curriculum: core and concentration courses; 6 courses, 6 credits each;
> Ft. Hayes State University: M. Professional Studies; focus = Organizational Leadership; on-campus & online options; 30 credits; distinct core and elective courses; 10 courses, 3cr each;
> Champlain College: MS Executive Leadership; focus = general & org. leadership; online; 30 credits; 10 courses, 3-credits each;

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

Program assessment will be both indirect and direct. Indirect assessment will be through regular course audits (e.g. comparing the actual delivery of a course to the course design), demographic correlations (e.g. undergraduate degree and GPA correlated to course performance), and peer consultations of instruction.

Participants will maintain an electronic portfolio throughout their degree program. The eportfolios will form the basis for direct assessment. Each course will contain assignments designed to produce evidence of learning in each of the learning objectives. Participants will gather all assignments in the eportfolio along with instructor feedback. Participants will maintain a continuous self-assessment journal that will form the basis for a final personal statement about their anticipated future applications. The direct assessment will involve triangulation of eportfolio

reviews compared with exit interviews and participant surveys, both upon graduation and after graduation.

In accordance with federal guidelines, each credit will be earned through the equivalent of one hour of faculty instruction and two hours of out-of-class student work per week, over fifteen weeks. As well, in accordance with NEASC's Commission on Institutions of Higher education, IGP degree programs will employ "imaginative innovation aimed at increasing the effectiveness of higher education, measuring student achievement directly rather than relying upon academic engagement time."

Taken together, the theoretical framework, the integrated learning systems, and the learning objectives provide the foundation upon which to assess participant achievement through the demonstration of their work in the eportfolio, permitting performance-based assessment.

5. **How will the program incorporate current standards and/or emerging directions in the field, and how will the program maintain licensure, certification, or accreditation standards with external entities, if any?**

The field of Leadership Studies has not finalized a set of curricular standards. As these are developed, they will be incorporated into the curriculum. The program will not involve licensure or require discipline-specific accreditation.

Two international scholarly associations establish the forum for shared academic study of the field: the *International Leadership Association* and the *Association of Leadership Educators*. Membership in and/or affiliation with these associations and their networks will enable program faculty to maintain current directions and examine emerging trends.

As well, association with the *Council of Graduate Studies*, the *University Innovation Alliance*, the *Online Learning Consortium* and other professional organizations will enable the program faculty to participate in sustaining networks.

6. **Provide a program outline, including a brief description of all new courses.**

Course Name & Number	Credits	New or Existing?
LDR-6005, Foundations of Leadership Studies This course guides participants through an examination of ideas and debates about leadership over time, across societies, and among scholars, practitioners, and social thinkers.	5	New
LDR-6015, Models of Leadership Participants use lifestory methods to examine personal episodes that reveal enduring strengths of their leadership identity.	5	New
LDR-6025, Partnerships in Diversity The course addresses strategies that participants can use to highlight, meld, and inspire diverse perspectives as a means of generating partnerships for collaborative work groups	5	New

LDR-6035, Design Thinking for the Learning Organization With systems theory as a basis, participants learn to use design thinking to craft effective models for guiding problem-solving initiatives in the professional realm.	5	New
LDR-6045, Ethical Leadership for Civil Society, Civic Engagement, & Corporate Responsibility Through case study and narrative analysis, participants learn to examine professional dilemmas across the civil, civic, and corporate realms. Attention is drawn to considerations for ethical decision-making in areas such as institutional politics, legal boundaries, and cross-cultural beliefs.	5	New
LDR-6950, Leadership Capstone: Scholar-Practitioner Inquiry Participants study the work of scholar-practitioners in the field of leadership studies, and plan, design, and implement a small-scale pilot project on a topic relevant to their situation	5	New

7. **TOTAL CREDITS in the proposed program:**
   a. MA.LDR: 30 semester credits;

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

9. **TOTAL CREDITS for the degree:** 30 semester credits

10. **For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.**

There are six 5-credit courses in the program. Courses are 15-weeks. (Summer courses might be adjusted to 10 weeks.) Each course will be offered once each year. Part-time students will enroll for one course per semester, completing the degree program in two years. Full-time students may enroll for two courses each semester, completing the degree program in one year.

Fall	• Foundations of Leadership Studies • Toward Partnership in Diversity
Spring	• Models of Leadership • Design Thinking for the Learning Organization
Summer	• Ethical Leadership for Civil Society, Civic Engagement, & Corporate Responsibility • Leadership Capstone: Scholar-Practitioner Inquiry

For Year 1, we will offer one course per semester for part-time enrollment only. Beginning in Year 2, we will offer two courses each semester.

A plan under development is to establish a *Certificate in Leadership Studies* for students who complete 15 credits from among the LDR-60xx courses.

PART IV: BUDGET CONSIDERATIONS

1. Direct expenditures for the proposed program: MA.LDR

	Year One	Year Two
Faculty	$40,018.00	$80,036.00
Admin/Other Staff	$15,801.00	$18,051.00
Facilities/Equipment	0.00	0.00
Library/Other Materials	0.00	0.00
Other Costs (e.g. accreditation/licensure expenses)	0.00	0.00
TOTAL DIRECT COSTS:	$55,819.00	$98,087.00

2. Revenue/sources to meet new expenditures:

	Year One	Year Two
Tuition	$87,300.00	$200,790.00
Reallocation	0.00	0.00
Other Sources	0.00	0.00
TOTAL REVENUES:	$87,300.00	$200,790.00

PART V: ENROLLMENT, MARKETING AND PUBLIC RELATIONS CONSIDERATIONS

1. Projected enrollment for new program: MA.LDR

	Year One	Three Years Out
Full-Time	0	5
Part-Time	10	25
In-State	5	10
Out-of-State	5	19

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

The enrollment projects are derived through a zero-based sustainability approach. That is, beginning with the expense estimates required to implement the degree program, these are the reasonable enrollment estimates needed to sustain the program.

However, these are conservative estimates not minimum enrollments. A slightly lower enrollment will balance the expenses; larger enrollment will provide greater support for the institution. Our plan is to bank interest in enrollment until a sustainable quantity is achieved, thereby covering expenses. We project enrollment to grow in correspondence with marketing efforts.

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

Four marketing approaches have been considered, from least to most expensive:
1. Business-to-Customer: market directly to a wide population base; pursue expressions of interest; use follow-up to generate enrollment;
2. Business-to-Professions: market directly to a specific, professional populations; pursue expressions of interest; use follow-up to generate enrollment;
3. Business-to-Government: market directly to a government agency; create discounted partnership contracts with sending agencies (10% is typical);
4. Business-to-Business: market directly to for-profit and non-profit organizations; create discounted partnership contracts with sending agencies (10% is typical);

In order to minimize expenses and enhance return on investment (ROI), the current marketing plan is to pursue Strategy #1. The program will be announced on the NVU website, incorporated into the NVU Online marketing materials, and included in the routine NVU marketing materials. Enrollment will be generated through pursuit of expressions of interest.

A variation of Strategy #1 would be to contract with a direct marketing firm to generate enrollment in exchange for a portion of each tuition dollar. This is a high-volume, low-return strategy since the firm acquires a significant portion of the generated revenue; this strategy is often used to establish an initial market for new programs in higher education. We will not pursue this strategy at this time.

As feasible, Strategy #2 will be implemented through direct marketing to specific populations of professionals, agencies, and organizations, beginning with regional groups. Eventually, with adequate financial resources, the third and fourth strategies will be pursued.

With an emphasis on interdisciplinary inquiry, contextual appreciation, personal and collective enrichment, and position-embedded application we expect the MA.LDR to be of interest to specific market segments:
> mid-level non-instructional administrators in private and independent schools (e.g. St. Johnsbury Academy), including international and military schools, and non-academic institutions of learning (e.g. outdoor schools, environmental awareness schools, cooking schools, etc.);
> mid-level non-instructional administrators in higher education;
> mid-level administrators in social service organizations;
> mid-level administrators in non-profit organizations (e.g. Common Good Vermont; Vermont Community Foundation);

> mid-level administrators in government agencies, both state and federal (e.g. the White River Junction Veteran's Administration Medical Center);
> mid-level administrators in corporate, industry, retail, or financial firms;
> mid-level administrators in faith-based organizations;
> mid-level administrators in health care, counseling, or recreation organizations;
> mid-level administrators in research institutes and charitable foundations;
> citizen activist and political volunteers interested in social transformation;
> policymakers interested in public development;
> entrepreneurs interested in efficient implementation of novel ideas;
> military personnel, including veterans pursuing second careers;
> recent undergraduates interesting in exploring various professional pursuits (e.g. graduates of the NVU-J *BA in Professional Studies* program.

4. **Competition:**
   a. **In state and region:**
      ➢ Champlain College; MS Executive Leadership; focus = general & org. leadership; online;
      ➢ Granite State College: MS Leadership; focus = general & org. management; online w/ hybrid option;
      ➢ U Southern ME; MA Leadership Studies; focus = interdisciplinary study & personal dev.; both 100% online & blended;
      ➢ Norwich U; MS Leadership; focus = leadership development; online;

   b. **Web-based:**
      There are many online graduate programs in Leadership Studies. The list below provides a set of strong comparables.
      ➢ Benedictine University: MS Executive Leadership; focus = 4-point framework for values-driven leadership; 64 quarter crds; sixteen 4-quarter crd courses; blended format (online and on-campus);
      ➢ Claremont-Lincoln University: M.A. Ethical Leadership; focus = leadership & personal dev. & ethical collaboration; online with weekend gatherings for networking; 30 credits; 10 courses, 3-credits each;
      ➢ Ft. Hayes State University: M. Professional Studies; focus = Organizational Leadership; on-campus & online options; 30 credits; distinct core and elective courses; 10 courses, 3cr each;

For a detailed comparison of the MA.LDR to a list of related programs, including a cost analysis, see the spreadsheet titled MA.LDR Expense Plan (available upon request).

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

   One current NVU-J graduate program serves local students seeking advanced study in leadership theory and application, *MA EDU: Foundations of Education.* The *MA Leadership Studies* program will meet such students' needs more appropriately, unless they wish to avoid online instruction. As a result, the *Foundations* program may experience a dip in enrollment; in order to mitigate this loss of 1-2 students annually, we should bolster efforts to market the *Foundations* program.

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

Neither VSCS institutions nor UVM offer programs that are dedicated to the interdisciplinary study of leadership. Both Castleton University and UVM offer profession-specific leadership programs (e.g. Athletic Leadership; Educational Leadership). The *MA Leadership Studies* degree program will not compete with these programs; they all appeal to different market segments.

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

The *MA Leadership Studies* program has been developed in collaboration with both an Advisory Council including regional community members, and in consultation with faculty across the VSCS, particularly those involved in online programming. Through implementation and growth of the program, both of these collaborative endeavors will strengthen the System through faculty and community networking.

As well, a program in leadership studies has notable potential to create a widespread active alumni network.

Final Note:
The material in this proposal is grounded in substantial documentation and research, including an extensive Academic Plan, a Question and Answer list, and a detailed Expense Plan. If additional material would be helpful in the consideration of this proposal, those items and others are available for review.

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Northern Vermont University - Lyndon

2. Name of new program: Mountain Resort Management A.S.

   a) Individual(s) with responsibility for program development:
      Sean Doll and James Noyes

   b) Academic Department(s):
      Mountain Recreation Management

3. Proposed start date of program: Fall 2019

4. Title of degree to be conferred (if applicable): Mountain Resort Management A.S.

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

   At NVU-Lyndon, the B.S. in Mountain Recreation Management has two concentrations. They are in Adventure Leadership and Mountain Resort Management. The proposed Associate's degree in Mountain Resort Management will be a subset of the Mountain Resort Management concentration. The motivation for creating this A.S. degree is to ensure a credential pathway for students who find themselves in the situation where they are not able to complete the B.S. degree in Mountain Recreation Management. Providing this A.S. degree option will reduce the number of NVU-L students who do not complete college with a credential, but with debt.

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 proposed Associate's degree will be offered within the Mountain Recreation Management (MRM) department. The programming offered by MRM fully supports the Lyndon campus mission: "Lyndon prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies." While MRM students spend time in the classroom, much of their learning is "experience-based" out in the field at ski resorts, on various bodies of water, and in mountainous regions in New England and beyond.

The Mountain Recreation Management department has been in existence under various names and forms since 1972, making the Mountain Resort Management program the oldest of its kind in the country. The original idea was to create a program that would primarily serve the needs of the winter sports industry. The winter sports focus has remained since 2011. Most recently the program shifted to the four-season business model that is now commonplace in the resort industry.

Over the course of the last 40+ years, the Mountain Resort Management program has established itself as a leader in producing mountain resort industry professionals resulting in a strong network of alumni in the field. In recent years, the renamed Mountain Recreation Management department has been one of the largest departments on the NVU-L campus. The historical MRM retention and persistence rates are commensurate with the average on the Lyndon campus. Two significant contributors to the MRM retention are finances and preparedness for college-level work. An Associate's degree in Mountain Resort Management will provide students who might be either intimidated by the rigor or cost of a full four-year degree, a viable completion pathway. The proposed program will give these students access to a degree program that will allow them to pursue a career in the mountain resort industry.

Our primary population will be students who are already in the B.S. Mountain Resort Management concentration and who are not likely to continue. Providing an "off ramp" for these students will afford them the opportunity to complete a degree program in the event that they might not be fully committed or able to complete the B.S. degree. In just the last seven years, our informal records suggest that approximately 25 MRM students have left Lyndon State College with nothing to show for their monetary investment. We believe this number could be much larger. Based on the data we do have, 24 students left the college without completing their degrees, and could have clearly completed the A.S., while five students left the department to complete degrees with other departments, largely the Business Department. The number of MRM non-completers is large relative to the size of the department.

While the B.S. affords graduates with the ability to enter the industry as middle management and gives them a choice of departments in which to specialize, the A.S. will give graduates the

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opportunity to acquire the baseline knowledge that will prime them for faster movement through the lower ranks and through more operational departments.

Additionally, given the strong business focus in the MRM degree program, students in the MRM program often earn a minor or an A.S. in business to complement their MRM degree. At the same time, we believe that some business students may, in turn, have an interest in the A.S. in MRM again coupling business and MRM programs in a way that will allow students to be successful in the mountain resort industry.

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):

Much like the B.S. degree, the proposed A.S. in Mountain Resort Management will be delivered through a mix of experiential education and traditional lecture courses. Students will acquire foundational knowledge to start their careers with basic theory. The A.S. degree will also serve as a good transition for students who get down the road of their careers and reach a point where they have become focused on what they want from their careers. At this time, they may want to return to college to complete a bachelor's degree.

The resort industry has become very corporate. With a new focus on the corporate paradigm, the resort industry has continued to move away from private, family owned resorts where it was easy to obtain a good job and move up the ladder without a degree. All research shows that the higher the degree the better the job and higher annual salary. The concept of moving up the ranks with just a high school diploma is very quickly becoming less of a reality. At the very least, an associate degree will put graduates ahead of many others entering the industry.

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 proposed A.S. in MRM will strengthen the system by providing another completion pathway for students who are unable to complete the MRM B.S. degree. This degree will increase the number of MRM students who earn a credential thereby increasing the campus degree completion rate. The A.S. degree will also allow other students who have an interest

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in mountain resort management the opportunity to expand their expertise in this field. The A.S. in MRM will not compete with any other degree program in the VSCs.

Part III: Program Description

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

    The objective of this program is to introduce students to the mountain resort industry. Specifically, the student learning outcomes are as follows:

Upon graduation, recreation majors will be able to:
- Plan, implement, and evaluate a program to meet diverse leisure needs served by the public and private sectors of the recreation industry;
- Apply appropriate use of current technology for recreation field related problems;
- Objectively solve problems within the recreation profession

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

    This program, like the B.S., is designed with the mountain resort industry in mind; designed by mountain resort management professionals for the benefit of future mountain resort industry professionals.

3. What peer programs or model curricula served as a basis for the proposal:
    The curriculum in this program will be the same as the first two years of the B.S. program in Mountain Resort Management less the two semesters of sophomore practicum. The course list will be as follows:

    Core:
    MRM 1010 Leisure and Tourism in Society
    MRM 1080 Leadership and Small Group Dynamics
    BUS 1210 Introduction to Business Software
    MRM 1810 Outdoor Education Practicum
    ENV 1080 Introduction to Environmental Science
    MRM 1140 Introduction to Mountain Resort Management
    MRM 2230 Mountain Resort Software Technologies
    Total

    Elective Credits
    MRM 2210 Lift Functions and Maintenance
    MRM 2852 Snow Maintenance

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MRM 2855 Summer Mountain Operations
MRM 2050 Outdoor Emergency Care

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

The outcomes articulated in III.1 will be assessed in courses required for the A.S. degree using rubrics similar to those used to assess the outcomes associated with the B.S. degree. The outcomes in III.1 and attendant evaluation rubrics are aligned with ski resort industry standards.

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.
There is no additional need to maintain licensure, certification, or accreditation standards with external entities.

6. Program outline; include brief descriptions of all new courses:
All courses already exist in the Mountain Recreation Management major and the Mountain Resort Management concentration.

Core:		
MRM 1010 Leisure and Tourism in Society	3	
MRM 1080 Leadership and Small Group Dynamics	3	
BUS 1210 Introduction to Business Software	3	
MRM 1810 Outdoor Education Practicum	3	
ENV 1080 Introduction to Environmental Science	3	
MRM 1140 Introduction to Mountain Resort Management	3	
MRM 2230 Mountain Resort Software Technologies	3	
Total	**21**	
Elective Credits (3 of 4):		
MRM 2210 Lift Functions and Maintenance	3	
MRM 2852 Snow Maintenance	3	
MRM 2855 Summer Mountain Operations	3	
MRM 2050 Outdoor Emergency Care	4	
Total	**9**	**10**
Total credits required for A.S in MRM	**30**	**31**

7. TOTAL CREDITS in proposed program: 30-31

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 31-32

9. TOTAL CREDITS for the degree: 61-63

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

Part IV: Budget Considerations

1. Expenditures for the proposed program:
   No additional expenditures will be required to run this program

	Year One	Year Two
Faculty	n/a	n/a
Admin/Other Staff	n/a	n/a
Facilities/Equipment	n/a	n/a
Library/Other Materials	n/a	n/a
Other Costs (e.g. accreditation/licensure expenses)	n/a	n/a
TOTAL COSTS:	n/a	n/a

2. Revenue/sources to meet new expenditures
   As stated earlier, this A.S. is designed for students already enrolled at NVU-Lyndon. It's also possible that students in the NVU-Johnson Outdoor Education program may enroll in this A.S. degree, however, we don't anticipate new student enrollment, and therefore, additional revenue. It's possible, and likely, that we will see some additional revenue as students decide to persist for a semester or two to complete the A.S. degree rather than exiting from Lyndon. However, this additional revenue will be relatively small and hard to estimate.

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	Year One	Year Two
Tuition	n/a	n/a
Reallocation	n/a	n/a
Other Sources	n/a	n/a
TOTAL REVENUES:	n/a	n/a

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

Our anecdotal observations suggest that up to four students per year exit the program and could complete the A.S. degree. We also anticipate a few business majors to also take advantage of this program. The numbers below reflect the large fraction of students from out-of-state that come to Lyndon to enroll in the MRM program.

	Year One	Three Years Out
Full-Time	4	12
Part-Time	n/a	n/a
In-State	1	3
Out-of-State	3	9

2. Describe how you arrived at these projections:

As stated above, these projections are based on the available data from the last 7 years.

3. Describe the marketing strategies for the new program.

While there are only two bachelor programs in the country that directly compete with ours, there are many two-year and certificate programs across the country specific to the mountain resort industry. The MRM department is currently marketing the degree program through social media (Facebook, YouTube, etc.), speaking engagements at local schools, and the Boston Ski and Snowboard Expo every fall. Additionally, we are visible in the mountain resort community through wearing our logo on jackets while in the field.

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As we advise our current students, we will be sure to make students aware of their options. As we learn they are considering leaving the college due to financial or academic challenges, the focus will be on completing a degree, and to be comfortable with the fact that they will not be leaving NVU empty-handed.

4. Competition:
   Other, well-known two-year/certificate programs are as follows:
   - Gogebic in Michigan
   - Colorado Mountain College
   - University of Maine-Farmington

   There are many others, but the above listed are the most well-known, and our strongest competitors.

5. How the program will impact enrollments in existing programs at the College:
   As the focus of this program is on retaining our current students, we anticipate a slight increase in enrollment in the MRM program. We don't anticipate additional impact on enrollment in other degree programs at Lyndon.

6. How the program will impact enrollments in existing programs at other VSC colleges:
   We do not foresee this program directly impacting enrollments at existing VSC colleges other than NVU-Johnson. Students in the Outdoor Education program at NVU-Johnson may opt to pick up this A.S. degree program to broaden their outdoor education expertise.

7. How the program will impact existing and/or future external relations:
   MRM is heavily involved with the local community through service projects. This involvement can only increase with the addition of A.S. students.

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VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL

Part I: General Information

1. *Institution:* Castleton University

2. *Name of New Program:* Archaeology, Geography, & Applied Anthropology

   (*a*) *Individuals with responsibility for program development:*

   -Paul Derby; Chair, Department of Sociology, Social Work, and Criminal Justice
   -Scott Roper; Chair, Department of History, Geography, Economics, and Politics
   -Matthew Moriarty; Department of Sociology, Social Work, and Criminal Justice

   (b) Academic Department(s)

   -History, Geography, Economics, and Politics
   -Sociology, Social Work, and Criminal Justice

3. *Proposed start date of program:* Fall 2019.

4. *Title of degrees to be conferred:*

   A Bachelor of Science in Archaeology, Geography, & Applied Anthropology.

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

   The Archaeology, Geography, & Applied Anthropology Program offers an interdisciplinary 33-credit major and career-oriented certificates in Archaeological Methods, Applied Geographic Information Systems, Applied Anthropology, and Cultural Landscape Studies. The three closely related fields of Archaeology, Geography, and Applied Anthropology apply a collaborative, place-based approach to study the under-researched South Lake Champlain Basin. Ongoing research collaboration among program faculty will create integrative and experiential learning opportunities for students. The program utilizes methods-focused coursework to equip students with the advanced technical and conceptual skills required by a wide range of careers. New facilities created with outside funding, including a 3D imaging classroom, a center for archaeology, and an enhanced GIS laboratory, will support student research and technical training. Required internships with community partners will facilitate the acquisition of advanced technical skills and practical experience, provide opportunities for students to produce tangible work outcomes, and create critical connections with future employers. The proposed program will be

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unique within the Vermont State Colleges System and will allow us to better compete with our principal regional competitors.

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 was determined:*

A. Relates to Institutional Mission

Castleton University's core mission is to provide quality undergraduate liberal and professional education. The proposed Archaeology, Geography, & Applied Anthropology (AGAA) Program will address these fundamental goals by expanding the breadth of Castleton students' liberal arts experience through previously unavailable coursework and training, while also providing technical skills directly transferable to a wide range of professional careers and interests. The structure and organization of the AGAA Program closely aligns with the University's learning goals as expressed in the *2018–2019 Undergraduate Catalog*:

- *"Provides a broad range of knowledge in the liberal arts as well as deep knowledge in one of our many academic disciplines."*

The AGAA Program articulates the distinct, but closely related, disciplines of Archaeology, Geography, and Applied Anthropology. Each of these fields is concerned with understanding the relationships between humans and their social and natural environments. Archaeology focuses on evidence of the past through material culture. Geography examines human and environmental relations through spatial analyses. Applied Anthropology interprets the cultural causes and consequences of social change. Together, these fields present a formidable array of analytical methods and concepts that can be applied in a wide range of contexts and, together, can examine more complex and dynamic issues than any one field alone. Students enrolled in the AGAA program will receive an interdisciplinary perspective on human history, geography, and cultural change, without sacrificing the depth of knowledge found by focusing on a single field of study.

- *"Develops students' facility with skills necessary for their academic studies, professional development, and life-long learning."*

The AGAA Program is specifically designed to enhance student skillsets and prepare them for future careers or advanced study. Program coursework emphasizes interdisciplinary analytical methods and draws on an established place-based research program so that students can develop and implement their own local inquiry in collaboration with program faculty.

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Student training and research will be assisted by the creation of three new facilities at Castleton University:

o   The new <u>3D Imaging Classroom</u> will be utilized to train students in the use of 3D scanning and printing technology and its use in digital curation, advanced morphometric analyses, and other applications.

o   The new <u>Center for Archaeology</u> will provide hands-on learning opportunities in artifact analysis, curation, and public presentation, as well as logistical support for the program's interdisciplinary investigations in the South Lake Champlain Basin.

o   The <u>Enhanced GIS Laboratory</u> will integrate existing GIS capabilities at Castleton with online GIS and other geospatial and statistical software to provide students with training in a wide range of approaches to spatial and statistical relationships.

The AGAA Program will also offer four certificate programs specifically designed to provide the skills, training, and experience required by specific career pathways:

o   The <u>Certificate in Archaeological Methods</u> will provide the core training in archeological field and laboratory methods required for careers in cultural resource management, historic preservation, museum curation, and other fields.

o   The <u>Certificate in Applied Geographic Information Systems</u> will train students in the use of multiple GIS methods that are becoming industry standard in fields as diverse of environmental studies, regional planning, law enforcement, historic preservation, and others.

o   The <u>Certificate in Applied Anthropology</u> will train students in the ethnographic interview and research methods that are widely sought after in business and public sector settings.

o   The <u>Certificate in Cultural Landscape Studies</u> will prepare students for careers in historic preservation, architectural history, regional planning, and other fields.

Finally, the AGAA Program will require students to complete at least six credits of internship with an organization that can provide them with advanced training in their selected career pathway. Targeted internship organizations include the Lake Champlain Maritime Museum, The Nature Conservancy, the Vermont Division for Historic Preservation, the Natural Resources Conservation Service, the U.S. Forest Service, the Vermont Center for Geographic Information, the UVM Consulting Archaeology Program, the Vermont Folklife Center, the Rutland Regional Planning Commission, and many others, as well as in-house internships with AGAA Program faculty. Internship experiences will be used to provide tangible work products and experiences that will help advance student careers, and many of these organizations already have working relationships with program faculty.

- *"Helps students to clarify their values and learn how to collaborate productively with others by recognizing and respecting diverse perspectives…[and] teaches students how to make connections between various intellectual and social domains and to apply their knowledge in critical and creative thinking and expression."*

  Collaborative, experiential, and integrative learning are at the core of the AGAA Program. Program faculty are collaborating in an interdisciplinary research project focusing on the history and ecology of the South Lake Champlain Basin (SCHEP; see section II.C below), with a special emphasis on the Rutland and Castleton area. This shared local focus will allow program faculty to deliver place-based content in each course. Students will have the opportunity to participate in ongoing research utilizing a wide range of methods and techniques and develop projects that can be produced as part of the overarching research project. The student experience will culminate in a capstone course where they will draw on their expanded toolkit and internship experience to create a tangible work product demonstrating their critical thinking and communication skills.

- *"Prepares students to take meaningful action in their personal, professional, and civic lives."*

  The ultimate goal of the AGAA Program is to develop students with both a strong sense of their personal and civic priorities and the knowledge, skills, and experience necessary to have fulfilling and productive professional careers.

B. Relates to institutional priorities

The AGAA Program will support key elements of Castleton University's institutional priorities, including the following:

- *"Continue to maximize external resources…[through] aggressive fundraising, enhanced grant writing, [and] new website development…"*

  The proposed program promises to add substantial new facilities to Castleton University using external funding. AGAA Program faculty have an excellent track record of successful grants and fundraising, having raised more than $300,000 in grants and donations over the last eight years. We anticipate creating these facilities through targeted grant writing and donations. Further, we anticipate that the establishment of the AGAA Program will provide a prominent platform for acquiring higher profile grants and funding. A significant portion of incoming funds can also be used to offset university costs and sponsor undergraduate research in addition to creating new facilities.

  AGAA Program activities will also provide significant new content for the Castleton University website. As noted in the program marketing plan (see Section V.3 below), AGAA Program activities will generate digital content that is best shared in online

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databases and virtual exhibits. We expect this content to increase traffic on the Castleton website and generate new interest in the school and program.

- *"Improve the quality of the student experience through support for student research and creative endeavors...[and] community engagement opportunities."*

   The AGAA Program will create significant new opportunities for student involvement in research and community engagement. As noted below (Section II.D), SCHEP has already engaged more than 60 undergraduates in its archaeological investigations, with several as paid interns. Student interns are already involved in hosting hundreds of K-12 students on site during archaeological investigations and assisting in open houses and other activities. We anticipate a significant expansion in student research with the advancement of the AGAA Program.

- *"Continue to support the regional community, contributing to cultural, recreational and economic well-being, through innovative efforts to connect the schools, businesses and communities with the University"*

   AGAA Program faculty are already conducting substantial local outreach connecting university research to K-12 students and educators through SCHEP and the Vermont Geographic Alliance (VGA). As noted below, SCHEP and VGA events include school presentations and hosting students on archaeological site visits. Many of the schools already involved in SCHEP have asked about more extensive year-round programming. Establishing the AGAA Program will allow program faculty to expand this programming with activities like 3D scanning seminar, mapmaking trainings, and interview workshops. We believe that establishing connections between K-12 students (and their educators) and the university are critical to recruiting future students.

   The AGAA Program's ongoing research and internship programs will continue to provide additional opportunities to connect with the public through educational and cultural programming. Over the last two years, SCHEP personnel have given 15 local talks at libraries, senior centers, and other locations. VGA events have included numerous local workshops and trainings. We anticipate expanding these efforts as we move forward.

C. Existing Programs

   The AGAA Program will complement and support many of the university's ongoing programs, including the following:

- *The McNair Scholars Program*
   SCHEP hosted its first McNair Scholar this past summer, and we anticipate that the summer research offerings of the AGAA Program will serve as strong platforms for future McNair Scholars.

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- *The Semester in the American Southwest Program*
  The Semester in the American Southwest Program's coursework and focus on history and ecology closely align with the orientation of the AGAA Program. We anticipate strongly encouraging majors to attend the Southwest Semester as part of their training and to add experience from outside of New England.

- *The Civic Engagement Program*
  Several of the courses offered by the AGAA Program are already part of the Civic Engagement Program and we anticipate that several of the new courses will be added to the program.

- *The Castleton Center for Schools*
  AGAA faculty are already working extensively with K-12 educators, both through SCHEP and Professor Roper's work with the Vermont Geographic Alliance. We anticipate a high level of collaboration in delivering additional new programs in partnership with the Castleton Center for Schools.

D. Perceived Interest

The AGAA Program builds on the tremendous public interest in and support for the South Champlain Historical Ecology Project (SCHEP) and the Vermont Geographic Alliance (VGA):

- *The South Champlain Historical Ecology Project*

  Established in 2016, SCHEP is an interdisciplinary research and outreach project designed to examine long-term patterns in human-environment interaction at the southern end of the Lake Champlain Basin and to provide educational outreach to the local population. Although this portion of Vermont is widely understood to be among the most biologically diverse and historically significant areas in the state, historically it is has been under-researched.

  SCHEP is a partnership between Castleton University, The Nature Conservancy, and the Vermont Archaeological Society, with Castleton providing critical logistical support for the project, including transportation and lab space. SCHEP has also received extensive support from the Vermont Division for Historic Preservation, the U.S. Forest Service, the UVM Geospatial Analysis Laboratory, the UVM Consulting Archaeology Program, and the Vermont Agency of Transportation. Most importantly, SCHEP began a partnership with the Elnu Abenaki in our educational outreach during this past summer and we plan to expand this relationship in the future.

  In its first three years, SCHEP has focused on archaeological investigations at the Galick Site, a large Precontact Native American and Historical site at the southern end of Lake Champlain. Investigations there have focused on site delineation and interpreting its economic role within the south Lake Champlain Basin. This research

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has documented more than 12,000 years of human history and we hope to utilize these data both to educate the public about local history and to add the Galick Site to the National Register of Historic Places.

Archaeological investigations have been accompanied by an extensive education and outreach program supported by yearly grants from the Lake Champlain Basin Program and the Vermont Community Foundation. SCHEP personnel have made 21 visits to local schools and hosted more than 290 K-12 students on site. Large numbers of K-12 students have asked about careers in Archaeology and related fields, and numerous teachers have asked about expanded programming options.

SCHEP has also hosted 15 public presentations, library talks, and other events over the last three years to generate interest in the adult volunteer program. This has resulted in more than 250 adult volunteers participating in the project, with many attending more than once or also participating in our winter lab season. Several adult volunteers have inquired about field school and other certifications they could complete.

Undergraduate educational involvement has been extensive. Over the last three years, more than 60 undergraduates have participated in SCHEP, many of them receiving credits through courses run at Castleton or CCV or serving as project interns. Interest has extended well beyond the Castleton community. This past summer, for example, SCHEP hosted a total of seven interns representing the following schools: Castleton University, Johnson State College, CCV, Green Mountain College, and UVM. Many of these students have inquired about additional coursework and potential careers.

Public interest has been intense. Over the last three years, SCHEP has been featured on *VPR* and in pieces published in the *Rutland Herald, Rutland Magazine,* the *Castleton Spartan,* the *Mountain Times,* and other print media. SCHEP has also received significant fiscal support from the public and participating individuals and organizations. Without instituting a formal fundraising campaign, SCHEP has already received nearly $10,000 in private donations and we anticipate significant additional funds once we launch a formal fundraising campaign this fall.

SCHEP has also received consistently strong support from state agencies involved in cultural resource management. Dr. Jess Robison, Vermont's State Archaeologist, has been one of SCHEP's principal supporters and has consistently highlighted SCHEP's status as the only research- and education-oriented archaeological project in the state; all others are compliance-based (listen to Robinson discuss SCHEP in depth on VPR [here](#)). Likewise, Giovanna Peebles, Vermont's first State Archaeologist, has highlighted the importance of SCHEP for developing interdisciplinary studies at

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Castleton and its strong potential for "connecting Vermont's (and nearby New York's) K-12 students to Castleton University."

▪ *The Vermont Geographic Alliance*

The Vermont Geographic Alliance (VGA) is a collaboration among K-12 teachers and administrators, university faculty, and leaders from Vermont's government and business sectors. Founded in 1991 and housed at Castleton University from 1994–2004 and again since 2010, the VGA promotes geography education in Vermont through the organization of summer institutes, workshops, webinars, and graduate courses. The VGS also offers K-12 teachers access to high-quality teaching tools, including three classroom-sized (24-x-18 foot) maps of Vermont with associated lesson plans and a free online Vermont geography textbook for fifth graders. Typically, the maps are seen by 700–1,000 school children per year.

Professor Roper serves as coordinator of the VGA. He works with a six-member steering committee consisting of K-12 teachers from Windsor, Burlington, Neshobe (Brandon), Peacham, and Thetford, as well as a part-time Historian from Castleton University. The Steering Committee also serves as part of a larger Advisory Committee that includes members of the Vermont Agency of Education, Vermont Center for Geographic Education, and Vermont Alliance for the Social Studies, as well as business leaders, educators, and educational administrators. The VGA's funding has come from external grants, particularly from the National Geographic Education Foundation and, to a lesser extent, California-based GIS software company ESRI. The VGA coordinator manages grant expenditures through Castleton University and the Vermont State Colleges.

Since 2010, the VGA has offered in-class lessons for students across Vermont, and in 2016 hosted a BioBlitz for students in Fair Haven High School and Castleton Village School on Nature Conservancy land in West Haven. It has held two-day geography education workshops in Lyndon, Windsor, and Mill River (Clarendon), as well as several workshops of a day or less in Castleton, Manchester, and Burlington. Since 2011 the VGA has planned and hosted two five-day institutes at Castleton University, a four-day institute (with the Massachusetts Geographic Alliance) in Chicopee, Massachusetts and the Rutland-Castleton area, and four graduate courses for K-12 teachers. Attendance at these events varies at between 10 and 18 participants for institutes, and between six and 35 participants for workshops, for a total of about 150 teachers reached since 2011.

In addition to National Geographic, the Nature Conservancy, and the Massachusetts Geographic Alliance, in its outreach work the VGA has partnered with the National Geographic Vermont State Geography Bee, Vermont Center for Geographic Information, Vermont Agency of Education, Castleton Center for Schools, Green

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Mountain Power, Lake Champlain Basin Program, Vermont Alliance for the Social Studies, and dozens of schools throughout Vermont.

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 forms of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):*

The AGAA Program is designed to prepare students for a wide range of fields either expected by the U.S. Bureau of Labor to experience faster than average projected growth over the next ten years (as described in the Occupational Outlook Handbook [OOH]) or viewed by industry insiders as areas with high future potential. The AGAA Program is designed to prepare students for the following career pathways:

- <u>Cultural Resource Management (CRM)</u> archaeologists assess cultural resources potentially affected by federal or state-funded projects or located within public lands and other trusts. Many states, including Vermont, also stipulate that any projects above a certain size must receive CRM review. The Bureau of Labor does not track CRM as a separate industry; however, recent studies[1] by industry professionals suggest there are more than 1,600 private CRM firms in the U.S. employing more than 10,000 individuals and doing up to a billion dollars in business each year. An additional 3,500 CRM archaeologist are employed in the public sector. Training in archaeology, including completion of a field school, experience in artifact analysis, and skills with GIS and other geospatial technology are critical to gaining quality entry-level positions.

- Many museum fields, including <u>Curators</u>, <u>Museum Technicians</u>, and other <u>Museum Workers</u> are expected by the OOH to grow at a faster than average rate (13%) over the next ten years. Museum specialists analyze, curate, and present artifacts, artwork, and historic material to the public. Preparation for museum careers is highly varied, but training in artifact analysis and curation, experience at public outreach, and skills in new digital technologies including 3D scanning and digital curation are critical (see below).

- <u>Historic Preservation</u> focuses on the preservation of cultural heritage through restoration and the conservation of buildings, documents, art, and other materials or places. As with CRM, historic preservation is mandated by a wide range of federal and state laws and regulations. The OOH does not track Historic Preservation as a separate industry; however, historic preservation specialists are employed at almost every administrative level in the U.S. and are needed wherever urban and rural

[1] Altschul and Patterson's (2010) article, "Trends in Employment and Training in American Archaeology," provides the most detailed overview of CRM employment figures and trends. See also Childs 2009, Herr and Dore 2009, and Snow 2006.

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infrastructure planning and assessment are conducted. Training for careers in historic preservation is typically interdisciplinary including coursework in Geography, Archaeology, and Anthropology, as well as training in GIS.

▪ Cartography, the field associated with collecting, measuring, and interpreting geographic information is expected by the OOH to grow at a much faster than average rate (19%) over the next ten years. Cartographers are employed by a wide range of public and private sector institutions. Among the skills required by this field are coursework in Geography and demonstrated skills with GIS.

▪ Regional Planners are responsible for developing and monitoring land and infrastructure development plans and work in a wide variety of public and private sector settings. Regional planning is expected by the OOH to undergo faster than average growth (13%) over the next ten years. Training for careers in regional planning typically includes a wide range of Geography, Environment, and Social Science coursework, as well as training in GIS and other skills.

▪ Applied Anthropology is a subfield of Anthropology focused on solving real world problems using anthropological methods and ideas. Applied Anthropology is not tracked by the U.S. Bureau of Labor as separate field; however, recent commentaries[2] indicate that anthropological skillsets are highly valued in public and private sector fields outside of academia, including business, research and development, hospitals, marketing, economic development, regional planning, and the military. Field experience, demonstrated communication skills, and interdisciplinary training are particularly valued for careers in this field.

In addition to the specific career pathways discussed above, the AGAA Program will provide training in high-demand technological skills that can be applied in a diverse array of professional fields with wide application and projected to experience strong growth in the near future. A review of field-specific online job-seeker sites in the fields discussed above (e.g., preservenet, museum.jobs, jobs.aag.org, shovelbums.org, indeed.com, and many others) indicate that these and other technical skills taught by the AGAA Program are critical to attain key entry-level positions.

o Geographic Information Systems (GIS): A recent study by the Geospatial Information and Technology Association indicated that the "geospatial market is growing at an annual rate of almost 35 percent," and recent industry forecasts anticipate the global GIS market "to grow from nearly $9B in 2016 to over $17B by 2023." In addition to the career pathways discussed above, GIS is becoming an essential application in diverse fields, including law enforcement, transportation,

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[2] Kedia's (2006) article, "Careers in Anthropology," provides a basic introduction to training in Anthropology and its relevance to private sector employment. The 2008 special edition of the *NAPA Bulletin*, "Preparing Anthropologists for the 21st Century," provides a much more extensive discussion of Applied Anthropology and career opportunities.

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economic development, real estate, waste management, hydrology, conservation, wildlife ecology, and many others. Training in a wide range of GIS technologies, an educational background in Geography and Cartography, and experience in applied GIS are regarded as essential to career development in many fields.

o 3D Scanning: The development of affordable and more accurate 3D scanning and printing technology over the last decade has transformed what was once a niche market into a major growth field anticipated to reach a market size of $5.7B by 2020. Of particular importance has been breakthroughs in morphometric analyses, allowing for more accurate and detailed measurements, and new printing methods, making it possible to create increasingly sophisticated objects from digital models or scans. These developments have had a major impact in medicine, retail, and research and development, among many other fields. Advances in scanning technology have also had a major impact on digital curation and public outreach. Many museum and repositories globally are developing virtual catalogs and museums that can reach a broader audience and increase public engagement.

The specific structure of the AGAA Program responds to recent research on employer preferences in job candidates. Recent studies by Gallup and the National Association of Colleges and Employers (NACE) indicate that, in addition to traditional metrics like GPA, employers are seeking candidates with the ability to work on a team, problem-solving skills, a track record of effective communication, relevant work experience, and transferable technical skills. The AGAA Program will develop these attributes in students through the following:

o Integrative Learning and Collaboration through Place-based Programming: The core of the AGAA Program is its emphasis on a shared, place-based research program. Students will learn to collaborate and utilize interdisciplinary skills in each of the AGAA Program's courses, enhancing their teamwork and problem-solving skills.

o Required Internships and Tangible Work Product: Recent discussions in *The Chronicle of Higher Education* have indicated that internships provide a key component to career preparation as long as coursework provides rigorous preparation for the internship, employers offering internships are closely vetted by faculty mentors, and there is ongoing communication between mentors, students, and employers. Each of these conditions is in place in the proposed program (see Section III.C.4 below). Further, through capstone coursework, students will produce a tangible work product demonstrating their communication and analytical skills for future employers.

o Transferable Skills: The skills emphasized in the proposed program have wide application in students' future careers (see Section II.2 above).

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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.*

At present, the specific coursework, training, and certificates offered by the proposed AGAA Program are unavailable within the Vermont State Colleges System. Students seeking careers in fields such as museum curation, cultural resource management, and applied anthropology are more likely to be attracted to programs at our regional competitor institutions. Further, the offerings provided by the AGAA Program will allow us to not only compete with those institutions but provide significant advantages in attracting new students.

The proposed program will also make Castleton a more attractive destination for Vermont students including, potentially, those who might not otherwise choose college. The AGAA Program's outreach programs, particularly our expanded interdisciplinary place-based programming, has the strong potential to link K-12 students to the university.

Finally, we believe that the proposed program can make a significant impact at the state and local level by providing training in emergent technologies. GIS, 3D scanning, and digital curation are rapidly becoming industry-standard in a wide range of fields. Training provided by the AGAA Program has the potential to enhance the skillset of local Vermonters. Access to this training will, perhaps, be of particular interest to the large population of non-traditional, working age, and retired students in the greater Rutland area.

Part III: Program Description

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

A. Program Mission and Goals:

The Archaeology, Geography, & Applied Anthropology Program will:

1.   Provide a high-quality interdisciplinary education that helps students to achieve their personal, career, and creative goals.

2.   Train students in emergent technologies that will enhance their capabilities and opportunities in a competitive job market.

3.   Advance research into human history in the South Lake Champlain Basin.

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4. Continually improve program facilities and university capacities through targeted grants and ongoing fundraising.

5. Strengthen ties with community partners through internships, outreach, and ongoing programming.

B. Learning Outcomes:

Upon completion of the Archaeology, Geography, & Applied Anthropology major, students will be able to:

1. Explain the basic theoretical and methodological concepts of Archaeology, Geography, & Applied Anthropology.

2. Appreciate the dynamic interplay between geography, cultural behavior, and long-term history at the core of current social and public policy issues.

3. Utilize the interdisciplinary concepts and methodological frameworks of Archaeology, Geography, & Applied Anthropology in real world applications.

4. Communicate effectively in oral, written, and graphic form using concepts and terminology appropriate to a wide range of career fields.

5. Demonstrate proficiency in specific career-oriented technical skills and applications.

C. Career Outcomes:

Upon completion of the Archaeology, Geography, & Applied Anthropology major, students will possess:

1. Training in advanced technical skills directly transferable to their anticipated career.

2. Experience in collaborative research and presentation.

3. Extensive hands-on experience in at least one career-related internship.

4. A track record of project management through the concept, planning, execution, and reporting stages.

5. A tangible work product that demonstrates the student's initiative and strong analytical and communication skills.

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

Professional, liberal, and career study are at the heart of the AGAA Program. For more information, see Section II.2 above.

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

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The AGAA Program is unique in its specific composition, structure, and emphasis on required internships. It builds, however, on an extensive history of collaboration among geographers, archaeologists, and anthropologists in academic programs and in research and professional contexts.

As noted above, the proposed program's internship requirement responds to recent research and robust discussion of internships in the *Chronicle of Higher Education* and elsewhere.

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

The AGAA Program will conduct internal assessments through a capstone course, exit interviews, graduate surveys, and transcript analyses. First, at the end of each academic year, program faculty will meet to evaluate student capstone projects in relation to learning outcomes and to assess the progress of each non-graduating student major. Capstone projects will be assessed in relation to program objectives and exit interviews will be arranged with all graduating students. Faculty advisors will prepare short evaluations of non-graduating majors that can be shared with the student to help them plan for the coming year. This evaluation will serve as a tangible tool for developing faculty-student mentorships and highlight potential discrepancies between expected and real student enrollment patterns.

Internships are at the core of the AGAA Program and their successful implementation is critical to program success. As noted above, internships are most effective when there are clear links between course preparation and the internship. To advance student career preparation, internships must also provide tangible benefits of experience and new training. To assure internship success, faculty advisors will complete at least one on-site visit to each student's internship with at least bi-weekly updates from the student. Further, upon completion of the internship, the faculty advisor will conduct exit interviews with both the student and internship host. These interviews will help identify any shortfalls in student preparation and highlight organizations providing the most meaningful student experiences.

The AGAA Program will also assess its effectiveness by tracking graduated majors through in-person or phone interviews conducted at one-, three-, and five-year intervals after graduation. Interviews will collect traditional metric measures of student success, as well as qualitative data on student program experiences and potential shortfalls in program training. Regular contact with program graduates will provide opportunities for continuing mentorship towards graduate success and highlight potential connections for program students.

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

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The program incorporates current standards and emerging directions in program fields through the expertise, active research, and professional associations of program faculty.

Professor Roper is a member of the American Association of Geographers, the National Council for Geographic Education, the Canadian Association of Geographers, currently serves as the Secretary for the International Society for Landscape, Place, and Material Culture, and has partnered with the National Geographic Education Foundation since 2010. Professor Roper also meets the Secretary of the Interior's qualifications for Historian and Architectural Historian under the U.S. Code of Federal Regulations, Section 36, Part 61.

Professor Derby is a member of the American Anthropological Association and the Anthropology and Environment Society. Derby has presented his research on cultural and environmental sustainability and anthropology at multiple national and international conferences, and he has published in scholarly journals and books on these topics. Derby has also presented and published on pedagogical methods related to civic engagement and experiential learning. He worked with Professor Moriarty to found the South Champlain Historical Ecology Project (SCHEP).

Professor Moriarty is a member of the Society for American Archaeology, is listed on the Registry of Professional Archaeologists, and meets the Secretary of the Interior's qualifications for Archaeologist under the U.S. Code of Federal Regulations, Section 36, Part 61. Moriarty presents his research each year at national conferences and outreach events around the state of Vermont and attends trainings in 3D scanning, morphometric analysis, and digital curation. He is currently the director of the South Champlain Historical Ecology Project (SCHEP) with overall responsibility for planning, executing, and reporting SCHEP's archaeological investigations.

There are no specific required accreditation bodies for the certificates offered by the program; however, certificates were modeled on consensus among similar certificate programs at a wide range of schools and institutions. Program faculty will actively incorporate changes in methods and standards as developments occur in program fields.

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

MAJOR REQUIREMENTS

All majors will complete a minimum of 33 credits: 9 credits in required core courses, 15 credits in electives, 6 credits of internship, and a 3-credit capstone seminar. All majors will be strongly encouraged to complete one or more of the certificates offered by the program.

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Core Courses (9 credits)

Majors complete each of these courses, preferably within their first year of study.

o ANT 1010 Introduction to Cultural Anthropology
o ANT 2010 Archaeology – Tracing the Human Past
o GEO 2150 Cultural Geography

Electives (15 credits)

Majors complete five of the following courses. To emphasize an interdisciplinary perspective, students must complete at least two courses from each of Anthropology/Archaeology (ANT) and Geography (GEO).

o ANT 2210 Anthropology and the Environment
o ANT 2710 Selected Topics in Anthropology/Archaeology
o ANT 2xxx Field School in Archaeology
o ANT 3010 Native Societies of America
o ANT 3xxx Applied Anthropology
o ANT 3xxx 3D Scanning, Morphometrics, and Digital Curation
o GEO 2210 Introduction to Geographic Information Systems
o GEO 2xxx Cartography
o GEO 2xxx Time and Space in North America
o GEO 3xxx Applied Geographic Information Systems
o GEO 3xxx Reconstructing Past Landscapes
o GEO 3xxx Conservation, Planning, and the Environment

Internship(s) (6 credits)

Majors complete a minimum of 6 credit hours of internship. Internships will be developed in consultation with the student's program advisor and oriented toward the acquisition of specific technical skills and experience required by their anticipated careers. Potential internships include positions with public and private agencies around the state and in-house internships in partnership with program faculty.

o AGA 3810/4810 Internship in Archaeology/Geography/Applied Anthropology

Capstone Seminar (3 credits)

Majors complete a collaborative capstone seminar analyzing and evaluating their internship and program experiences. Majors present the results of their work in an annual symposium and report published by the program.

o AGA 4xxx Capstone Seminar in Archaeology, Geography, & Applied Anthropology

PROGRAM CERTIFICATES

All majors will be encouraged to complete at least one of the following program certificates. These certificates will also be available to other majors.

Certificate in Archaeological Methods

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The Certificate in Archaeological Methods provides applied training in archaeological field and laboratory methods for students who anticipate careers in cultural resource management, historic preservation, history, curation, museums, education, and other related fields. Through hands-on field and laboratory work, students will acquire the technical skills of archaeology, including survey, mapping, excavation, and artifact analysis and interpretation. Students will gain practical experience through participation in ongoing local archaeological investigations and an internship providing advanced technical skills. This certificate is open to students from any major.

Requirements: 12 credit hours.

o   ANT 2010 Archaeology – Tracing the Human Past
o   ANT 2xxx Field School in Archaeology
o   ANT 3xxx 3D Scanning, Morphometrics, and Digital Curation
o   AGA 3810/4810 Internship in Archaeology/Geography/Applied Anthropology*

*Internship chosen in conjunction with AGAA Program advisor. Internships focus on the hands-on work of the design, research, and implementation of a student project in conjunction with a local community-based organization, government or non-government organization, cultural resource management group, or public or private sector employee.

Certificate in Applied Geographic Information Systems

The Certificate in Applied Geographic Information Systems is designed to prepare students for careers requiring an understanding of and skills related to mapping and Geographic Information Systems (GIS). Using both commercial and free, open-source software, students will consider theories behind and proper uses of GIS as a tool by which to create, store, manage, and display spatial information. They will also gain practical experience as they apply GIS to real-world situations in an area related to their occupation or career path. This certificate is open to students from any major.

Requirements: 12 credit hours required.

o   GEO 2210 Introduction to Geographic Information Systems
o   GEO 2xxx Cartography
o   GEO 3xxx Applied Geographic Information Systems
o   AGA 3810/4810 Internship in Archaeology/Geography/Applied Anthropology*

*Internship chosen in conjunction with AGAA Program advisor. Internships focus on the hands-on work of the design, research, and implementation of a student project in conjunction with a local community-based organization, government or non-government organization, cultural resource management group, or public or private sector employee.

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Certificate in Applied Anthropology

The Certificate in Applied Anthropology emphasizes the methodological skills and professional practices necessary for employment as an applied anthropologist. Students will learn about ethical considerations inherent in applied work, how to gather and analyze data, and learn and practice the skills of applying anthropological approaches and methods to understand and resolve real-world problems. This certificate is open to students from any major.

Requirements: 12 credit hours required.

o ANT 1010 Introduction to Cultural Anthropology
o ANT 3xxx Applied Anthropology
o Choose one of the following:
  a. ANT 2210 Anthropology and the Environment
  b. ANT 2710 Selected Topics in Anthropology
  c. ANT 2xxx Field School in Archaeology
o AGA 3810/4810 Internship in Archaeology/Geography/Applied Anthropology*

*Internship chosen in conjunction with AGAA Program advisor. Internships focus on the hands-on work of the design, research, and implementation of a student project in conjunction with a local community-based organization, government or non-government organization, cultural resource management group, or public or private sector employee.

Certificate in Cultural Landscape Studies

The cultural landscape is the visible, material expression of human activity, and often reflects human relationships with the environment and other peoples. Landscapes may be "read" for information about current and past cultures that inhabit or once inhabited those locations. The Certificate in Cultural Landscape Studies introduces students to the theory and practice of identifying and reading the landscape for clues to the past. Participants will gain practical experience as they apply their knowledge of the landscape to real-world situations in an area directly related to their occupation or career path. Students who successfully complete this program will be prepared for graduate school and for careers in for-profit, non-profit, and government sectors in areas including architectural history, historic preservation, preservation law, museum studies, and historical geography. This certificate program is open to students from any major.

Requirements: 15 credit hours required.

o ANT 2210 Anthropology and the Environment
o ANT 2xxx Field School in Archaeology

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- o GEO 2xxx Time and Space in North America
- o GEO 3xxx Reconstructing Past Landscapes
- o Choose one of the following:
  - a. GEO 2210 Introduction to Geographic Information Systems
  - b. GEO 3xxx Applied Geographic Information Systems

Program Courses

Course Name & Number	Credits	New or Existing?
ANT 1010 Introduction to Cultural Anthropology	3	Existing
ANT 2010 Archaeology – Tracing the Human Past	3	Existing
ANT 2210 Anthropology and the Environment	3	Existing
ANT 2710 Selected Topics in Anthropology/Archaeology	3	Existing
ANT 2xxx Field School in Archaeology	3	New
ANT 3010 Native Societies of America	3	Existing
ANT 3xxx Applied Anthropology	3	New
ANT 3xxx 3D Scanning, Morphometrics, and Digital Curation	3	New^
GEO 2150 Cultural Geography	3	Existing
GEO 2210 Introduction to Geographic Information Systems	3	Existing
GEO 2xxx Cartography	3	New*
GEO 2xxx Time and Space in North America	3	New*
GEO 3xxx Applied Geographic Information Systems	3	New*
GEO 3xxx Reconstructing Past Landscapes	3	New*
GEO 3xxx Conservation, Planning, and the Environment	3	New*
ANT/GEO 4xxx Capstone in Archaeology, Geography, & Applied Anthropology	3	New
*Denotes new courses that will replace existing courses. ^To be added after creation of 3D Imaging Classroom.		

New Course Descriptions

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ANT 2xxx Field School in Archaeology

This course introduces the field methods used in archaeological investigations through direct participation in an ongoing field project. Students will broaden their understanding of human history and science through training in a wide range of techniques, including sampling design, survey, excavation, documentation, and illustration. Students will also gain practical experience using multiple technologies, including GPS, total station survey instruments, and drone photography. Daily discussions and guest lectures will enhance students' knowledge of local history. Students completing this course receive a Field School in Archaeology Certificate.

ANT 3xxx 3D Scanning, Morphometrics, and Digital Curation

The development of 3D scanning technology has revolutionized both the analysis of formal attributes and the ways in which information can be curated for the future and shared with the public. This course will introduce students to 3D scanning technology and its applications in Archaeology and beyond. Students will conduct a range of collaborative morphometric studies and produce a final project that will add to an ongoing digital curation project. This course provides students with training applicable to careers in museums, education, and digital curation.

ANT 3xxx Applied Anthropology

Applied anthropology is the application of anthropological knowledge, methodology, and theoretical approaches to address contemporary human problems. This course introduces the basic issues of applied anthropology such as the history, ethics, and methods, and reviews cases in the major domains of the field. Applied anthropology is innately participatory and promotes community-centered praxis, an approach rooted in action, advocacy, and collaborative research. Therefore, students are required to complete at least 20 hours of community-based service as a key component of this course. The course provides students with the training for work in fields such as education, health and medicine, business and industry, environment and sustainability, development, etc.

GEO 2xxx Cartography

This course introduces the art and science of mapmaking, as well as benefits and limitations of various map types in different contexts. Using free, online, open-source Geographic Information Systems software, students will learn methods for the appropriate creation, design, and interpretation of maps. Topics of discussion include map projections, color, artistic balance, generalization, symbolization, map types, and the roles of perception and bias in the creation and consumption of maps.

GEO 2xxx Time and Space in North America

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Although we tend to think of North America as a more-or-less unified region, a closer look reveals long-standing regional cultural differences. In this course, we consider the international migratory patterns, adaptive strategies, and cultural mixing that influenced the development of American regionalism. In particular, we will focus on material culture, including regional architecture and cemetery patterns, in an effort to foster an appreciation for how remnant cultural landscapes can be "read" for their historical geographies.

GEO 3xxx Applied Geographic Information Systems

In this course, students will locate, create, and analyze spatial data utilizing free open-source software, with particular attention paid to Quantum GIS. Students will apply their skills in the development and execution of a research project that, where possible, relates to their chosen major. No prior knowledge of Geographic Information Systems is required.

GEO 3xxx Reconstructing Past Landscapes

Using local landscapes as a point of departure, students will learn how to read human-created environments to help reconstruct, interpret, and preserve the past. They will also learn to identify, locate, utilize, and analyze a variety of primary and secondary resources and to employ appropriate technologies to support this work.

GEO 3xxx Conservation, Planning, and the Environment

This course considers the interactions of people and environments in political and geographical contexts. Through reading, writing, discussion, research, and experiential learning, students will study the impacts of human development on nature and the role of state and local government agencies in balancing economic growth with the need to protect local environments.

AGA 4xxx Capstone Seminar in Archaeology, Geography, and Applied Anthropology

Students in their final year of study will collaborate with program faculty and their internship supervisors to produce a culminating project highlighting their technical skills and experience in their career track. Student projects will be presented at an annual symposium and published in a digital report produced by the program.

A. TOTAL CREDITS in proposed program: _____33_____

B. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: _____48_____

C. TOTAL CREDITS for the degree: _____122_____

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

Program Map for Incoming Students

Year	Fall Semester	Spring Semester
First	ANT 1010 Introduction to Cultural Anthropology (3 credits; required) ANT 2010 Archaeology – Tracing the Human Past (3 credits; required) GEO 2xxx Time and Space in North America (3 credits; elective) *Available program credits: 9* *Possible Gen Ed credits: 9*	ANT 3xxx Applied Anthropology (3 credits; elective) GEO 2150 Cultural Geography (3 credits; required) GEO 2210 Introduction to Geographic Information Systems (3 credits; elective) *Available program credits: 9* *Possible Gen Ed credits: 6*
Second	ANT 2210 Anthropology and the Environment (3 credits; elective) ANT 3010 Native Societies of America (3 credits; elective) GEO 2xxx Cartography (3 credits; elective) *Available program credits: 9* *Possible Gen Ed credits: 9*	ANT 2710 Selected Topics in Anth/Arch (3 credits; elective) ANT 2xxx Field School in Archaeology (3 credits; elective) GEO 3xxx Applied Geographic Information Systems (3 credits; elective) *Available program credits: 9* *Possible Gen Ed credits: 6*
Third	ANT 3xxx 3D Scanning, Morphometrics, and Digital Curation (3 credits; elective) GEO 3xxx Reconstructing Past Landscapes (3 credits; elective) ANT/GEO 3810/4810 Internship (6 credits; required) *Available program credits: 12*	ANT 2710 Selected Topics in Anth/Arch (3 credits; elective) GEO 3xxx Conservation, Planning, and the Environment (3 credits; elective) ANT/GEO 3810/4810 Internship (6 credits; required) *Available program credits: 3*

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	Possible Gen Ed credits: 6	*Possible Gen Ed credits: 3*
Fourth	ANT/GEO 3810/4810 Internship (6 credits; required)	AGA 4xxx Capstone Seminar (3 credits; required)
	Available program credits: 6 *Possible Gen Ed credits: 0*	*Available program credits: 3* *Possible Gen Ed credits: 3*

Part IV: Budget Considerations

1. *Expenditures for the proposed program:*

	Year One	**Year Two**
Faculty	Part-time faculty to teach 2 courses (= $7,700)	Part-time faculty to teach 3 courses (= $11,500)
Admin/Other Staff	-	-
Facilities	One-time cost to convert existing classroom to Center for Archaeology (=$4,000)	One-time cost to create 3D Imaging Classroom (=$40,000)
Library	$1500	$1500
Other Costs	$2500	$2500
TOTAL COSTS:	$15,700	$55,500

Notes on Program Expenditures:

a. Facilities: Most of the classroom and equipment necessary for program development are already in place. Castleton already possesses a fully equipped GIS lab with

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appropriate software licenses and the Vermont Geographic Alliance already possesses GPS units that can be used for student instruction.

The new Castleton University Center for Archaeology can be established using equipment already in the possession of the South Champlain Historical Ecology Project (SCHEP), including a complete set of basic field and lab equipment necessary to conduct independent research. SCHEP also possesses the following technical equipment that can be utilized by the AGAA Program: a DJI Phantom 3 Advanced drone, a Nikon DTM-322 total station, a Dino-Lite USB polarizing microscope, and a NextEngine 3D scanner.

The principal facilities expenditures for the AGAA Program will be one-time costs to create the Center for Archaeology and the 3D Imaging Classroom. The funds ($4,000) allocated to facilities in Year One would be used to convert an existing classroom for permanent use by the Center for Archaeology. Funds would be used primarily to build cabinets, lab stations, and a large seminar table.

Year two facilities costs are for the creation of the 3D Imaging Classroom. We estimate the cost of creating a basic teaching lab at $40,000 (8-10 NextEngine desktop 3D scanners @$2,795 each, one Peel handheld 3D scanner @$5,900, a MakerBot Replicator 3D printer @$2,400, NextEngine curriculum @$995; and printing supplies). We expect to create this lab through grants and donations over the next two years (see below) and are not soliciting these funds from the VSC.

Year three facilities costs, not discussed on the table above, are for the creation of the Enhanced GIS Laboratory. We estimate the cost of this lab at $10,000. We anticipate raising these funds through grants, potentially within the same grants to be used for the 3D Imaging Classroom.

b. Library: Library costs include new journal subscriptions and annual book purchases.

c. Other Costs: Other costs include photocopying, student events, and supplies.

2. *Revenue/sources to meet new expenditures*

	__Year One__	__Year Two__
Tuition	7 in-state + 3 out-of-state = $159,864	14 in-state + 6 out-of-state = $319,728
Reallocation	-	-

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Other Sources		
Grants and Donations	-	Grants and donations for 3D Imaging Classroom = estimated $40,000
TOTAL REVENUES:	$159,864	$359,728

Notes on Program Revenues:

Grants and Donations: AGAA personnel will create the 3D Imaging Classroom through targeted grant writing and a fundraising campaign. The specific objective of the classroom to train undergraduates in the use of an emergent technology and the highly visible nature of resulting projects make this project highly fundable. A partial list of potential funding sources includes the NEH Digital Humanities and Preservation and Access Programs, the NCPTT Preservation Technology and Training Grants, the J. Warren & Lois McClure Foundation, the Hoehl Family Foundation, the Vermont Community Foundation, and private donors.

Part V: Enrollment, Marketing and Public Relations Considerations

1. *Projected enrollment for the new program:*

	Year One	**Year Two**
Full-Time	10	20
Part-Time	0	1
Full-time In-State	7	14

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Full-time Out-of-State	3	6

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

We arrived at these numbers, first, by using publicly available data from 2014–2016 to calculate combined average enrollment for Anthropology and Geography majors at three of Castleton's principal regional competitors (Bridgewater State University, Keene State College, and Plymouth State University; see below). We then standardized the data for school size (using Castleton's fall 2016 official enrollment of 1,969) to produce size-adjusted average yearly enrollment totals for each of the three schools. The results of this tabulation (21, 20, and 8 majors, respectively) suggest a likely program size of 10 to 20 majors in the AGAA Program, a total in keeping with our initial estimates based on similar programs at Castleton.

For full-time/part-time and in-state/out-of-state comparisons, we utilized data presented in the VSCS Headcount Enrollment report for Fall 2016. These data indicate that in 2016 68% of Castleton's student body was in-state and 32% out-of-state, and that approximately 12% of Castleton's enrollment is part-time. Although part-time students tend to be rare outside of the Nursing, Education, and Athletic Leadership programs, we believe that the certificates offered by the AGAA Program may be a significant draw for part-time students, producing enrollments greater than our initial estimate here.

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

As noted above, AGAA Program faculty are already conducting significant outreach activities with K-12 students and teachers through SCHEP and the Vermont Geographic Alliance. One of the best marketing strategies for the AGAA Program will be to expand our outreach efforts through new programs bringing K-12 students and teachers to campus and field sites as part of place-based curricula and teacher trainings. We anticipate continuing such activities as a regular part of our program and will make a conscious effort to brand them as AGAA events. Our ability to conduct these events will also be significantly increased by the creation of the Center for Archaeology, the 3D Imaging Classroom, and the Enhanced GIS Laboratory.

The AGAA Program will develop an informational brochure that can be distributed by admissions as part of recruitment efforts. We will also list the AGAA Program on appropriate career and educational websites and bulletin boards. As an example, we will add the AGAA Program to the list of Archaeology programs on the Society for American Archaeology website, and make sure the program's field school is placed on the lists maintained by the Archaeological Institute of the Americas, the Registry of

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Professional Archaeologists, and Shovelbums.org. We will employ similar strategies for the Geography and Applied Anthropology components of the program.

Finally, we believe that one of our most effective marketing strategies will be to conduct highly visible projects. Over the last three years, SCHEP has received extensive coverage on VPR and in the *Rutland Herald*, *Rutland Magazine*, and other local print media. This greatly increased the project's visibility, had a direct impact on our student and volunteer participation, and generated unsolicited financial donations.

We plan a similar strategy for the new program. For example, one of the program's initial projects will be a virtual exhibit of Rutland County history. Program faculty and students will work with local historical societies, stakeholder groups, and K-12 educators to identify 40 artifacts representing local history. Through research and 3D imaging, student teams will prepare virtual exhibits that can be published online. We anticipate that the resulting exhibit ("Rutland County History in 40 Artifacts") will, in addition to training students in a wide range of skills, reach a broad local audience and attract attention to the program.

4. *Competition:*
   a. In Vermont: The proposed AGAA Program will offer a combination of courses, certificates, training, and experience that in combination will be unmatched in the state of Vermont.

   Northern Vermont University offers a major in Anthropology and coursework in GIS and Geography, but lacks the required internships, certificates, and integrative learning opportunities in the AGAA Program.

   Vermont Technical College offers trainings in GIS.

   Community College of Vermont offers occasional courses in Anthropology, Archaeology, and Geography.

   University of Vermont offers Anthropology and Geography majors and training in GIS and Archaeology. Members of the AGAA Program have received generous assistance from UVM faculty in the past, particularly UVM's Spatial Analysis Laboratory and the Consulting Archaeology Program, and anticipate continued collaboration moving forward. The AGAA Program will be differentiated on the basis on of its place-based programming, interdisciplinary coursework, certificate programs, and required internships in career pathways.

   b. In region: The AGAA Program will allow Castleton and the VSC to better compete at the regional level with some of our principal competitor programs.

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Plymouth State University offers Anthropology and Geography majors, as well as a certificate in GIS, but lacks the integrated approach and required internships of the AGAA Program.

Keene State college offers Anthropology and Geography majors, but lacks the certificates, required internships, and integrated approach of the AGAA Program.

Bridgewater State University offers an Anthropology and Geography major, but lacks the certificates, required internships, and integrated approach of the AGAA Program

c. Web-based: There are no known web-based programs offering the combination of coursework, certificates, place-based collaboration, and integrative learning offered by the AGAA Program.

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

We expect that the majority of incoming Archaeology, Geography, & Applied Anthropology majors will be new students who would not otherwise have chosen Castleton University.

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

We anticipate a minimal impact on other VSC colleges.

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

We anticipate that the AGAA Program will have a significant positive impact on external relations by solidifying existing partnerships and creating new ones. As noted above, the AGAA Program will be the home for both the South Champlain Historical Ecology Project and the Vermont Geographic Alliance. Both of these programs already have substantial local partnerships, and we anticipate expanding these partnerships as we move forward. Further, many of the organizations targeted for internships have either already reached out to Castleton faculty or have existing internship programs that have not yet been utilized by Castleton students. The AGAA Program will allow us to respond to local interest and opportunities by expanding the interdisciplinary scope of our programming and by creating long-term partnerships with key public and private sector organizations through active student engagement, internships, and other programming.

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New Program – Radiologic Sciences Policy 102

Executive Summary

Vermont Technical College is seeking to form a new program within Nursing and Health Professions title Radiologic Sciences. The program is to be located on the Williston Campus.

The program is designed to educate and prepare students in the art and science of Radiologic Technology. Areas to be covered within the curriculum will be primarily radiography; however, the curriculum aligns well with mammography, computed tomography, and magnetic resonance imaging. Other areas students will be introduced to are Interventional Radiography and Cardiac Catheterization.

The liberal studies along with RAD courses provide for a well-rounded student, the transformational learning process takes place in the clinical setting. Students will work side-by-side with licensed technologists in a competency based structure. The total credit hours obtained within the major reflects the clinical objectives required to meet the competencies of the major and is aligned with competitive Associate degree programs (River Valley Community College, North Country Community College and others). Appendix D shows a sample curriculum still needing to be finalized. A few corrections include a 3 credit math course, Jason Lacroix is finalizing, as well as the total credits for second year fall (16) and total degree credit hours (76).

The program will help meet the state needs for Radiologic Technologists. Currently, many facilities within the state rely on travel technologists costing many thousands of dollars. Champlain College served as conduit for the northern tier of the state. VTC is now poised to provide the same. Included as an addendum are letters of support from facilities seeking to become a clinical site along with industrial employers offering opportunities for internships.

Demand is high for radiologic technologists. The average age of the current workforce in Vermont is estimated at 53; nationally it is estimated to be 50 with many retiring each year. Bureau of Labor Statistics shows 13% growth through 2026.

The delivery of the education will be primarily face-to-face with some classes able to be offered in hybrid formats. Clinical education will be obtained regionally with firm commitments from UVMMC, NMC, Copley and a few orthopedic clinics. VTC is in possession of Champlain College's non-ionizing lab and materials to help minimize costs of acquisition and enable on campus laboratory experience prior to clinical rotations.

Using IPEDS data to research competitive programs, attrition hovers around 20%, which has been accounted for when creating the budget (appendix E). Jessica Van Deren and her Admissions team has stated there is enthusiasm for the program. As of 1/7/2019, there are 22 completed applications, 6 in process. The program is well on its way towards meeting the 18 student cohort.

Graduates can expect to earn $45K for diagnostic examinations, while this program directors graduates average $56K due to the curriculum offering multimodality experiences.

VTC is poised to offer a very successful program that is well planned, will be well executed with great results for its graduates.

Vermont Technical College - T117 Academic Program Development and Review

APPENDIX B – VERMONT STATE COLLEGES POLICY 102 NEW PROGRAM PROPOSAL
TEMPLATE

Part I: General Information

1. Institution: Vermont Technical College

2. Name of new program: Radiologic Science

a) Individual(s) with responsibility for program development: Roger F. Weeden

b) Academic Department(s): School of Nursing and Health Professions

3. Proposed start date of program: Fall 2019

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

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

The Radiologic Sciences Program at Vermont Technical College will provide career-focused
technical and professional education in a caring community which prepares students for
immediate workplace success and continued learning. Students who desire growth, intellectual
development, and service to the community within the medical imaging field will have enrolled
in a program that delivers on these concepts. Students will learn to function with professional
and ethical conduct and contribute as productive and valuable members of the health care team.
The standards of the VSC will apply to the program through the use of the same qualitative and
quantitative measures; measuring both faculty effectiveness and student achievement.

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:

VTC has healthcare offerings; Radiologic Sciences builds on the offerings and offers students an alternative. From an external point of view, VTC can be seen as a supplier of qualified graduates in a broader spectrum for healthcare.

The interest in the program is evident by the number of preliminary number of applications already received pending approval. The Williston campus has experienced numerous calls of interest and the admissions team has been trying its best to answer questions regarding, what may be an offering in the fall of 2019.

The Program Director has made successful inquires and enthusiasm has been experienced by future clinical sites (NMC, and UVM in particular).

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 Radiologic Technology is expected to grow in the coming years by 13%. The current workforce is aging and programs are unable to keep up with demand. In Vermont, most hospitals, where much medical imaging is taking place, are relying on travel technologist to fill critical vacancies. Some the vacancy rates are due to the geographic nature of Vermont. It is difficult to recruit applicants external to Vermont. Champlain College supplied graduates in the northern tier of Vermont. The Program Director hired began College of St. Joseph's program, every graduate produced has been hired months prior to graduation within the central tier stretching into NH and NY. This is a national trend and one many professional conferences are struggling to answer.

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 Radiologic Science Program is a distinct program expanding the offerings of the VSC system. It allows the VSC system to fill a need within the State of Vermont when it comes to Radiologic Technology. While there are other program within the state (College of St. Joseph and Southern Vermont College), they are BS degree granting program versus AS degree. The AS degree offers a better ROI for students and places graduates within the employment ranks sooner and to the benefit of facilities seeking graduates.

As a Program Director who established the College of St. Joseph program, many students seek a two year option. However, for a year, within the state, there has not been an option and some students decided to incur the additional expense and seek the four-year option. However, it was a two-year option that was initially desired. Other students went out of state (River Valley Community College, Claremont, NH) for the two-year option. This has consequences to Vermont. Boarder programs allow students to gain clinical experiences within facilities outside the state. Many of these facilities, much like those found within the state, seek employment by the graduates and this keeps former Vermont residents from entering the Vermont workforce, further depleting youth in the workforce.

VTC will stand alone in the state as the only AS degree grantor for Radiologic Science. The SLOs created and curriculum being established will allow students to continue beyond the AS degree should VTC create a BS completion degree; for example, Radiology Management.

Vermont Technical College - T117 Academic Program Development and Review

Part III: Program Description

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

Career Outcomes:

A graduate of the Radiologic Sciences Program can expect to be employed in various environments where medical imaging is used; orthopedic clinics, community health centers, hospitals, and with industrial applications. Bureau of Labor Statistics indicates a 13% growth 2016-26 (faster than average) (www.bls.gov/ooh/healthcare/radiologic-technologists.htm).

Rural Vermont struggles with recruiting in the medical imaging field. Many facilities currently rely on travel technologists to be able to fulfill the imaging demand. Northwestern Medical Center has recently lost their third shift technologist; David Gervais, Medical Imaging Director, anticipates hiring difficulty given historical data. Vermont Technical College has the ability fill the vacuum left when Champlain College decided to end it's offering of Radiologic Science. Upon hearing the possibility of Vermont Technical College offering a program, UVM Health, Northwestern Medical, and community clinics have expressed a desire to precept students with hopes of having a pipeline for potential new hires.

Programmatic Outcomes (Appendix A)

1. Students will use algorithmic reasoning when determining exposure factors to obtain diagnostic quality radiographs with minimum radiation exposure
2. Students will practice radiation protection for the patient, self and others
3. Students will position the patient and imaging system to perform optimum radiographic examinations on patients throughout the life span
4. Students will use effective non-verbal, oral and written communication in patient care to anticipate and provide basic care and comfort, patient education as well as for professional relationships
5. Students will exercise critical-thinking and discretion in the technical performance of medical imaging procedures consistent with current standards of practice
6. Students will support cultural/social awareness when providing medical imaging procedures
7. Students will appraise patient information from multiple sources to perform medical imaging procedures consistent with the scope of practice
8. Students will appreciate the importance of life-long learning for the purpose of maintaining current standards of practice

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

The program intends to deliver the education via traditional didactic approaches, hybrid and clinical experiences. The curriculum is designed to offer American Society for Radiologic Technology recommended curriculum guide, which is recognized by the Joint Review Committee on Education in Radiologic Technology. The curriculum incorporates liberal studies for a well-rounded graduate that sets a foundation for continued education. Vermont Technical

Colleges Practical Nursing and Associate Degree in Nursing curricula including with its liberal studies was used as a guide for Radiologic Sciences. This supports a host of students' interest and should a student feel inclined to alter their major, course content from the liberal studies make transition easier.

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

The Nursing PRN and ADN Program were used as a basis for the proposal.

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

Program Assessment is an ongoing process. The program must assess both the didactic and clinical given the transformational learning process. The program will use an Assessment Plan (Appendix B) that is continually updated and can be reviewed at any time.

The Assessment Plan is broken into two key components: Program Effectiveness Data to include retention rate, post-graduation employment rate, and first time pass rate for the American Registry for Radiologic Technology (ARRT) licensure exam. The second part assesses student learning outcomes through three main goals: 1. Students demonstration of clinical competency; 2. Students ability to demonstrate effective communication; 3. Students ability to apply effective critical thinking. Measurements tools used are varied; however, one very important tool is the Clinical Evaluation administered at the end of each semester for each student. It is a way for the clinical sites to communicate their experience and gauge the students' progress to becoming a licensed professional Radiologic Technologist. Other tools used are exam outcomes, competency evaluation forms and the students themselves.

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 program will follow the American Society for Radiologic Technology (ASRT) Curriculum, which is the national standard and one that the American Registry for Radiologic Technology bases its licensure exam on. The selected Program Director is also a member of the Curriculum Revision Committee with the ASRT and has intimate knowledge of current standards and future trends; for example, incorporation of computed tomography (CT) science within the current science lectures along with clinical rotations to allow students experiences within the CT modality.

The program will seek Joint Review Committee on Education for Radiologic Technology (JRCERT) Accreditation. This accreditation will allow the college community, those seeking education within the program and other communities of interest, that the program meets the highest standards within the field and its graduates are receiving the latest in knowledge regarding the field and promotes continued education far beyond the classroom (SLO). The goal of the program is to seek the

maximum award of 8 years accreditation, which the current Program Director has achieved in all the years in such a position (16 years with two renewals).

6. Program outline; include brief descriptions of all new courses: See Appendix C – Course Descriptions

Course Name & Number	Credits	New or Existing?
Radiographic Procedures I – RAD1XXX	4	New
Radiologic Science I – RAD1XXX	3	New
Clinical Education I – RAD1XXX	4	New
Radiographic Procedures II – RAD1XXX	4	New
Radiologic Science II – RAD1XXX	3	New
Clinical Education II – RAD1XXX	4	New
Summer Clinical Education I – RAD1XXX	4	New
Summer Clinical Education II – RAD1XXX	4	New
Radiographic Pathology – RAD2XXX	3	New
Radiographic Procedures III – RAD2XXX	3	New
Clinical Education III – RAD2XXX	4	New
Radiobiology – RAD2XXX	3	New
Review Seminar – RAD2XXX	1	New
Specialized Imaging – RAD2XXX	2	New
Clinical Education IV – RAD2XXX	4	New

7. TOTAL CREDITS in proposed program: 50

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 25

9. TOTAL CREDITS for the degree: 75 (Clinical Education raises the total 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. See appendix D

Vermont Technical College - T117 Academic Program Development and Review

Part IV: Budget Considerations

1. Expenditures for the proposed program: See appendix E

	Year One	Year Two
Faculty		
Admin/Other Staff		
Facilities/Equipment		
Library/Other Materials		
Other Costs (e.g. accreditation/licensure expenses)		
TOTAL COSTS:		

2. Revenue/sources to meet new expenditures: See appendix E

	Year One	Year Two
Tuition		
Reallocation		
Other Sources		
TOTAL REVENUES:		

As of May 2017

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Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program: See appendix E

	Year One	Three Years Out
Full-Time	**18**	**30**
As of 11/27-11 comp **9 in process and 5 interest**		
Part-Time		
In-State	**16**	**28**
Out-of-State	**2**	**2**

2. Describe how you arrived at these projections:

I spoke with Jennifer Gile, Admissions Williston, who presented a tally of those student who have completed their application indicating Radiologic Sciences as well as those who incomplete and lastly students expressing interest at this time. Her tally indicates a total of 11 completed applications, 8 incompletes and 5 expressing interest.

Upon the Program Director's hiring, it was expressed that an 18 student count was the goal, which should be met based on the previously mentioned projections from Admissions.

Given the regional nature of Radiology programs, it is rare to find out-of-state participants; however, it was noted that are several applications from outside Vermont (Oregon and Mass.).

3. Describe the marketing strategies for the new program.

   Spoke with Amanda Chaulk, Director of Marketing & Communications; there are plans to use inquiry management and digital advertising. Also, marketing will be similar to other programs with outreach to career centers (Green Mountain Technical Center) area high schools, info session at Williston Campus, word of mouth in surrounding communities, partnering with UVMMC and NMC.

4. Competition:

a. In state and region - NY – CVPH hospital-based program offering AS with an articulation agreement with SUNY Empire; College of St. Joseph in Rutland, VT offering a BS degree and using Central Vermont facilities, NY and NH facilities; River Valley Community College, Claremont, NH offering AS degree and using Vermont sites overlapping CSJ at times; Southern Vermont College, Bennington, VT, offering BS degree.

b. Web-based – N/A for licensure programs (BA/BS degree completion building on AS degree are offered online; usually offered with titles such as Radiology Management)

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5. How the program will impact enrollments in existing programs at the College:
    Spoke with Amanda Chaulk, Director of Marketing & Communications; the program should help with retention within the VSC system. Students may decide to change their major, having an alternate healthcare career pathway may retain the student within the VSC system versus losing them.

6. How the program will impact enrollments in existing programs at other VSC colleges:
    There are no other programs like it located on other VSC campuses. However, there are healthcare majors offered and the general education requirement is offered at other campuses. Students may choose to change campuses for the major.

7. How the program will impact existing and/ or future external relations: The impact to external relations will be positive. Vermont Tech already has existing relations and a Radiologic Sciences Program can strengthen those relationships. Given the need and growth of the profession within Northern Vermont, the idea of offering such a program has been met positively by many facilities (UVM, NMC, CVMC, smaller clinics and reaching into the Northeast Kingdom). It is also a conduit for an employment source with the latest in technological knowledge, patient care, and more.

rev. 7/21/2016

Sample Curriculum

Associate Degree in Radiologic Technology

First Year

Fall Semester		*Credits*
PSY 1050	Human Growth & Development	3
BIO 2011	Anatomy & Physiology I	4
RAD _____	Procedures I	4
RAD _____	Science I	3
RAD _____	Clinical Education I	4
	Total	18

Spring Semester		*Credits*
ENG 1061	English	3
BIO 2012	Anatomy & Physiology II	4
RAD _____	Procedures II	4
RAD _____	Science II	3
RAD _____	Clinical Education II	4
	Total	18

Summer I		
RAD _____	Summer Clinical Education I	4
RAD _____	Summer Clinical Education II	4
	Total	8

Second Year

Fall Semester		
MAT 1040	Mathematics for Allied Health	2
RAD _____	Pathology	3
RAD _____	Procedures III	3
PSY 1010	Intro to Psychology	3
RAD _____	Clinical Education III	4
	Total	15

Spring Semester		
ENG 2080	Technical Communication	3
RAD _____	Radiobiology	3
RAD _____	Review Seminar	1
RAD _____	Specialized Imaging	2
ELE XXXX	Arts & Humanities/Social Elective	3
RAD _____	Clinical Education IV	4
	Total	16

Total for Degree 75 credit hours

Parameters & Assumptions

Retention	TBD	
FTE/HC	100.0%	
Aid %	5.0%	
Year 1 Tuition Rate w/fees	$ 22,500	
Tuition Rate Annual Inflation	3.0%	
Equipment Capitalization	$ 80,000	20% over current market rate
Equipment Life (yrs)	5	
FY16 Cost Ratio (Instruction/All)	58%	
B/E Instructional Margin	74%	

	Year		
Enrollment	**1**	**2**	**3**
Entering Class	18	18	18
Total HC	18	30	30
FTE	18	30	30

Revenue			
Tuition Rev	$ 405,000	$ 695,250	$ 716,108
Financial Aid	$ (20,449)	$ (35,105)	$ (36,158)
Clinic Revenue	$ -	$ -	$ -
Net Rev	$ 384,551	$ 660,145	$ 679,950

510A : Salaries & Wages				
Director	$ 70,000	$ 72,275	$ 74,624	
FT Faculty	$ 50,000	$ 51,500	$ 53,045	
PT Faculty		$ -	$ -	
510B/520 : Benefits				
Group Insurance	$ 17,500	$ 17,500	$ 17,500	
Other benefits	$ 21,610	$ 22,297	$ 23,007	
540A : Supplies & Other Services				
53110 : Supplies	$ 1,250	$ 1,275	$ 1,301	
53120 : Educational Supplies	$ 2,000	$ 2,040	$ 2,081	Ins/rad. Mon./markers
53130 : Copying	$ 1,500	$ 1,530	$ 1,561	
53171 : Hazmat Items		$ -	$ -	
53210 : Memberships	$ 300	$ 306	$ 312	ASRT/ARRT
53220 : Subscriptions	$ 375	$ 383	$ 390	Advance/ASRT/
53230 : Hospitality/Meals	$ 1,800	$ 1,836	$ 1,873	
53261 : General Advertising	$ 10,000	$ 10,200	$ 10,404	
53310 : Telephone	$ 1,000	$ 1,020	$ 1,040	
53320 : Postage/Shipping	$ 250	$ 255	$ 260	
53560 : Repairs-Equipment	$ 800	$ 816	$ 832	
53650 : Leases/Rents-Equipment	$ -	$ -	$ -	
53890 : Miscellaneous		$ 6,000	$ 2,000	JRCERT Accred. Fee
53945 : General Profession Services	$ 5,000	$ 5,100	$ 5,202	Non-ionzing equip.
540B : Travel				
54100 : General/Mileage Reimburse	$ 6,000	$ 6,120	$ 6,242	
540C : Equipment				
55110 : Instructional/Sci	$ 16,000	$ 16,000	$ 16,000	
Expenses	$ 205,385	$ 216,453	$ 217,674	

Program Revenue net of Expense	**$ 179,166**	**$ 443,693**	**$ 462,276**
Contribution Margin	87%	205%	212%
Target Margin	74%	74%	74%
Target Revenue net of Expenses	$ 151,021	$ 159,159	$ 160,057
Target Revenue	$ 356,406	$ 375,612	$ 377,730
Target Student HC	17	17	17
Target Entering Class			

COPLEY HOSPITAL

12-12-18

Copley Hospital
528 Washington Highway
Morrisville, Vermont 05661

Mr. Roger Weeden
Radiologic Sciences Program Director
Vermont Technical College
201 Lawrence Place
Williston, Vermont 05495

Dear Mr. Weeden,

Thank you for your telephone call to discuss how Copley Hospital can become an internship site for your Radiologic Technologist students. Copley Hospital is a critical access hospital and we have a very busy imaging department in which a student could get experience in many areas of the radiology profession. Our imaging staff would like to provide an internship program for your students when they need a clinical site to help them become Radiologic Technologists.

If you have any more questions, please do not hesitate to contact me.

Sincerely,

Lise Hamel, RT, (R)(M)(CT), ARDMS
Director of Diagnostic Imaging
Copley Hospital
Morrisville, Vermont, 05661
802-888-8359 (T)
802-888-8394 (F)

NMC

NORTHWESTERN MEDICAL CENTER
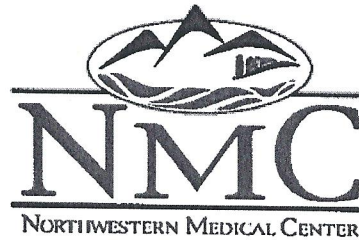
Mr. Roger Weeden
Program Director, Radiography
Vermont Technical College
Williston, Vermont

November 19, 2018
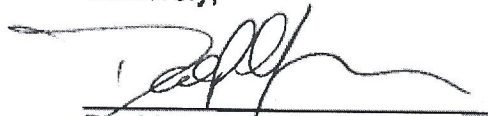
Roger:

Thank you for taking the time to travel to Northwestern Medical Center today to discuss the Radiography Program you will be leading at Vermont Technical College. I enjoyed our discussion around your vision for the program and how NMC can serve as a Clinical Education Site for the program in the coming years.

As discussed in our meeting, I will submit the contract you provided me for review by our Contract Management Office. Additionally, please let this serve as a Letter of Intent for NMC to serve as a Clinical Education Site for VTC Radiography students. We had an excellent relationship with the former Champlain College program and look forward to such a partnership with the VTC program.

Please do not hesitate to contact me with any questions as we move forward.

Sincerely,

David P. Gervais, BS, CNMT
Director, Diagnostic Imaging
Radiation Safety Officer

Entergy

To: Mr. Roger Weeden

From: Rod West, Group President

Re: Vermont Technical College's Radiologic Science Program

Date: December 5, 2018

Dear Mr. Roger Weeden,

Thank you for agreeing to meet with myself and my team. It was a pleasure to hear about your program. As discussed, Yankee Power located in Vernon, Vermont is undergoing a decommissioning process. There is an opportunity for Entergy to provide your students with radiation monitoring.

We can provide learning experiences for up to 5 students. Based on your schedule, summer months would work out best. Given the inability of a structured schedule, we can work with each student individually as discussed.

Thank you again for your time.

Sincerely,

Rod West
Group President, Utility Operations

GENERAL DYNAMICS
Bath Iron Works

To: Roger F. Weeden, Director Radiologic Sciences

From: ADM, Dirk Lesko

Date: November 28, 2018

Re: Learning Experiences/Internships

Hello Roger;

It was a pleasure to speak with you on November 28, 2018, once again, our paths cross and great to hear of your Directorship with Vermont Technical College.

The purpose of this communication is make you aware that General Dynamics is agreeable to allowing your students to participate in learning experience with our Bath Iron Works division located in Bath, Maine as well as our Newport News facility in Newport News, Virginia.

This is a rigorous internship and many steps are involved, as you're aware, prior to stepping into the facilities. A level I-II security clearance check is critical as well as the documentation outlined in our conversation.

Only one student per site can be accommodated for up to five weeks during the summer as discussed. We can proceed on an individual basis versus an MOU. The radiation monitoring being offered by your program and following ASRT guidelines will be sufficient for wet dock and dry dock work; there will be no admittance on board any surface or below surface active naval vessel seeking our facilities services. However, this will not preclude a student from gaining valuable insight and alternative use of their imaging knowledge.

Roger, we look forward to having students' from your program. I am sure there will be adjustments as we move forward, but these items will be settled in short order.

Please call me directly when you have an eligible student and we can begin the onboarding process in earnest.

Respectfully,

Dirk Lesko

ADM, Dirk Lesko
President, General Dynamics Bath Iron Works

<div align="center">

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL
<u>BS in Resort & Hospitality Management</u>

</div>

Part I: General Information

1. *Institution:* Castleton University

2. *Name of new program:* Resort & Hospitality Management

   a) *Individual with responsibility for program development:* Jonathan Spiro (CAO, Castleton University)

   b) *Academic Department:* College of Business

3. *Proposed start date of program:* Fall 2019

4. *Title of degree to be conferred:* BS in Resort & Hospitality Management

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

The BS in Resort & Hospitality Management is a three-year degree and cooperative education program in partnership with Killington Mountain Resort (the largest ski area in the eastern United States). Students attend classes as traditional students, and also receive academic credit for working in paid positions at Killington Mountain Resort. Specifically, the program operates on a trimester system with a full slate of courses in the Fall and Spring, and three 9-credit Co-ops (in winter 1, winter 2, and one summer term). Students work an average of 35 hours per week during the Co-op term and are paid the prevailing wage for the position. Accordingly, the program allows students to earn their degree in three years while earning money to finance their education, and it provides workplace experiences that immediately translate into the skills needed to succeed in the resort industry; indeed, graduates of the program have a 99 percent employment rate.

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:*

Adding a BS in Resort & Hospitality Management to Castleton's curriculum will allow us to continue to meet our mission of "emphasizing undergraduate liberal arts and professional education" in order to prepare our graduates for "meaningful careers in a global economy." Furthermore, Castleton's mission statement declares that the university "participates in strong community partnerships." This new program highlights this aspect of our mission, as the program features three Co-ops that—along with several of the program's courses—are thoroughly intertwined with Killington Mountain Resort (a major economic force and one of the largest employers in this part of Vermont). Indeed, the program solidifies the already strong ties between Castleton University and Killington. Starting two years ago, for example, Killington and our Student Government Association brokered a deal that allows all Castleton students to ski for free at Pico Resort (which is owned by Killington). Students can also purchase an enormously discounted season pass for Killington. Additionally, Pico Resort and Killington Resort both guarantee to interview Castleton students for openings in several key areas of resort operations.

In addition to fitting within our mission, the new program bolsters our institutional priorities in several ways. For example, our first priority promises a "Transformational Student Experience," and the first bullet point under that priority calls for CU to embrace "cooperative education." One of the biggest selling points of the Resort & Hospitality program is its innovative model of cooperative education in which students spend their winters and one summer being paid to work at Killington Mountain Resort while earning academic credit. This model is new to Castleton University but could serve as a prototype for other programs in our College of Business and indeed across the curriculum.

A second bullet point in our institutional priorities states that students in every program will "explore career options in their field." Students in the Resort & Hospitality Management program devote a great deal of time and energy to exploring career options in the resort and hospitality industry.

And a third bullet point promises that Castleton will "Offer courses that prepare students to pursue a career in their field, prepare for graduate entrance and/or professional tests, self-promotion in the job market, and financial literacy." A quick glance at the list of courses in the Resort & Hospitality Management program confirms that the curriculum addresses each of these goals.

On July 1, 2019, Castleton University will reorganize into three colleges. The BS in Resort & Hospitality Management will fit perfectly in the new College of Business, under the leadership of the Dean of the College of Business.

Given the above, our Admissions team is eager to start promoting the BS in Resort & Hospitality Management as they are confident that there is a large and sustainable market for this program. In the program's previous incarnation (with Green Mountain College) it operated at full capacity, and it is clear that several aspects of the program will be very popular with our own students, including the ability to earn a degree in just three years, the paid Co-ops, and the numerous and rewarding career opportunities that await the program's graduates.

The leadership of Killington Mountain Resort has long sought a partnership with Castleton University as their demand for qualified resort and hospitality managers is greater than the supply. Killington assures us that we can double the program's enrollment (from 30 to 60 students).

In sum, adding a BS in Resort & Hospitality Management will enable Castleton to better serve the people of Vermont and the region by expanding our programming in a manner consistent with our mission and our strategic priorities. This signature program will increase our enrollment, raise net revenue, and allow us to offer a very effective model of cooperative education.

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):*

We have not had time to conduct our own market research for this program. However, we are assured by the leadership of Killington Mountain Resort—which is anxious to increase its managerial workforce—that the new program will meet employment needs in the regional and national resort industry. And, of course, we know that the program will help meet the local employment needs of Killington Mountain Resort and Pico Mountain Resort.

As Chancellor Spaulding explained in a letter on January 17 to Robert Allen (President of Green Mountain College), CU's addition of this new program "will support one of Rutland County's largest employers, current jobs in the region, local businesses, and the potential for employment growth in the future." Indeed, Mike Solimano (President and General Manager of Killington Resort, and a strong proponent of Castleton adding the program in Resort & Hospitality Management) states: "The best part of the program is the real life experience that these students receive working at our resort and how this translates into skills needed to succeed in the resort industry. A large percentage of the rising stars on Killington's resort management team have graduated from the Killington School of Resort Management. This program is clearly our best recruiting tool for the future leaders of our company."

Furthermore, POWDR (the corporate owner of Killington) is one of the largest ski resort operators in North America. It oversees major resort operations in California, Oregon, Colorado, Utah, Nevada, Pennsylvania, and Mexico that will provide internship and employment opportunities for our graduates.

The School of Resort Management is based in two facilities located in Killington. One facility is the student residential facility and living/learning laboratory known as The Lodge at Killington. Located on the Killington access road, the facility is a full service residence, including conference space, computer lab, dining room, food service, laundry facilities, recreation room, and fireplace lounge. The other facility is a suite of classrooms and faculty workspaces located one mile away from The Lodge at the High Ridge Conference Center.

The Resort & Hospitality courses are taught on-site by a full-time professor and a number of part-time professors recruited from the top management of Killington Mountain Resort. However, the six General Education courses offered in the Fall of Years 1, 2, and 3 will be offered in a hybrid format. The reason is that the Killington program's Fall semester ends three weeks "early" at Thanksgiving to accommodate the start of the Winter Co-Op, so the students will finish their Gen Ed courses online.

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 program will strengthen the system by increasing enrollment, forging a partnership with one of the largest employers in Vermont, and providing a nationally-recognized career-oriented program that offers a model of cooperative education that meets the expectations of Vermont's taxpayers and legislators.

The new program will not only keep students in Vermont, but also attract out-of-state and international students who want to live, learn, and work at one of the most famous resorts in the world.

NVU Johnson offers a BA in Business with a concentration in hospitality and tourism management, but students take a total of only 21 credits in hospitality and tourism (versus 75 credits—not counting electives—in CU's BS in Resort & Hospitality Management). NVU Lyndon offers a BS in Mountain Recreation Management, but Castleton's program is tied directly and inextricably with the Killington Mountain Resort, located a short drive or bus ride from our campus. Castleton's students live on Killington Mountain; take courses on Killington Mountain; and work on Killington Mountain. Due to our geographic proximity, the leadership of Killington Mountain Resort is interested in partnering only with Castleton University.

Part III: Program Description

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

The learning outcomes of the BS in Resort & Hospitality Management are as follows:

> The successful student will:
> - Develop skills in problem solving, critical thought and clear expression in a variety of situations within the resort and hospitality setting;
>
> - Fully understand and demonstrate knowledge of management theory and its application to the destination hospitality and resort operation; and
>
> - Heighten his/her knowledge and awareness of his/her environmental responsibility, understanding of the global community, and obligation for lifelong education.

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

Students who major in Resort & Hospitality Management at Castleton University take 39 credits of General Education coursework to ensure that they have a strong liberal arts background. These courses 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, oral communication, literature, and computing; 2 credits of our signature cultural program ("Soundings"); as well as competencies in writing, public speaking, information literacy, and quantitative reasoning.

In addition, the program's students take 75 credits that prepare them to embark on careers in the resort and hospitality industry. The course work in Year 1 provides students with a foundational understanding of the industry. Year 2 exposes students to the operational aspects of the industry. And Year 3 provides students with a strategic lens through which to view the industry. Thus, as students advance through the curriculum and the three Co-ops, they advance metaphorically and literally from employee, to supervisor, to manager.

During their three Co-op experiences, students apply and interview for specified positions within the Killington Mountain Resort. These positions are classified as either "front of the house" (guest contact) or "back of the house" (non-guest contact).

> <u>Examples of Paid Co-op Positions</u>
> *Front of the house:*
> - Banquet Services at the Killington Grand Hotel
> - Day Care Center: Ramshead
> - Equipment Rentals: Snowshed, Ramshead, and Bear Mountain base lodges
> - Food & Beverage: base lodges
> - Front Desk: The Killington Grand Hotel and The Villages at Killington
> - Killington Guest Services

- Retail: Ramshead and Snowshed base lodges and Killington Sports stores
- Ticket sales: Ramshead, Skyeship, and Pico base lodges

Back of the house:
- Cash room and auditing
- Food and Beverage: The Killington Grand Hotel and base lodges
- Housekeeping in The Villages
- Lift operator for mountain operations
- Lodge cleaning services
- Night audit
- Reservations at the ski school call center
- Snowmaking and grooming in mountain operations

Students work an average of 35 hours per week during the Co-op term and are paid the prevailing wage for the position. Students are treated as Killington employees with all rights and privileges normally due to Killington employees.

Students performing a Co-op meet as a class each week. The students are given a sequence of projects to complete over the term; students also complete a term-long "special project" that they develop in conjunction with their supervisor, subject to approval of the faculty. The students present the project to the Killington Management team at the end of the term. Formal evaluations and faculty/coordinator visits are completed for each student. The student also coordinates an entrance and exit interview with his/her direct supervisor, program faculty, and the Killington Director of Training and Development.

The student experience in Co-Op II compliments that of Co-Op I. The differences are: (1) if the student was in the "front" during Co-Op I, then he/she will be placed in the "back" for Co-Op II; and (2) projects and class assignments are at a second-year level. In addition, students who show promise have the opportunity to become supervisors at Killington, with the responsibility for six to eight employees. The third iteration of cooperative education is the Summer Co-Op, when the student experiences first-hand the changes required for the Killington summer season. For example, the resort goes from skiing, tubing, and on-mountain winter events such as the Audi World Cup to a summer season that offers mountain biking, adventure park activities, music festivals, and weddings.

Students also have the option of taking 9 credits of internships whose goal is to provide a focused experience in a destination resort setting that will lead to the student's choice of a full-time career. The internship may be completed at Killington if both the student and the Resort agree, but the internship may be completed at other national or international properties as well. The student submits a proposal to the Resort & Hospitality Management faculty at least three months prior to the experience. This proposal includes the job/position description, learning outcomes, project(s) to be completed, and evaluation system. The proposal must also include a letter of support from the internship site.

Finally, the program's students have a hand in operating The Lodge. For example, the student-run Events Team plans activities for the residents; the Food & Beverage Operations produces

selected meals; and the Lodging Operations class develops an ongoing preventive maintenance plan for the facility.

All of the above ensures that students who major in Resort & Hospitality Management experience a program that integrates professional, liberal, and career study.

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

   One of Green Mountain College's signature programs (and one of the most remunerative) was the BS in Resort & Hospitality Management. Over its two decades of existence, the program's leaders developed and honed an innovative curriculum that serves as the basis for our proposal, which we have modified and expanded to fit our mission and strategic initiatives.

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

   The BS in Resort & Hospitality Management will have a Review Board designed to help each student achieve the program's learning outcomes and thereby progress toward a successful career in the resort and hospitality industry. The Review Board is comprised of the program's faculty, industry Co-op coordinators, and the General Manager of the residence facility. At the end of each student's three Co-op experiences, the Board will review the student's academic performance, professionalism, and personal behavior; and the Board will outline the student's strengths, areas for development, as well as an action plan for the upcoming academic year. The following criteria are used for the review process:
   - *Academic: Overall GPA, major GPA, General Education coursework.*
   - *Co-ops: Supervisor evaluations, special projects, academic work.*
   - *Professionalism: Team projects and peer evaluations, organization skills, leadership roles, field evaluations.*
   - *Personal: input from the RA, Co-op coordinator, and administration.*
   The possible outcomes of the review board are Pass, Probation, or Dismissal from the program. Students who receive a finding of "Pass" need take no further action. In cases where a student receives a "Probation" finding, the faculty outlines specific goals and outcomes needed to show reasonable progress towards a "Pass" status, usually by the completion of the following term. Should the review result in a "Dismissal" finding, the student needs to meet with the program's faculty to discuss off-ramp strategies within the University.

   Furthermore, in keeping with VSCS policy, the program in Resort & Hospitality Management will enter into a five-year review cycle through the VSCS Program Review and Continuous Improvement Process (PReCIP). The self-evaluation required as part of this review must include assessment of student learning, post-graduation employment data, analysis relative to the adequacy of human and fiscal resources, and strategies for improvement in response to the accumulated evidence. The PReCIP review committee will include at least one external stakeholder among its membership. At the mid-point of the program's review cycle, the Chief Academic Officer will require the program to submit a progress report that focuses on the evaluation of assessment results (and, in future cycles, on efforts to address the

recommendations of the previous committee assigned to review that program). The program's faculty and the Dean of the College of Business will then use the assessment results for programmatic improvement.

These efforts will help ensure that the program is effective in helping its graduates achieve the learning outcomes.

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

The program is not required to maintain licensure, certification, or accreditation standards with any external entities.

The leadership team of Killington Mountain Resort is directly involved in numerous aspects of the BS in Resort & Hospitality Management. The resort's management team provides input into the program's overall curriculum as well as the content of individual courses; they oversee the cooperative education phases of the program; they help to evaluate the students; and they even supply a number of the instructors. This continuous participation in the program by the leaders of one of the nation's premier resorts will ensure that the program incorporates current standards and emerging directions in the resort and hospitality industry.

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

Course Name & Number	Credits	New or Existing?
RHM 1110 Introduction to Resort & Hospitality Operations	3	New
RHM 1120 Advanced Spreadsheets in Resort and Hospitality	3	New
RHM 1130 Data Management in Resort and Hospitality	3	New
RHM 1200 Co-Op I	9	New
RHM 1310 Financial and Budget Management	3	New
RHM 1320 Human Resources in Resort and Hospitality	3	New
RHM 1330 Resort and Hospitality Marketing	3	New
RHM 2110 Food and Beverage Operations	3	New
RHM 2120 Lodging Operations	3	New
RHM 2130 Retail Strategy and Consumer Behavior	3	New
RHM 2200 Co-Op II	9	New
RHM 2310 Entrepreneurship in Resort and Hospitality	3	New
RHM 2320 Resort and Hospitality Law	3	New
RHM 2330 Market Research in Resort and Hospitality	3	New
RHM 2340 Professional Communication in Resort and Hospitality	3	New
RHM 2400 Summer Co-Op	9	New
RHM 3100 Team Manager and Development (elective)	3	New

RHM 3110 Events Planning	3	New
RHM 3120 Resort and Hospitality Leadership	3	New
RHM 3310 Resort and Hospitality Strategy	3	New
RHM 3810 Resort Internship (elective)	1-9	New

Course Descriptions:

RHM 1110: Introduction to Resort and Hospitality Operations

The history and psychological basis of the resort industry is explored. Students are also introduced to the operational areas of the destination property. Senior managers from Killington Resort guide students in the understanding of the various operational areas and responsibilities of the resort management team. Special attention is paid to various national/international resorts and market segments, as students track particular resorts and market segments over the term. The global and environmental aspects of the resort industry are also explored.

RHM 1120: Advanced Spreadsheets in the Resort and Hospitality Industry

Builds proficiency in spreadsheets for resort management decision-making. Mastery of Excel functionality and business applications such as financial modeling, data management, reporting, and market research.

RHM 1130: Data Management in the Resort and Hospitality Industry

The system for collection and summation of data is explored within the hospitality property and destination resort setting. Special attention is paid to the seasonality of the business as well as the special requirements and timing for report generation. Students will also explore the special interrelationships of the resort guest-contact areas (base lodges operations, hotel lodging, time-share real estate, food service, retail, equipment/rental operations, activity/events) and the administrative support areas (human resources, finance, mountain operations, marketing and housekeeping/maintenance) using USAHR (Uniform System of Accounts for Hotels and Restaurants).

RHM 1200: Resort Co-Op I

Performed at Killington. The student is given the opportunity to apply and interview for specified positions within the Killington Resort. These positions are classified as either "front of the house" (guest contact) or "back of the house" (non-guest contact). Once accepted into a particular Co-op position, the student will experience job functions in that area. All Co-ops are paid at prevailing wages. Students are treated as Killington employees with all rights and privileges normally due to a Killington employee. The student is expected to adhere to all Killington policies and procedures.

The students meet as a class each week. The student is given a sequence of projects to complete over the term. The student also completes a term-long research project.

Note that the Co-op begins at the beginning of December and runs through the beginning of March. Students will be expected to work a full (36-40 hour) week during that time (including

Christmas Eve/Day, New Year's Eve/Day, and Presidents' Week). Work schedules will be arranged so that the students have time off in order to attend class.

Formal evaluations and faculty/coordinator visits are completed for each student. The student also coordinates an entrance and exit interview with his/her direct supervisor, CU faculty, and the Killington Office of Human Resources. Should any student be separated from the Killington Resort for any reason, that student will automatically fail the course.

RHM 1310: Financial and Budget Management in the Resort and Hospitality Industry

The student will be introduced to the key financial reports and systems within a hospitality and/or resort setting. This course approaches financial decision making from the view of a base lodge or general manager. Thus, emphasis is placed on the financial reporting system available to middle management and the decisions available to those managers.

The concepts of CVP, yield management, budget preparation, forecasting, internal control, and operational leverage are covered in addition to the traditional financial statement interpretation. This course uses "real life" examples and project assignments from Killington resort and/or hospitality operations.

RHM 1320: Human Resource Issues in the Resort and Hospitality Industry

An introduction to human resource management in the hospitality and resort industry. In addition to addressing the traditional human resource functions of sourcing, selection, development and evaluation, the course allows the student to view the resort in a competitive service industry with a seasonal (short term) employee base.

This course also covers the regulatory environment and the special considerations of sourcing an international seasonal work force each year. Guest and employee injuries, bomb threats, natural disasters, and other unforeseen emergency management strategies are discussed. Legal and ethical concerns are addressed.

RHM 1330: Resort and Hospitality Marketing

Applies marketing principles to the resort/hospitality industry in general and the destination property in specific. Topics include strategies for product and service offerings, seasonal pricing strategies, communication message, content, and placement as well as market segmentation. The concepts of product life cycle, resource allocation and relationship marketing strategies are also introduced. Students apply concepts to the Killington operations through projects and presentations.

RHM 2110: Food and Beverage Operations

Regardless of the geographic location, the activities, or the seasonality of its business, all resorts and hospitality operations have lodging and/or food & beverage concerns. This course immerses the student into an understanding of those fundamental operations.

The food and beverage component exposes the student to the process of food/beverage ordering, receiving, inventory control, preparation, service, and evaluation. Concepts of cost control, menu design, function management, CVP and the like are also explored.

RHM 2120: Lodging Operations

This course provides an in-depth focus on the lodging component of hospitality operations. Topics include rooms portfolio management, forecasting and pricing decisions, integration with information technology, yield, ADR and RevPAR management, target market concerns, group business decisions, as well as operations management of the lodging property.

RHM 2130: Retail Strategy and Consumer Behavior in the Resort and Hospitality Industry

Retail operations are a critical component to the overall resort offering. This course examines the traditional theories of consumer behavior (buying behavior, purchase process, product attributes, etc.) in light of the resort guest. The student also explores the retail strategies of atmospherics, inventory assortment, merchandising, store layout, pricing strategies and product placement within the store. Killington retail outlets are used for case illustration, research and student projects.

RHM 2200: Resort Co-Op II

This student experience compliments the first Co-op. If the student was in the "front" during Co-Op I, then he/she will be placed in the "back' for Co-Op II. Same policies and structure applies as Co-Op I. Project and class assignments are at the second year level. Certain students who show promise may be invited to take on additional supervisory responsibilities and projects.

RHM 2310: Entrepreneurship in the Resort and Hospitality Industry

This course explores the key drivers in the growth of entrepreneurship in the resort and hospitality industry and the factors that contribute to entrepreneurial success and failure. Students will have the opportunity to explore these concepts through the creation of their own new venture concept and self-reflection if they are willing to do what it takes to be a successful entrepreneur.

RHM 2320: Resort and Hospitality Law

This course exposes the student to the legal and regulatory issues involved with managing the hospitality and/or resort property. Hospitality topics include hotel-guest relationships, rights of refusal, assumption of risk, dram shop acts, bailments, riparian rights, duties of guest safety, as well as food and liquor liability. Resort issues include—but are not limited to—the permitting process, environmental regulations, as well as community and societal issues.

RHM 2330: Market Research in the Resort and Hospitality Industry

Market research is a continual operation within the hospitality property and destination resort. This course allows the student to experience the marketing research process as both a project as well as a continual operation, using the Killington Mountain Resort's NPS database.

Students will develop and administer a variety of collection instruments, including surveys,

focus groups, interviews, and Internet polling. The students will experience a variety of data collection, analysis, and interpretation. Projects will be assigned in conjunction with the Killington management team, which will allow the student to collect data, perform the analysis, make recommendations, and present his/her findings to the Killington management team.

RHM 2340: Professional Communication in the Resort and Hospitality Industry

This course explores methods of professional communication in the resort and hospitality industry, the publication of professional documents and media, print and online correspondence, public presentations, and authoring public relations and advertising messages.

RHM 2400: Resort Summer Co-Op

Every resort is seasonal in nature, witnessing peak and off-season market demands. The resort may also experience a change in the activity base. In the case of Killington, the resort goes from skiing, tubing, and on-mountain winter events such as the Audi World Cup to a summer season that offers mountain biking, adventure park activities, music festivals, and weddings.

In RHM 2400, the student experiences first-hand the changes required for the Killington summer (off) season and the special "four season" nature of today's resort industry. Students are given the opportunity to apply and interview for specified positions within the Killington Resort during the summer.

Same policies and structure applies as in Co-Op I and Co-Op II. Certain students who show promise may be invited to take on additional supervisory responsibilities and projects.

Student chooses whether to enroll for the Summer 1 or Summer 2 term.

Note: A student can substitute 9 credits of internships (RHM 3810) for RHM 2400.

RHM 3100: Team Manager and Development

This course offers the RHM student team manager an opportunity to further develop her/his management abilities. The RHM team manager will be responsible for the successful operation of various activities and events throughout the academic year. This course is designed to help the student evaluate the success of those efforts with respect to her/his own management abilities.

RHM 3110: Events Planning

An examination of methods required in planning, coordinating, delivering, and evaluating events and functions within the resort operation. The student will study the needs of various market segments, groups, and individuals in order to execute a successful event within the constraints of a profitable hospitality operation. Events entail more than just food and beverage service; students will consider the social, artistic and environmental aspects as well. Students will plan and execute multiple KSRM events during the term, including the KSRM graduation ceremony.

RHM 3120: Resort and Hospitality Leadership

What makes a good leader in a modern organization? What is leadership all about? How did leadership develop? Is leadership situational? Is it grounded in the individual? These and many other questions continue to surface as organizations change in the global complexity that surrounds us. This course seeks to explore the concept and history of leadership from early writers through the industrial era and ending up in today's information age. The course looks at leadership theory through the writings of both academic theorists as well as organizational practitioners over that same time. Students have input on leadership topics and reflect on their own leadership style.

RHM 3310: Resort and Hospitality Strategy

The capstone course in which the student is required to draw upon all parts of the curriculum, under pressure, to demonstrate his/her ability to think critically and communicate sound decisions in the management of resort and/or hospitality operations. The student will analyze and/or author case studies, make professional presentations on some aspect of strategy in a staff meeting setting, or produce other appropriate vehicles to demonstrate the culmination of his/her knowledge.

The student will also need to successfully complete a comprehensive exam. This exam will be given over a series of classes and will cover all previous content from RHM courses.

RHM 3810: Resort Internship

The internship experience is student driven and developed in conjunction with the Resort & Hospitality Management faculty. The goal of the internship is to provide a focused experience in a destination resort setting that will lead to the student's choice of a full time career. Thus the student should give ample time and thought to the location and type of experience that he/she desires for the internship.

The internship may be completed at Killington if both the student and the Resort agree. The internship may be completed at other national/international properties as well. There is no guarantee of stipend, wages or salary for the experience. Those decisions are between the resort property and the student.

The student will submit a proposal to the RHM faculty at least three months prior to the experience. This proposal will include, but not be limited to, the job/position description, learning outcomes, project(s) to be completed, and evaluation system. The proposal must also include a letter of support from the internship site, which includes the names, and positions of all supervisors, start/finish date, and any other appropriate information. The student will not be allowed to register until the RHM faculty approves all such information.

Repeatable up to 9 credits.

7. *TOTAL CREDITS in proposed program:* 75

8. *TOTAL GENERAL EDUCATION CREDITS beyond those in the program:* 39

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.

YEAR 1

Fall (16 credits)
- RHM 1110 Introduction to Resort and Hospitality Operations
- RHM 1120 Advanced Spreadsheets (Computer Intensive)
- RHM 1130 Data Management
- ENG 1061 English Comp (First-Year Seminar)
- Frame (Scientific & Mathematical Understanding)
- INT 1051 Soundings I

Winter (9 credits)
- RHM 1200 Co-Op I

Spring (15 credits)
- RHM 1310 Financial and Budget Management
- RHM 1320 Human Resources
- RHM 1330 Marketing
- Frame (Scientific & Mathematical Understanding)
- Frame (Social & Behavioral Understanding)

Summer (9 credits)
- RHM 2400 Summer Co-Op

YEAR 2

Fall (15.5 credits)
- RHM 2110 Food and Beverage
- RHM 2120 Lodging Operations
- RHM 2130 Retail Strategy and Consumer Behavior
- ENG 2260 Touchstones (Writing Intensive)
- Frame (Aesthetic Understanding)
- INT 1053 Soundings II

Winter (9 credits)
- RHM 2200 Co-Op II

Spring (16 credits)
- RHM 2310 Entrepreneurship
- RHM 2320 Resort and Hospitality Law
- RHM 2330 Market Research
- RHM 2340 Professional Communication (Writing and Speaking Intensive)
- Frame (Scientific & Mathematical Understanding)

YEAR 3

Fall (15.5 credits)
- RHM 3110 Events Planning
- RHM 3120 Leadership
- Elective (or RHM 3810 Internship)
- Frame (World Views: Cultural, Historical, and Philosophical)
- Frame (Social & Behavioral Understanding)
- INT 3054 Jr. Soundings

Winter (3 credits)
- RHM 3810 Internship (if did not do Summer Co-Op)

Spring (15 credits)
- RHM 3310 Strategy
- Elective (or RHM 3810 Internship)
- Elective
- Frame (World Views: Cultural, Historical, and Philosophical)
- Frame (Aesthetic Understanding)

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
FACULTY Full-Time	$90,000	$94,000
Part-Time	$54,000	$54,000
STAFF	$45,000	$46,800
LIBRARY	$8,000	$8,000
RESIDENTIAL LODGE		
Additional Housing	-	$300,000
Cable	$7,004	$14,008
Contingency Fund	$50,000	$50,000
Electricity	$6,695	$13,390
Food	$177,160	$225,000
Gas/Propane	$4,326	$8,652
Heating	$16,995	$33,990
Miscellaneous	$1,030	$2,060
Postage	$51	$53
Real Estate	$19,364	$19,944
Rent	$118,450	-
Repairs/Maintenance	$8,755	$9,017
Room Waivers	$33,608	$67,000
Supplies	$2,163	$4,326
Telephone	$1,565	$1,612
Travel	$1,498	$1,543
Waste Removal	$7,931	$15,862
Water/Sewage	$8,240	$16,480
CLASSROOM SITE		
Cable	$1,854	$1,909
Function	$7,519	$7,744
Memberships	$437	$450
Miscellaneous	$1,318	$1,357
Other	$11,937	$12,295
Printing/Publications	$515	$530
Rent	$40,357	$41,568

Supplies	$824	$848
Telephone	$618	$636
Travel	$1,699	$1,750
TOTAL COSTS:	**$729,000**	**$1,055,000**

2. *Revenue/sources to meet new expenditures*

	Year One	**Year Two**
Tuition	$840,000	$1,400,000
Reallocation	-	-
Other Sources	-	-
TOTAL REVENUES:	**$840,000**	**$1,400,000**

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	Year One	**Three Years Out**
Full-Time	30	60
Part-Time	-	-
In-State	18	36
Out-of-State	12	24

2. Describe how you arrived at these projections:

We arrived at these numbers by using (a) past enrollment trends for the Resort & Hospitality Management program when it was hosted by Green Mountain College, (b) current inquiries and applications, and (c) the expectations of the management at Killington Mountain Resort re: future enrollment trends.

There is more demand for this program than capacity in the current facility. Castleton will be looking to expand the program by securing additional residential spaces for students in the coming year.

For In-State/Out-of-State comparisons, we utilized the fact that 68% of Castleton's student body is in-state and 32% out-of-state, and modified that slightly on the assumption that the Resort program—with its national visibility and strong placement record—will draw more out-of-state students than other CU programs.

3. Describe the marketing strategies for the new program.

The program will be included in the general recruitment and marketing strategy for the entire university. Targeted recruitment for this program will be ongoing throughout the year through multimedia campaigns and by hosting special on-site programs for prospective students to experience.

In addition, it will not hurt that hundreds of thousands of visitors every year will see Castleton University's prominent sign on the Killington access road. Killington Mountain Resort, which wants to support our marketing efforts, will also feature information about the Resort program on its website and on its signage.

4. Competition:
   a. In state and region

-Boston University: BS Hospitality Administration
-NVU Lyndon: BS Mountain Recreation Management
-University of New Hampshire: BS Hospitality Management
-University of Vermont: BS Parks, Recreation and Tourism

b. Web-based
-Grand Canyon University: BS Hospitality Management
-University of Massachusetts, Amherst: BS Hotel and Tourism Management

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

It is probable that some students who would otherwise attend CU to major in Management will decide to major in Resort & Hospitality Management. But we expect that the majority of incoming Resort & Hospitality majors will be new students who would not normally have selected Castleton University.

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

We do not anticipate a large impact on other VSC colleges. This Resort program has been in existence for eighteen years; Castleton's adoption of the program should not appreciably change the strategic landscape. We expect that recruits in the northern part of the state will continue to be attracted to NVU's program in Mountain Recreation Management, and recruits in the southern part of the state will be attracted to CU's program at Killington.

It is possible that students seeking an off-ramp from our BS in Resort & Hospitality Management will decide to transfer into NVU's new Associates degree in Mountain Resort Management.

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

We anticipate that the program in Resort & Hospitality Management will have a significant positive impact on external relations by solidifying and expanding our existing partnership with Killington Mountain Resort and better positioning Castleton University as one of the economic drivers of our region.

In addition, we expect our students to be excellent ambassadors for CU when performing internships nationwide in the resort and hospitality industry.

It seems reasonable to expect that with more local employment opportunities and experiential ties to the community, more alumni will remain in our region and state and thereby strengthen our external relations.

Finally, the presence of the School of Resort Management on the Killington access road will imprint the Castleton brand (and 343 green!) on hundreds of thousands of tourists from around the world who otherwise would never know about Castleton University.

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL
Master of Business Administration

Part I: General Information

1. **Institution**: Castleton University

2. **Name of new program(s):** Master of Business Administration

   a) **Individual(s) with responsibility for program development:**
      › Peg Richards, Chair, Department of Business Administration
      › Dr. Bill Godair, Associate Professor of Business Administration

   b) **Academic Department:** Department of Business Administration

3. **Proposed start date of program:** Fall 2019

4. **Title of degree(s) to be conferred (if applicable):**
   › Master of Business Administration - Leading Organizational Change
   › Master of Business Administration - Analytics
   › Master of Business Administration - Healthcare Administration
   › Master of Business Administration - Media and Communication

5. **Brief description of proposed program (150 words or less):**
   The Master of Business Administration (MBA) is designed as an online program. The goal of the program is to prepare students for career advancement and/or leadership positions in for-profit or not-for-profit businesses and organizations. Students in the 36-credit, professionally-focused program take nine required MBA "core" courses (27 credits), including the capstone course, *Strategic Management and Leadership*. In addition, students select one of four concentrations, each with a 9-credit focus. Students may complete the degree in one year.

   Additionally, the certificate offerings within each of the MBA concentrations provide supplementary training to non-matriculated individuals who may eventually choose to matriculate and apply their certificate credits towards the MBA degree.

   Master of Business Administration (MBA)
   - Core Courses in Business and Math   27 credits
   - Concentrations
     - Leading Organizational Change   9 credits
     - Analytics   9 credits

-Healthcare Administration   9 credits
-Media & Communication Management   9 credits

Total MBA with Concentration: 36 credits

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:**

   Castleton University's mission statement emphasizes a dedication to a "transformational education" that "prepares its diverse students for relevant and meaningful careers." In Vermont, business activities range from small startups to large non-profit organizations to corporations doing business globally. The MBA program is designed to prepare professionals for a career in any of these businesses or organizations, whether for-profit or not-for-profit businesses, public or private organizations, or government agencies. The program will benefit those looking for careers with these entities, or those who seek to advance their careers by enhancing their leadership, analytical and conceptual skills.

   Though there are several in-state and a variety of regional online MBA programs, Castleton University's MBA program is fast-paced, organized in intensive 6-8 week sessions that are designed to meet the needs of working professionals through flexible delivery and speed to completion. The MBA can be completed within 12 months by taking two courses in each of six sessions. This timeline, along with the attention to translating Castleton's emphasis upon building relationships and communication between instructors and students, will set Castleton's program apart from the competitors. Additionally, individuals may complete graduate and advanced graduate certificates in Leading Organizational Change, Analytics, Healthcare Administration, and Media & Communication. The certificate offerings allow individuals to achieve intermediate academic credentials as they work towards the MBA and use those credentials to demonstrate to current and future organizations their enhanced skills and knowledge. Therefore, the Castleton MBA program provides a nontraditional degree program that meets the needs of today's professionals. As MBA.com observes, "The MBA is alive and well at schools that offer multiple, nontraditional degree programs. These schools are demonstrating growth as they provide enrollment options that today's professionals seek."[1]

   The "Pillars and Priorities" of Castleton's strategic plan emphasize a "transformational student experience" through an "innovative approach" of delivery models and pedagogy. Additionally, as the institution prepares its graduates for "relevant and meaningful careers," the MBA positions those who hold the degree either to gain employment as leaders in their field or to continue the path towards executive or senior leadership levels within businesses, government agencies or organizations. The MBA is often considered an essential credential for a candidate's progression within an organization to a senior leadership position.

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[1] https://www.mba.com/mbas-and-business-masters/articles/mba/the-mba-is-alive

The proposed MBA complements Castleton's existing undergraduate business degree programs. Additionally, this degree has the potential to have a positive influence on a variety of non-business undergraduate programs, whose graduates seek to join the "management team" of their profession. Currently, Castleton graduates and other residents or practitioners throughout the region who are interested in an MBA degree may believe they have to leave the state to obtain their Master's degree. This program will allow such students to connect with or remain connected to Castleton. As an online program, it will allow individuals across the region to simultaneously pursue the beginnings of their careers or further enhance their established career while pursuing an MBA. Additionally, as people across the region take courses within the program, Castleton's MBA program will have increased recognition.

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):**
Previous research conducted by Castleton students in Marketing Research, mentored by Professor Paul Cohen, contacted thirteen local and regional organizations. There was a consensus that a local institution providing an MBA was desirable, especially if the instructors were easily accessible.

The areas of specialization most desired by organizations interviewed were: Leadership (General Electric); Finance, Human Resources and Leadership (Heritage Family Credit Union); Human Resources and Healthcare Administration (Rutland Regional Medical Center); Leadership, Communications, Human Resources and Finance (Vermont Electric Power Company); Business Analytics, Finance and Marketing (Vermont Country Store). Organizations expressed a desired for a hybrid (low-residency) program, which minimizes conflicts with work. The proposed MBA program (1) ensures instructor accessibility by requiring virtual office hours, (2) minimizes work conflicts with an on-line course delivery, (3) provides concentrations in Leading Organizational Change, Healthcare Administration, Analytics, and Media and Communication.

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 VSCS colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):**
The MBA benefits the state and supports VSCS strategic planning priorities by:

> Offering an MBA degree program within the VSCS, allowing students currently

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attending any VSCS institution to obtain their MBA degree without having to leave the VSCS, thereby improving retention and graduation rates. (Strategy 2)

› Leveraging existing and emerging technology to attract and retain highly qualified students without regard to physical location, through degree completion. (Strategy 2)

› Providing working Vermonters with a flexible and online graduate MBA program which improves their leadership, analytical and conceptual skills, preparing them for future challenges. (Strategy 4)

› Developing a strategic alliance with Northern Vermont University and Vermont Technical College that complements their undergraduate program(s) and provides a seamless transition to Castleton's MBA program. (Strategy 5)

Additionally, the MBA program will:

› Assist the VSCS in developing the educational and employment potential of Vermonters, thereby providing for a fully educated and sustainable workforce in the state.

› Enhance students' access and success through a high-quality MBA program, led and staffed by experienced professionals in a variety of fields (Leading Organizational change, Analytics, Healthcare Administration, and Media and Communication).

› Utilize an online delivery system, which increases access to a graduate degree to a widely dispersed student population.

This program seeks to be the first Master of Business Administration degree in the VSCS. The MBA will educate, develop, and cultivate the next generation of leaders in Vermont (and beyond). It is likely that this program would positively impact the enrollments of the other institutions in the VSCS, as it provides a 4+1 option for all graduates within the VSCS. This is especially true because of the on-line nature of the MBA. Other VSCS programs that could easily work towards a 4+1 and possible articulation agreement are:

› Northern Vermont University:
  › BS of Accounting
  › BS in Business Administration
  › BS in Mountain Recreation Management
  › BS in Music Business and Industry

› Vermont Technical College
  › BS in Applied Business Management
  › BS in Business Technology and Management
  › BS in Entrepreneurship

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Part III: Program Description

1. **Specific program objectives, including career and learning outcomes for students:**
   The MBA seeks to develop students into leaders who possess the leadership, analytical, and conceptual skills needed to face the challenges of today's global business environment. This is accomplished through the following learning goals and objectives:

   › Leadership
   - › Summarize and describe effective use of leadership theories and approaches.
   - › Develop one's own leadership style.
   - › Summarize and apply theories of team composition, process, and motivation (including inclusivity and diversity) to effectively lead teams.

   › Decision-making
   - › Analyze and synthesize information across disciplines/functions to evaluate business opportunities and make sound business decisions.
   - › Apply a systematic approach to solving business problems.
   - › Evaluate financial statements and documents to support business decisions.
   - › Use appropriate technologies in gathering and analyzing data relevant to managerial decision-making.

   › Social, Legal, and Ethical Responsibilities
   - › Evaluate business decisions within the current U.S. legal and global regulatory business environment.
   - › Evaluate decisions within an ethical framework.
   - › Critique business decision based on social responsibility.
   - › Evaluate decisions regarding their impact on environmental sustainability.

   › Effect of Global Environment on Business
   - › Demonstrate ability to scan the global environment of business and identify current trends in an industry.
   - › Analyze the impact of global business issues on specific management situations.
   - › Demonstrate discernment regarding cultural commonalities and differences in international business activities and customs.
   - › Effectively manage a cross-cultural workforce.

   › Strategic Planning
   - › Apply appropriate management science and statistical tools to analyze business conditions.
   - › Devise strategies for responding effectively to problems, threats, and opportunities.

   › Communication
   - › Communicate quantitative/qualitative assessments of business information.

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> Provide evidence of effective public speaking skills.
> Demonstrate an ability to motivate and influence through excellent communication skills both within and outside of the business or organization.

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

A foundation in liberal arts studies is important to the MBA program. We anticipate that many of the students in the MBA program will have completed an undergraduate degree from another institution that requires some form of liberal arts education, including writing, speaking, information literacy, and quantitative/qualitative reasoning. Graduates from any Castleton University undergraduate program will possess a strong foundation in liberal arts studies, as these students will have completed all the graduation requirements and standards established by the university. These requirements include 28 credits in the university's four frames of reference (Aesthetic Understanding and Activities; Scientific and Mathematical Understanding; World Views: Cultural, Historical and Philosophical; and Social and Behavioral Understanding), as well as required courses and competencies in composition, speaking, literature, computing, information literacy, and quantitative reasoning. Students entering from Northern Vermont University and Vermont Technical College will have completed each institution's general education program and met VSCS graduation standards in writing, speaking, information literacy, and quantitative reasoning.

The integration of professional and career studies within the MBA program is an integral part of the program design. Students participating in the MBA program will conduct themselves as professionals with high standards of performance and ethical behavior. These standards will be upheld while students study and participate in every course in the MBA program.

The MBA program will ensure professional and career study by introducing a curriculum designed specifically with current or future practitioners in mind. The curriculum and the courses have been designed to provide current and future leaders with the knowledge and skills required to successfully lead organizations. Additionally, the coursework will introduce students to contemporary and future issues in management and associated fields.

Lastly, the coursework is designed to be significantly different from undergraduate studies by:

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

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

The design of Castleton University's MBA program is based on a review of MBA programs at:

> Old Dominion University (Norfolk, Virginia)
> Southern New Hampshire University (Manchester, New Hampshire)
> Southern Illinois University at Carbondale (Carbondale, Illinois)
> University of Vermont (Burlington, Vermont)

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The core curriculum of the MBA program incorporates the commonality of courses across the MBA programs identified above, with an emphasis on leadership. The MBA concentrations were developed in response to outside organizations' requests for specific areas of specialization and by Castleton University faculty and administration.

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

Castleton's College of Business will develop an annual and continual method of program assessment, using participation from a Business Advisory Committee made up of regional business leaders, to include the following:

Evaluate chosen assignments according to rubrics to measure students':

a. Identification of leadership style and development of one's own leadership proficiencies.
b. Correct evaluation of financial statements and business situation and their appropriate recommendations based upon the evaluation.
c. Research of current business practices as they relate to theories and practice in global environment.
d. Application of business laws for ethical and social responsibility decision-making.
e. Correct identification of problems and root causes and subsequent creativity for problem solving
f. Oral and written proficiency in their video presentations and written work.
g. Command of analytical tools to identify, measure, and draw conclusions about business strategies and needs.
h. Successful completion of a project within the student's current business, as evaluated by his/her company leader(s).

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

1. A bachelor's degree from an accredited college or university. Applicants who apply for admission prior to completion of their undergraduate degrees may be provisionally accepted into the program, until completion of such degree and a final, official transcript is received by the Admissions Office.
2. A completed admissions application and a non-refundable application fee ($40), submitted online or mailed to the Admissions Office, Castleton University, Castleton, Vermont, 05735.
3. A written statement of no more than two single-spaced pages that addresses the following questions:
    a) What are your career aspirations?
    b) How will an MBA from Castleton University help you accomplish your career objectives?
    c) How have your education and professional experiences thus far prepared you for graduate studies?
4. A current résumé.
5. Two current letters of recommendation from an advisor, employer, or faculty member addressing the applicant's scholarship and potential.

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6. Official transcripts of all college work, both graduate and undergraduate, sent directly or transferred electronically from the issuing institution to the Castleton University Admissions Office. Admission to the program may be granted if the applicant has an undergraduate GPA of at least 2.5 on a four-point scale and shows an aptitude for graduate studies as reflected in references, writing ability, and personal objectives.
7. Proof of English language proficiency. If English is not the candidate's native language, the candidate will be required to demonstrate proficiency in the English language.
8. GMAT and GRE scores are not required.

Graduate Certificates

Individuals may pursue either a graduate certificate or an advanced graduate certificate without being matriculated into the MBA degree program. A graduate certificate consists of courses designed to enhance one's understanding of key concepts in a specific field. An advanced graduate certificate provides additional coursework to further develop one's expertise in a specific field. Graduate or advanced graduate certificates may be taken as either part of the MBA program or as stand-alone certificates. The credits from the graduate certificates may be applied towards the MBA degree at a future date.

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.**

Castleton University is currently accredited by the New England Commission of Higher Education (NECHE). Initial actions are being undertaken to seek specialized business accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) for the graduate and undergraduate business programs.

The MBA program will look to enhance and/or develop a relationship with the following organizations:
- › Vermont Electric Power Company (VELCO)
- › Rutland Regional Medical Center (RRMC) and other local medical centers/hospitals
- › Casella Waste Management
- › Rutland Economic Development Corporation (REDC)
- › Rutland Region Chamber of Commerce (RRCC)
- › Green Mountain Human Resources Association (GMHRA)
- › And other local and regional businesses

The MBA program will establish a Business Advisory Board to:
- › Bring additional relevance to the curriculum and the classroom.
- › Provide a direct link and a continuous feedback loop with the business community.
- › Identify local business concerns and explore solutions to those concerns.
- › Champion Castleton University to prospective donors, businesses, and the community.

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

Course Name & Number	Credits	New or Existing?
MBA Core Curriculum (27 cr):		
BUS 5XX1 Leadership Theory	3 cr	New
BUS 5XX2 Foundations of International Business	3 cr	New
BUS 5XX3 Managerial Accounting and Control Concepts	3 cr	New
BUS 5XX4 Strategic Marketing Management	3 cr	New
MAT 5XX1 Business Analytics: Data, Models and Decisions	3 cr	New
BUS 5XX5 Human Resource Management	3 cr	New
BUS 5XX6 Risk and Financial Management	3 cr	New
BUS 5XX7 Legal Studies and Ethics	3 cr	New
BUS 5XX8 Strategic Management and Leadership	3 cr	New
Leading Organizational Change Concentration (9 cr):		
BUS 5XX9 Leadership and Organizational Behavior	3 cr	New
BUS 5X10 Operations Management for Leaders	3 cr	New
BUS 5X11 Leading Organizational Change	3 cr	New
Healthcare Administration Concentration (9 cr):		
HCA 5XX1 Healthcare and Social Policy	3 cr	New
HCA 5XX2 Healthcare Informatics: Clinical Data Management and Analysis	3 cr	New
HCA 5XX3 Systems Thinking: Healthcare Quality Improvement and Safety	3 cr	New
Analytics Concentration (9 cr):		
MAT 5XX2 Business Data Analytics	3 cr	New
MAT 5XX3 Business Experimental Design	3 cr	New
MAT 5XX4 Data and Business Analytics with R	3 cr	New
Media and Communication Management Concentration (9 cr):		
COM 5XX1 Media Technology Workshop	3 cr	New
COM 5XX2 Media, Society, and Communication	3 cr	New
COM 5XX3 The Business of Media	3 cr	New

Course Descriptions

BUS 5XX1 Leadership Theory   3 cr
This course explores the major theories and approaches of leadership to prepare individuals to understand, develop, and accept complex leadership roles. This course seeks to bridge leadership concepts to leadership actions by applying leadership theory to case situations.

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BUS 5XX2 Foundations of International Business 3 cr

An examination of business opportunities and threats created by the growth of globalization and how companies must operate in diverse foreign environments. The course emphasizes economic, social, cultural, legal, and environmental influences on the formulation and execution of the business policy of firms engaged in multinational business.

BUS 5XX3 Managerial Accounting and Control Concepts 3 cr

This course focuses on concepts, tools and techniques in financial and managerial accounting and their impact on strategic decision-making and performance improvement. By applying the fundamentals of financial accounting, students understand the significance of the accounting cycle along with internal control best practices. Financial statement review and analysis are emphasized along with the significant role they play in managerial decision-making. Specific applications in areas of cost estimation and budgeting, job costing, activity-based costing, process costing, and cost-benefit analysis are also covered. The course emphasizes a cross functional perspective, integrating the links between internal accounting systems and issues confronting managers across functional areas of an organization.

BUS 5XX4 Strategic Marketing Management 3 cr

Strategic Marketing Management is the art and science of creating customer value and market place exchanges that benefit the organization and its stakeholders. Students will acquire the knowledge and skills required to develop, implement, and control successful marketing strategies. Topics include segmentation, targeting, positioning, and marketing mix (product, price, place, and promotion) strategies. Students will explore how those strategies contribute to the company's competitive advantage in the marketplace. The strategies and framework presented in this course are applicable to a wide range of organizations, industries, and situations.

BUS 5XX5 Human Resource Management 3 cr

This course focuses on the strategic importance of Human Resource Management, as well as the development and maintenance of effective human resource policies and practices in the modern organization. Topics include methods and techniques of job analysis, manpower planning, recruiting and selection, training and development, compensation, performance management, employment law, and labor relations.

BUS 5XX6 Risk and Financial Management 3 cr

All major business decisions have financial implications. This case-based course builds on prior knowledge of financial management by applying concepts and techniques to a broad array of financial issues faced by firms of all sizes. The course reviews the application of concepts and tools necessary to understand the financial decision-making process. Specific topics include: valuation of financial instruments, capital budgeting, an introduction to capital markets, the assessment and pricing of risk, capital structure issues, dividend policy, and working capital considerations. Prerequisite: BUS 5XX3 Managerial Accounting and Control Concepts

BUS 5XX7 Legal Studies and Ethics 3 cr

This course focuses on the interdisciplinary study of how legal, regulatory, social, and ethical

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issues impact businesses. Topics include the Constitution's commerce clause, Uniform Commercial Code (UCC), restraints on competition, employment, environmental regulation, product quality, and technology. Emphasis is also directed to formulating, negotiating, and implementing business agreements; evaluating the various forms of business ownership; anticipating, neutralizing, and defending against liability; the application of legality to the internet; and successfully functioning within today's environment of opportunity and constraint.

BUS 5XX8 Strategic Management and Leadership   3 cr
This course introduces students to strategic management and leads them to begin integrating their knowledge from previous learning and experience to better identify and address the strategic concerns of firms in a variety of industries. The goal of this course is to enable students to critically approach issues regarding business and organizations strategically. The emphasis will be on exerting influence through leadership, strategy, organizational design, organizational culture, and leading change efforts. Prerequisites: Completion of seven courses (21 cr) of the MBA core curriculum.

BUS 5XX9 Leadership and Organizational Behavior   3 cr
Leadership requires effective management of people and a clear understanding of human behavior and social processes. An understanding of organizational behavior enhances one's ability to choose appropriate leadership styles and managerial practices to increase organizational effectiveness. Students will develop an understanding of—and an ability to rigorously evaluate—research findings from the field of organizational behavior to identify best organizational practices for leading teams and organizations. Prerequisite: BUS 5XX1 Leadership Theory

BUS 5X10 Operations Management for Leaders   3 cr
Examines the concepts and methods used in daily control of production and inventory in manufacturing and service organizations. This course addresses the efficient and effective use of resources, systematic direction and control, transformation of input into finished goods, and operational strategy. Prerequisites: MAT 5XX1 Business Analytics: Data, Models and Decisions, and BUS 5XX1 Leadership Theory

BUS 5X11 Leading Organizational Change   3 cr
This course focuses on leading organizational change and how to be a change agent in an organization. It emphasizes that the organizational change process is planned change to improve an organization's problem-solving skills and its overall effectiveness within a changing and complex environment. This critical process includes behavioral effects of power and authority, formal organizations, structural variation, and motivation. Prerequisite: BUS 5XX1 Leadership Theory

COM 5XX1 Media Technology Workshop   3 cr
This course is designed to give students the fundamental technological skills necessary for media industry careers. Students will be introduced to industry-standard multimedia applications and software and will learn to produce engaging and aesthetically competitive audiovisual content. Lessons will cover the fundamentals of graphic design, digital photography and image manipulation, shooting and editing video, recording professional audio, and basic web design.

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COM 5XX2 Media, Society and Communication   3 cr

This is a theory and research-based course that explores the past, present, and future roles of media in society. In looking at the interaction between media and society, lessons will examine how media creates an imagined community, how audiences use media, and what impact media messages have on audiences. Students will learn fundamental research methods in the field of media and communication, as well as professional presentation of findings.

COM 5XX3 The Business of Media   3 cr

This course offers a detailed examination of business models and economic traits across a variety of contemporary media industries, emphasizing historical trends and emerging strategies. Students will learn about the structure of media industries, managerial roles and responsibilities, the process of content development, ancillary markets and media profitability, the role of government, and the impact of technology on the future of media. The course will culminate with public pitch presentations.

HCA 5XX1 Healthcare and Social Policy   3 cr

Analysis of key contemporary issues in health and social policy will provide students with a deeper understanding of the design and structure of the U.S. government, the U.S. health care system, the policy initiatives that have shaped it, and the roles of the government, the private sector, and consumer and advocacy groups in setting the policy agenda. Seminars will examine the origins of each issue, the policies enacted and their effects, both intended and unintended, and will propose and debate the merits of alternative policy solutions. The role of health services and policy research in informing the policy debate and directions will be highlighted.

HCA 5XX2 Healthcare Informatics: Clinical Data Management and Analysis   3 cr

Integrating knowledge of healthcare, health care systems, information literacy, and computer and information science, students are introduced to the essential role of information technologies, tools, and reliable information and data in improving healthcare outcomes, practices and systems of care. Students will organize, evaluate and use health information and data to complete projects. Prerequisite: MAT 5XX1 Business Analytics: Data, Models and Decisions

HCA 5XX3 Systems Thinking: Healthcare Quality Improvement and Safety   3 cr

Integrating principles of systems thinking, inter-professional competencies, and evidence-based practice with the science of safety and quality improvement, students will examine and address issues in quality improvement and patient safety. Using various theories and models, students assess healthcare practices and identify human and systems factors that contribute to quality and safety issues. Lessons learned from the science of safety and quality improvement will be used to develop strategies to enhance patient safety and systems of care.

MAT 5XX1 Business Analytics: Data, Models and Decisions   3 cr

The nucleus of this course features a variety of statistical concepts and analytical methods in an interdisciplinary approach to extract information for making critical decisions in businesses. The cohesion of statistics, computer science and business are paramount for students to develop the core skills necessary to confront the challenging field of data analytics.

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MAT 5XX2 Business Data Analytics   3 cr
Data analytics is incorporated by companies to assist in formulating decisions. In this course, students will experience and train in various applications for collecting data, data representation, storing, modeling, analyzing and making inferences. The content for this core course focuses on the subject matter from the field of business. The proper techniques, procedures, and technology will be applied to real world scenarios. Students will develop the necessary problem solving and critical thinking skills in the field of data analytics. Prerequisite: MAT 5XX1 Business Analytics: Data, Models and Decisions

MAT 5XX3 Business Experimental Design   3 cr
In this technology-oriented world, data is considered the new international currency. The design, implementation, and limitations of experiments are explored in this course. Modern techniques for the analysis and modeling of data are investigated through inquiry in research related to business. The course is the culmination of students visualizing data, sharing data in real time, and ultimately using this information to formulate accurate and quick decisions grounded in data analytics. Prerequisite: MAT 5XX1 Business Analytics: Data, Models and Decisions

MAT 5XX4 Data and Business Analytics with R   3 cr
Students will utilize the R Programming software environment to develop coding and conceptual skills for advanced analytical models. Programming language concepts are covered within the context of hands-on projects, business applications, and implementing organizational analysis goals. Concepts such as reading data into R, writing functions, debugging, and documentation in R will be covered. Prerequisite: MAT 5XX1 Business Analytics: Data, Models and Decisions

7. **TOTAL CREDITS in proposed program:** __36__

8. **TOTAL GENERAL EDUCATION CREDITS beyond those in the program:** __0__

9. **TOTAL CREDITS for the degree:** __36__

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.**
    The implementation plan for the MBA a program is a sequential introduction of the concentrations within the MBA.
    -In the two sessions in Fall 2019 and the first session of Spring 2020, Sessions A, B, and C will offer the first six core courses of the MBA degree, regardless of concentration.
    -Courses to complete the Healthcare Administration and Data Analytics concentrations will be offered in Sessions D, E, and F so that a student choosing to take two courses each session may complete his/her MBA degree by the end of Summer 2020.
    -Courses in the Leading Organizational Change and Media and Communication concentrations will be offered in the 2020-2021 year.

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The following schedule depicts the offerings for students desiring to complete an MBA degree within one year, beginning in Fall 2019. However, subsequent years will be designed to begin in the summer so students are able to graduate the following May. Therefore, Summer of 2020 will double up with the completion courses of year one and the beginning courses for year two. In addition, because there will be rolling admissions, the need to offer BUS 5XX1 and BUS 5XX2 in Session C or E may occur.

FALL 2019

Session A (8-week courses)
BUS 5XX1 Leadership Theory
BUS 5XX2 Foundations of International Business

Session B (8-week courses)
BUS 5XX3 Managerial Accounting and Control Concepts
BUS 5XX4 Strategic Marketing Management

SPRING 2020

Session C (8-week courses)
MAT 5XX1 Business Analytics: Data, Models, & Decisions
BUS 5XX5 Human Resource Management

Session D (8-week courses)
BUS 5XX6 Risk and Financial Management
HCA 5XX1 Healthcare and Social Policy (HCA Concentration)
MAT 5XX2 Business Data Analytics (MAT Concentration)

SUMMER 2020

Session E (6-week courses)
BUS 5XX7 Legal Studies and Ethics
HCA 5XX2 Healthcare Informatics: Clinical Data Management and Analysis (HCA Concentration)
MAT 5XX3 Business Experimental Design (MAT Concentration)

Session F (6-week courses)
BUS 5XX8 Strategic Management and Leadership (Capstone)
HCA 5XX3 Systems Thinking: Healthcare Quality Improvement & Safety (HCA Concentration)
MAT 5XX4 Data and Business Analytics with R (MAT Concentration)

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Part IV: Budget Considerations

1. Expenditures for the proposed program:

		Year One	Year Two
Faculty	**Full-Time**	$80,000	$83,600
	Part-Time	$68,000	$128,000
Admin/Other Staff		0	0
Facilities/Equipment		0	0
Library/Other Materials		0	0
Other Costs (e.g. accreditation/licensure expenses)		0	0
TOTAL COSTS:		**$148,000**	**$211,600**

Note: Current admin staff, facilities, and business databases are all deemed sufficient.

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	$666,255	$641,710
Reallocation	0	0
Other Sources	0	0
TOTAL REVENUES:	**$666,255**	**$641,710**

Tuition Year One:	FTE	Rate	Total
Fall 2019	15	$7,716.00	$115,740.00
Spring 2020	15+10	$7,716.00	$192,900.00
Summer 2020	25+20	$7,947.00	$357,615.00
			$666,255.00

Tuition Year Two:

	FTE	Rate	Total
Fall 2020	20	$7,947.00	$158,940.00
Spring 2021	20+15	$7,947.00	$278,145.00
Summer 2021	25	$8,185.00	$204,625.00
			$641,710.00

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Part V: Enrollment, Marketing and Public Relations Considerations

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

		Year One	Two Years Out
Full-Time	**Fall**	15	20
	Spring	15+10 FTE	20+15 FTE
	Summer	25+20 FTE	25 FTE
Part-Time		50% FT / 50% PT	50% FT / 50% PT
In-State		90%	80%
Out-of-State		10%	20%

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

   The projected student enrollment numbers were supplied by the Dean of Enrollment, based on marketing to new students and students continuing on from the university's undergraduate business program.

3. **Describe the marketing strategies for the new program.**
   › The program will be included in the general recruitment and marketing strategy for the entire university (listed online, in print materials, etc.).
   › Targeted lead-generation for this program will be ongoing throughout the year through digital media channels (Social Media, Digital Display, Re-Targeting, GEO-Targeting, IP-Targeting).
   › General awareness marketing through earned media, owned media, and paid regional media.
   › Influencer and referral marketing through social outreach, corporate relationship-building, speaking engagements, and other in-person opportunities to promote the program.

4. **Competition:**

   Numerous institutions offer a variety of MBA programs. As shown below, there are six colleges within the State of Vermont offering the MBA degree. Regionally, there are 20 colleges offering a MBA degree. Nationally, over 500 public and private institutions offers an MBA degree with a wide variety of concentrations.

   a) In-state

Vermont MBA Programs			
School	**Online**	**Hybrid**	**Residential**
Champlain College	X		
College of St. Joseph		X	
Green Mountain College	X		

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		X	
Marlboro College		X	
Norwich University	X		
University of Vermont			X

Compiled by Castleton University's Admission Office

b) Region

Regional MBA Programs (within 125 mile radius)			
School	Online	Hybrid	Residential
SUNY Albany		X	
Clarkson University	X	X	
RPI		X	
Empire State College	X		
College of St. Rose			X
Dartmouth College			X
Southern New Hampshire	X	X	
UNH	X	X	
Plymouth State		X	
Franklin Pierce		X	
Rivier		X	
Antioch	X		
UMASS Amherst		X	X
Clark University		X	
WPI		X	
Assumption		X	
Fitchburg State		X	
Western New England		X	X
America International College		X	
Bay Path College	X	X	

*Compiled by Castleton University's Admission Office (listed in alpha order for NY, NH, MA)

c) Web-based

Nationally, over 500 public and private institutions offer an MBA degree with a wide variety of concentrations. (From https://www.onlinemba.com/schools/)

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

The addition of the MBA should increase the number of students selecting Castleton University for their undergraduate education in business and—to a lesser degree—various other majors. The addition of an online MBA is where Castleton University will experience

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the greatest positive impact on enrollment. The option of attaining an MBA in one year through online delivery of courses will enhance the appeal of the Castleton MBA.

6. **How the program will impact enrollments in existing programs at other VSCS colleges:**
   This program seeks to be the first MBA program in the VSCS. The MBA program will educate, develop, and cultivate the next generation of leaders in Vermont (and beyond). It is likely that this program could positively impact the enrollments of other colleges in the VSCS as it provides a 4+1 option for all graduates from the VSCS system. This is especially true because of the online nature of the MBA. Students in other VSCS undergraduate programs could work toward a 4+1 MBA degree through articulation agreements with:

   › Northern Vermont University:
      › BS of Accounting
      › BS in Business Administration
      › BS in Mountain Recreation Management
      › BS in Music Business and Industry

   › Vermont Technical College
      › BS in Applied Business Management
      › BS in Business Technology and Management
      › BS in Entrepreneurship

7. **How the program will impact existing and/or future external relations:**
   It is expected that the addition of the MBA program will have a positive impact on Castleton University's reputation for providking business leaders to the region and beyond. The presence of our graduate students in careers within Vermont businesses or organizations will also positively impact Castleton's reputation and relationships within the state and beyond.

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Appendix: Letters of Support

- Casella Resource Solutions
- Green Mountain Human Resources Association
- Rutland Region Chamber of Commerce
- Rutland Regional Medical Association
- Rutland Young Professionals

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casella

25 Greens Hill Lane • Rutland, VT 05701   p. **802.775.0325** • f. **802.775.3290**

February 12, 2019

Professor Peg Richards
62 Alumni Drive
Castleton University
Castleton, VT 05735

Dear Professor Richards:

I am writing in support of Castleton University's proposal to offer a new Master of Business Administration (MBA) degree.

While there are many strengths to this proposal and the University's approach, I believe a few are worth highlighting as particularly unique or appealing.

First, in an era when business moves fast, and the need for executives and managers to adapt, learn, and grow is even faster, the value of a one-year MBA program cannot be overstated. Rarely do busy and talented people have the luxury of leaving their careers for two years to earn an advanced degree. The one-year approach is especially attractive because it reduces the opportunity cost for the student in lost income and the real financial cost in tuition, making this a viable option for many of our region's managers.

Related to that is the strength of the program's flexibility. Students can start when it's best for them -- professionally and personally. And, of course, online learning allows students to balance the many demands of a busy life, both in the office and at home. This is also a benefit to employers, who want their managers to have access to professional learning and growth without losing their contribution to the enterprise. In this case, in fact, the employer gets the immediate benefit of the employee's growth and skill enhancement.

We look forward as well to being an active partner with Castleton University in this effort. I am sure we are not alone, as the region gains an immense economic competitive advantage from a programs and resources like this.

For these and many other reasons, I wholeheartedly endorse and support the University's effort to launch this new online MBA degree program.

Sincerely,

John W. Casella
Chairman & CEO

February 13, 2019

Bill Godair
Castleton University
Castleton, VT 05735

Dear Mr. Godair,

I am pleased to write this letter of support for the MBA program proposal on behalf of the Green Mountain Human Resources Association. As per our conversation, the proposed MBA program is addressing an unmet need in our local community. The four areas of concentration Leadership, Analytics, Healthcare Administration, and Communication will certainly be of benefit to area employers and to those enrolled in the program.

However, as HR professionals we would be remiss if we did not note the absence of an emphasis on human resources. We respectfully request that the curriculum be re-evaluated and that human resources be incorporated to create a more robust MBA program. To quote Steve Wynn, Wynn Las Vegas, "Human Resources isn't a thing we do. It's the thing that runs our business."

We appreciate the opportunity to support Castleton University's proposal. We would be delighted to have a conversation regarding the importance of imbedding human resources as part of the MBA program and hope that you will consider our strong recommendation, along with our strong support.

Sincerely,

Teresa Miele
GMHRA President

Rutland Region CHAMBER of COMMERCE

50 Merchants Row, Rutland, Vermont 05701-2413
Phone: 802-773-2747 ~ 800-756-8880
E-mail: Chamber@RutlandVermont.com
RutlandVermont.com

February 15, 2019

Bill W. Godair
Associate Professor
Department of Business Administration
Castleton University

Dear Professor Godair,

It is with great enthusiasm that we write this letter of support for the proposed Masters of Business Administration program for Castleton University.

As the Executive Director and President of the Board of the Rutland Region Chamber of Commerce, we are in the distinct position of supporting the regional business community as well as provide resources for the community at large. As we look to the priorities of the region as well as those of Vermont, it is critical we address economic development as well as population decline and increasing a productive workforce. The Chamber, along with many regional partners are addressing these issues in a systematic and collaborative way. The higher education system plays a critical role in the success of these initiatives and adding an MBA Program to the Castleton University curricula supports these efforts in a substantial way.

We hear every day from local employers about their need for a skilled workforce and the lack of labor pool to fill the needs. As we work to dispel the myth there are no professional jobs in our region, it is also imperative to support the business community with appropriate education and training opportunities that fulfill their operational needs. The addition of a local MBA program will help local employers advance the proficiencies of their current employees and have the potential to attract new employees interested in furthering their education.

We also work very closely with the Rutland Young Professionals, a vocal and energetic force, who have expressed concern over a lack of professional development opportunities outside their place of employment. The addition of a local MBA program will help attract and keep this cohort as a viable part of our workforce.

Castleton University is an integral part and partner of the region's economic viability. We wholeheartedly support a Masters of Business Administration program to address the issues of bolstering economic activity and enhancing the workforce to meet the needs of our regional employers.

Sincerely,

Mary Cohen
Executive Director

Laurie Mecier-Brochu
Board President

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Training & Education
A Department of Rutland Regional Medical Center

February 7, 2019

To whom it may concern:

I am writing at the request of Bill Godair, Associate Professor of Business Administration in support of his recommendation to establish a Master of Business Administration (MBA) with concentrations in Healthcare Administration, Leading Organizational Change, Analytics, and Media and Communication at Castleton University. Currently, Rutland Regional Medical Center has upwards of 24 employees enrolled in master degree program at other institutions. In fact, promotion to certain leadership positions, especially Director level or higher requires either enrollment or completion of a master's degree.

In my role, I receive inquiries from staff weekly seeking information about the various institutions and affiliation agreements we have in place for associate's, bachelor's, and master's degree programs. Employees have expressed interest in online curriculum, traditional classroom within 30 miles of Rutland, or a blended learning environment. Therefore, whatever curriculum format is offered will appeal to a number of employees researching their options for an advanced degree.

I work very closely with our affiliate partners to help promote their respective degree programs to the approximately 1,600 employees at Rutland Regional which includes those employed by Cerner (ITWorks Dept.). I am in favor of Professor Godair's proposal to establish a MBA programs at Castleton University.

Sincerely,

Priscilla A. Latkin, Manager
Training & Education Department
Rutland Regional Medical Center

RUTLAND YOUNG PROFESSIONALS

February 15, 2019

To Whom it May Concern,

The board of directors of the Rutland Young Professionals (RYP) is excited to learn that Castleton University is in the process of developing a Masters of Business Administration degree program. With a growing population of young professionals in the Rutland area, and few options for obtaining an MBA degree locally, we believe this would be a great asset to our demographic.

RYP is an all-volunteer, all-inclusive organization focused on creating a vibrant Rutland area and promoting that area to young professionals near and far. We were founded in July of 2013 by a core group of energetic folks seeking a way to connect with other people, jobs, volunteer and mentorship opportunities, professional development and fun. Our mission is to engage with our community, create social and professional networking opportunities and work to build a Rutland area that attracts and retains young professionals. We are a private 501(c)(3) nonprofit organization.

We are in full support of Castleton's application for the MBA program and hope you will seriously consider their proposal.

Sincerely,

Steven Peters

Steve Peters

RYP Board President

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VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL
<u>BA Early Childhood & Special Education</u>

</div>

Part I: General Information

1. Institution: Castleton University

2. Name of new program: Early Childhood and Special Education

a) Individual(s) with responsibility for program development:
   -Dr. Anne Slonaker, Associate Professor of Literacy Education, Education Department Chair
   -Dr. Leigh-Ann Brown, Assistant Professor of Special Education
   -Dr. Linda Pepler, Professor of Special Education
   -Dr. Shannon Newell, Assistant Professor of Psychological Science/School Psychology and Graduate Program Coordinator

b) Academic Departments: Education, Psychology, Art, HMMS, Music, Social Work

3. Proposed start date of program: Fall 2019 for the BA degree and licensure approval.

4. Title of degree to be conferred: Bachelor of Arts in Early Childhood and Special Education

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

   The Bachelor of Arts degree in Early Childhood and Special Education is designed to be a residency-based degree that will be implemented in phases: Phase 1 is slated to start in Fall 2019 by implementing a Bachelor of Arts with licensure in Early Childhood Education (ages birth to age 8) and an Endorsement in Early Special Education (ages birth to age 6) as we attain new program approval from the Vermont Agency of Education. Phase 2 is to work toward developing an Early Learning Lab that will complement Castleton's proposed Early Learning Center and serve as a childcare center and teacher preparation and professional development lab across critical services.

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 interest of Castleton University's faculty in developing a degree in Early Childhood and Special Education evolved from the work of the New Programs Task Force charged by President Scolforo to research viable new programs for the university. The task force found that, among other ideas, Early Childhood Education would be a viable new program. Accessibility to daycare and preschool has been featured in the local news as a critical shortage area.

The Vermont legislature recently passed Act 166 into law (2014) legislating Universal Preschool, and at Castleton's October 9, 2018 Faculty Assembly, "President Scolforo commented that this program could conservatively yield $46,000 in the first year, $185,000 in the second year, and $300,000 in year three" (Faculty Assembly Minutes). Since the fall semester, the faculty listed above have been researching the viability and possible design of such an addition to our Education Department's work in Teacher Preparation and the Psychology Department's Master's Degree in School Psychology.

Castleton University is the oldest Institution of higher education in Vermont, whose roots reside in teacher education. Our K-12 Licensure Programs are currently robust with students both at the graduate and undergraduate levels who are studying to become elementary and secondary teachers. Importantly, most of our contemporary graduates who earn Vermont State licensure remain in Vermont and the surrounding Northeastern states to teach in our local schools and to live in our local communities. This program will continue Castleton's tradition of meeting the need for licensed educators while contributing to our local community through our early learning lab.

Castleton's Education professors collaborate with faculty in the liberal arts and sciences to prepare teachers for "relevant and meaningful careers in a global economy, advanced academic pursuits, and responsible citizenship" (CU Mission Statement, from Faculty Assembly Minutes 10/9/2018). As those at Castleton who are responsible for preparing future teachers begin to shift our focus toward what is next, the liberal arts and sciences remain central to the development of our students' local and global understandings both inside and outside classroom walls. Castleton's Education Department's mission statement is as follows:

Castleton's Education Program promotes five central tenets: inquiry and critical thinking, fieldwork to link theory to practice, reflective assessment, collaboration and social justice, and deep knowledge and understanding of one or more disciplines. We believe these pillars support future teachers in the public sector as educational advocates in both local communities and the world at large (approved 6.5.15).

We aim to prepare teachers who are able to, as Paulo Freire states, "Read the word and the world" (1987) in order to recognize every child's diverse abilities both in the classroom and in the community. Our work in Early Childhood will expand collaboration with colleagues across campus and community. On campus, the most notable collaboration, of course, is with our colleagues in Psychology as coursework in Psychology is an integral component in the program. There are also opportunities for collaborative work with Social Work, Health Human Movement & Sport, as well as the arts.

Castleton's current undergraduate licensure programs are embedded as Civic Engagement (CE) programs. CU's Civic Engagement program has earned our campus the Carnegie Designation for our work to provide our students with the preparation to actively participate in the communal life of their communities. Students can earn a CE Certificate through their work in four CE-designated courses and a culminating CE project that serves the public good, while also providing leadership experience. Our introductory and capstone education courses are

designated as CE, and students from our program make up the majority of Castleton's CE certificate earners. With the addition of Early Childhood and Special Education, our students can begin to address the many opportunities for Civic Engagement work pertaining to issues faced by children and their families.

2. Specific student, educational and/ or employment need(s) will 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):

Student, educational, employment needs
The benefits of early childhood education are supported in scholarship and in Vermont's Act 166. In a new study published in *Early Childhood Research Quarterly* (2019), researchers found that in higher-quality prekindergarten (PreK) classrooms children gain in their literacy skills, and in high-quality Pre-K classrooms—with the additive of high-quality Kindergarten experiences—children gain in their math skills. Understanding these possible benefits, Vermont law entitles all three, four, and five-year-olds—not enrolled in kindergarten—to ten hours per week of publicly-funded Pre-kindergarten with a licensed early childhood educator or early childhood special educator on staff.

Research also indicates a national teacher shortage that includes Early Childhood Educators (Gulfer & Nguyen, 2017). And in Vermont news, McLaughlin (2018) writes, "we do have a childcare crisis in Vermont—the shortage of early educators and lack of spaces affect nearly every aspect of life in our state." In a press conference at the statehouse in Montpelier, a tri-partisan group of legislators introduced a childcare bill to focus on increasing Vermonters' access to affordable, high-quality childcare. According to a press release from Let's Grow Kids, "Vermont doesn't have enough qualified early educators to fill open positions. This creates a lose, lose, lose situation. We lose for our children, we lose for our families and we lose for our communities," said Rep. Theresa Wood, House lead co-sponsor of the bill. (https://www.letsgrowkids.org/child-care-bill-would-make-core-commitment-vt%E2%80%99s-children)

The proposed bill also addresses financial incentives important for our future students, as the bill supports a student loan repayment program for childcare workers. Also, in consideration of the current status of low pay for childcare and learning professionals, the bill supports refundable tax credits and scholarships. Also important to viability is that the bill would provide incentives to employers to support universal childcare and preschool. "A recent report on workforce development strategies from Vermont's auditor noted that lack of adequate childcare can result in employee absenteeism, lost productivity and retention and recruitment challenges" (p.6 of Let's Grow Kids press release).

Castleton University believes that we can address the need for high-quality licensed preschool teachers and primary teachers who are also endorsed as early special educators by developing a BA in Early Childhood and Special Education. According to Painta et al. (2005), "providers with BA degrees specifically in early childhood education provide higher quality learning

experiences for children in their care" (p. 147). Additionally, the importance of early intervention in special education has been well documented in Early Childhood Scholarship and through professional organizations like the Council for Exceptional Children's Division of Early Childhood. To name a few examples, early diagnosis and intervention has proven beneficial for students with autism (Estese et al, 2015; Dawson et al., 2010; Corsello, 2005); intellectual disability (McIntyre, Blacher, and Baker, 2006); and low birth weight (DEC Executive Summary, Sept. 2018). And, Barnett (2011) argues, well-developed programs "can have substantive short- and long-term effects on cognition, social-emotional, development, school progress, antisocial behavior, and even crime" (p. 975).

A birth to Grade 3 early childhood and special education degree will enable students interested in becoming preK and primary teachers (K-3) to study how all young children grow and learn from infancy. Teachers with this kind of foundational preparation provide far-reaching benefits inside and outside the classroom, including to families and communities. This degree will enable Castleton graduates to teach at the early and elementary level, as well as to serve as special educators. With the passage of Act 166, Vermont has legislated the need for licensed preschool teachers and early special educators, and we are poised to fill a significant need for quality early childhood education in Central Vermont and beyond.

Delivery model
Those graduating with a BA in Early Childhood and Special Education from Castleton University will be prepared to facilitate high-quality learning experiences for all children from infancy to grade 3 and will be licensed as Early Childhood Educators and endorsed as Early Childhood Special Educators. Students studying Early Childhood and Special Education (ECSE) will learn to address the needs of the whole child based on best practices in early childhood education as informed by the National Association for the Education of Young Children (NEAC); Special Education as informed by the Division for Early Childhood of the Council for Exceptional Children (DEC of the CEC); and the State of Vermont's Early Learning Standards for PreK to grade 3. Graduates will also be familiar with global perspectives on early learning. Our goal is for teacher candidates in the degree to work in the university's Early Learning Lab at our proposed Early Childhood Center where we will focus our practices on (1) developmentally appropriate best practices for early childhood and special education; (2) current research on the physical, cognitive, and language development of all infants, toddlers, and young children; and (3) families and communities in local, regional, national, and global settings.

Note that we already house an Assistive Technologies Lending Lab in Castleton's Education Department, an example of a critical service our University Childcare Center can provide to our region.

We plan to build our delivery model as we work through each phase of our implementation plan. Our undergraduate Early Childhood and Special Education degree will be built upon residency-based, face-to-face coursework and linked field experiences for the first phases of our implementation plan. When Castleton's proposed Early Learning Center is phased in, it will combine the best of what we can offer our students and community: high-quality coursework tied to clinical practice in the Early Learning Lab with experienced early childhood

and special educators, as well as partner teachers in regional PK-3 classrooms who are interested in earning professional development credits through their studies in the lab. For our region, the Early Learning Lab will provide professional development and serve as a service hub for our area.

Local, Regional, National, Global Need/Market

The passage of Vermont Act 166 has codified the need for high-quality universal PreK for all children of the state. The law also codified the need for a licensed early childhood or special education teacher at each site. When Dr. Shannon Newell (CU Psychology) and Dr. Anne Slonaker (CU Education) attended the first annual Universal PreK Conference in Burlington, VT on 12/10/18, we learned from care providers how much this law spurs a crisis in licensed preschool teachers across Vermont. The law states that a preschool facility has thirty days to fill a vacated licensed teacher position; and providers we talked to said that it is currently taking much longer to fill these positions, especially in rural sites and for private providers.

Not only is the need for Early Childhood education apparent in policy, Early Intervention and Early Childhood Special Education (ECSE) for children with disabilities is mandated in both federal and state law. The Individuals with Disabilities Education Act (Part C) and Vermont's Children Integrated Services/Early Intervention (CIS/EI) provide services for children with disabilities birth to age 3 (2360.5.5 Eligibility 34 CFR §303.21) and IDEA (Part B) and Essential Early Education provide specialized early childhood instruction for children with disabilities age 3 years to 6.

Building Bright Futures, Vermont's Early Childhood State Advisory Council commissioned an Action Plan that included the Rutland region, where high-quality childcare is difficult to access, especially outside Rutland City. In their 2016 report, the council found that "The majority of the childcare programs (Licensed Childcare Centers) and (Registered Home Care Providers) are concentrated within Rutland City (54). Rutland County has 145 programs and approximately 70% of these regulated programs participate in STARS, a voluntary quality rating system of the Vermont Child Development Division" (p. 6). They also found that Rutland County's 2016 capacity for childcare slots was at 3,265 and that there was a 12% vacancy rate" (http://buildingbrightfutures.org/rutland/about/). Given the rural nature of our region and the low vacancy rates of our existing childcare slots, the need in our area is critical.

In addition, Building Bright Futures reported: "Rutland Region STARS Participation (The percent of regulated childcare, early learning, and afterschool programs with 1-5 STARS) increased from 26.2% (44) in 2010 to 65.4% (83) in 2018. There are currently 17-4 star providers, and 24- 5 Star Providers in Rutland County" (p. 20). Importantly, the systems model we propose for our Early Childhood and Special Education degree will help our preschool and primary teachers to assist their communities to address the council's 2016 reporting that "Increasing numbers of children in the region struggle with mental health and behavioral issues and/or disabilities. Many of the childcare facilities, especially in more rural communities, are unable to deliver these specialized services to the children" (p. 6 Building Bright Futures Action Plan: Rutland Region). To address this need, our students will obtain highly qualified training in special education to identify needs early on, and our collaboration with the

MA/CAGS in school psychology program here at CU will help our future early educators to address the mental health and behavioral needs of children in their care.

Importantly, Early Childhood Educators who are also prepared as Special Educators and who are credentialed to provide services across Birth to Grade 3 will contribute to high-quality childcare centers and preschools in our area. For Castleton University students seeking licensure in Birth to Grade 3 Early Childhood and Special Education, there will be an opportunity for substantial community contributions both at the preK and primary grades by providing high-quality preschool and primary experiences.

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):

Our research into the education foci of our sister institutions reveals that Castleton is not replicating any other current undergraduate programs in Early Childhood and Special Education. On the other hand, Castleton's proposed BA degree in Early Childhood and Special Education does provide a pathway to a four-year degree for those who have earned their Associates Degree in Early Childhood Education from CCV and other future community college partners in the region.

The University of Vermont does have a dual Special Education/Early Childhood degree. We also know the College of St. Michael's has just gained Results Oriented Program Assessment (ROPA) approval for a new Early Childhood degree. NVU-Lyndon lists a Bachelor of Science in Early Childhood Education that they advertise as 90% online and completable in five semesters if a student enters with a bachelor's degree in hand. This program is a licensure program for Birth to age 5 in Early Childhood Education (https://www.northernvermont.edu/online-degrees/early-childhood-education).

NVU-Johnson is implementing a Masters Degree in early childhood and special education, so there are complementary possibilities for both those working toward NVU's Master's and CU's Bachelor's, particularly toward our implementation of the addition of an Early Learning Lab at Castleton. This phase is of particular importance to the Vermont State College System, the State of Vermont, and hopefully to the nation and the world. With the Early Learning Lab, we have the possibility to build out from teaching and learning about early childhood across a range of opportunities from providing regional services such as our Adaptive Technologies Lab, providing professional development across the region and the state, collaboration with school psychologists, as well as to further research into special and early childhood.

Part III: Program Description

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

Castleton's Early Childhood and Special Education BA is based upon both national and state Early Childhood and Special Education Standards.

At the national level we are informed by the Core values in professional preparation from the National Association for the Education of Young Children's (NAEYC) standards for professional preparation:

1) Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8;

2) Early Learning Standards: Creating Conditions for Success;

3) Early Childhood Mathematics: Promoting Good Beginnings;

4) Learning to Read and Write: Developmentally Appropriate Practices for Young Children;

5) Screening and Assessment of Young English Language Learners;

6) Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation;

7) Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education;

8) Still Unacceptable Trends in Kindergarten Entry and Placement; and l Early Childhood Curriculum, Assessment, and Program Evaluation.

"In addition to the common research base and emphasis on the centrality of field experiences, these NAEYC standards (2009) affirm the value of, for example: play in children's lives; reciprocal relationships with families; child development knowledge as a foundation for professional practice; practices and curricula that are culturally respectful and responsive; ethical behavior and professional advocacy; and in-depth field experiences in high-quality professional preparation" (p. 5).

Also, at the national level of the Division for Early Childhood of the Council for Exceptional Children there are eight recommended practices (2014). "The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The DEC Recommended Practices support children's access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity. They also identify key leadership responsibilities associated with the implementation of these practices."

We recommend the following practices associated with leadership:

L1. Leaders create a culture and a climate in which practitioners feel a sense of belonging and want to support the organization's mission and goals.

L2. Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices.

L3. Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.

L4. Leaders belong to professional association(s) and engage in ongoing evidence based professional development.

L5. Leaders advocate for policies and resources that promote the implementation of the DEC Position Statements and Papers and the DEC Recommended Practices.

L6. Leaders establish partnerships across levels (state to local) and with their counterparts in other systems and agencies to create coordinated and inclusive systems of services and supports.

L7. Leaders develop, refine, and implement policies and procedures that create the conditions for practitioners to implement the DEC Recommended Practices.

L8. Leaders work across levels and sectors to secure fiscal and human resources and maximize the use of these resources to successfully implement the DEC Recommended Practices.

L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.

L11. Leaders collaborate with higher education, state licensing and certification agencies, practitioners, professional associations, and other stakeholders to develop or revise state competencies that align with DEC, Council for Exceptional Children (CEC), and other national professional standards.

L12. Leaders collaborate with stakeholders to collect and use data for program management and continuous program improvement and to examine the effectiveness of services and supports in improving child and family outcomes.

L13. Leaders promote efficient and coordinated service delivery for children and families by creating the conditions for practitioners from multiple disciplines and the family to work together as a team.

L14. Leaders collaborate with other agencies and programs to develop and implement ongoing community-wide screening procedures to identify and refer children who may need additional evaluation and services.

We recommend the following assessment practices to guide practitioners:

A1. Practitioners work with the family to identify family preferences for assessment processes.

A2. Practitioners work as a team with the family and other professionals to gather assessment information.

A3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.

A4. Practitioners conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.

A5. Practitioners conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.

A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.

A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.

A8. Practitioners use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.

A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.

A10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.

A11. Practitioners report assessment results so that they are understandable and useful to families.

We recommend the following practices associated with the child's environment:

E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

E2. Practitioners consider Universal Design for Learning principles to create accessible environments.

E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

E4. Practitioners work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.

E5. Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in learning experiences.

E6. Practitioners create environments that provide opportunities for movement and regular physical activity to maintain or improve fitness, wellness, and development across domains.

Family practices encompass three themes:

1. Family-centered practices: Practices that treat families with dignity and respect; are individualized, flexible, and responsive to each family's unique circumstances; provide family members complete and unbiased information to make informed decisions; and involve family members in acting on choices to strengthen child, parent, and family functioning.

2. Family capacity-building practices: Practices that include the participatory opportunities and experiences afforded to families to strengthen existing parenting knowledge and skills and promote the development of new parenting abilities that enhance parenting self-efficacy beliefs and practices.

3. Family and professional collaboration: Practices that build relationships between families and professionals who work together to achieve mutually agreed upon outcomes and goals that promote family competencies and support the development of the child.

We recommend the following family practices for practitioners:

F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.

F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.

F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.

F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

F5. Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.

F7. Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes or goals.

F8. Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.

F9. Practitioners help families know and understand their rights.

F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.

We recommend the following practices to support instruction:

INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.

INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments. INS3. Practitioners gather and use data to inform decisions about individualized instruction.

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

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INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.

INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.

INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.

INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.

INS11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.

INS12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.

INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

We recommend the following practices to support interaction:

INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.

INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.

INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.

INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.

INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

We recommend the following practices to support teaming and collaboration:

TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.

TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.

TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.

TC4. Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.

TC5. Practitioners and families may collaborate with each other to identify one practitioner from the team who serves as the primary liaison between the family and other team members based on child and family priorities and needs.

We recommend the following practices associated with transition:

TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.

TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

At the local level, our initial curriculum is built around Vermont Early Learning Standards (VELS):

1. DEVELOPING SELF
   A. Approaches to Learning
      1. Play and Exploration: Children engage in play to understand the world around them
      2. Initiative: Children show curiosity about the world around them, and take action to interact with it and learn.
      3. Problem Solving: Children display an interest in novel situations, and demonstrate flexibility, creativity and innovation in solving challenging tasks.
   B. Social and Emotional Learning and Development
      1. Emotion and Self-Regulation: Children express a range of emotions, and regulate their emotional and social responses.
      2. Self-Awareness: Children demonstrate awareness of their personal characteristics, skills, and abilities.
      3. Relationships with Adults and Peers: Children develop healthy positive relationships with adults and peers. Growing, Moving, and Being Healthy.
   C. Motor Development and Coordination
      1. Children develop strength, coordination, and control of their large muscles.
      2. Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.
   D. Health and Safety Practices
      1. Children develop healthy eating habits and knowledge of good nutrition.
      2. Children develop personal health and self-care habits, and become increasingly independent.
      3. Children develop the ability to identify unsafe situations, and use safe practices.

II. COMMUNICATION and EXPRESSION

A. Language Development 1. Receptive Language (Listening)

1. Young children attend to, comprehend, and respond to increasingly complex language.
2. Expressive Language (Speaking): Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.
3. Speaking & Listening: Children demonstrate an increasing ability to comprehend and participate in collaborative conversations.
4. Social Rules of Language: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.
5. Language: Children demonstrate increasing knowledge and use of the conventions of Standard English and an ability to think about language.
6. Dual Language Learners--Receptive and Expressive English Language Skills: Young children whose home language is not English demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.

B. Literacy Development

1. Foundational Reading Skills: Children develop the foundational skills needed for engaging with print, reading and writing Literacy Development
2. Reading
2a. Engagement with Literature and Informational Text (0-5): Children develop "book language" and demonstrate comprehension.
2b. Engagement with Literature: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of literature, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level.
2c. Reading Informational Text: Children demonstrate knowledge of the key ideas and details of stories read to them and which they read, the craft and structure of informational texts, the ability to integrate knowledge and ideas, and to read a range of text with text complexity appropriate to their grade level. Literacy Development
3. Writing: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions. (0-5)
4. Children demonstrate their increasing ability to write various types of text for different purposes, organize their writing around a topic, participate and eventually conduct research to gather information to use in their writing about a topic. (CCSSK-3)
5. Dual Language Learners – Literacy in English 1. Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.

C. Creative Arts and Expression

1. Visual Arts 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity, and develop appreciation of the art created by others.

2. Music: Children engage in making and listening to music as a vehicle for expression and learning.

3. Theatre (Dramatic Play): Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

4. Dance: Children use movement to creatively express their ideas and feelings, and to learn.

III. LEARNING ABOUT THE WORLD
   A. Mathematics:
      1. Number Sense, quantity, and Counting: Children count in sequence and by multiples, represent numerals, connect counting to cardinality, and compare quantities.
         1a. Number sense and quantity
         1b. Counting and Cardinality
      2. Number Relationships and Operations: Children increasingly use numbers to describe relationships and to solve mathematical problems.
         2a. Number Relationships and Operations
         2b: Operations and Algebraic Thinking: Children develop and use concepts, properties, and representations of number that extend to other number systems, to measures, and to algebra.
      3. Number Relationships and Operations: Children develop an understanding of the base-ten system and use place-value notation.
         3a: Numbers and Operations in Base Ten
      4. Number Relationships and Operations: Children understand fractions as numbers, and use that knowledge to compare fractions and explain the equivalence of fractions.
         4a. Numbers and Operations in Base Ten –Fractions
      5. Measurement, Classification and Data
         5a. Measurement, Comparison, Classification, and Time: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.
         5b. Measurement and Data: Children compare and classify objects according to their attributes, use Standard and non-Standard units of measure, tell time and work with units of money. They develop the ability to represent and interpret data, and use operations to solve problems related to measurement including geometric measurement.
      6. Geometry and Spatial Reasoning
         6a. Geometry and Spatial Sense: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.
         6b. Geometry: Children recognize, describe and characterize shapes by their components and properties, compose and decompose geometric shapes, and discuss spatial structures and relations.
   B. Science
      1. Physical Sciences

1.a Children construct concepts of the properties of matter, sound, motion and energy through exploration and investigations.

2. Life Sciences

2a. Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

3. Earth and Space Sciences

3a. Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.

4. Engineering Design

4a.Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

C. Social Studies

1. Inquiry

1a. Children make sense of the world around them by actively gathering and interpreting information.

2. Family and Community; Civics, Government & Society

2a. Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

3. Physical & Cultural Geography

3a. Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

4. History

4a.Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

5. Economics

5a. Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

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

Castleton Education Department programs across our undergraduate offerings integrate professional, liberal, and career study through our partnerships across campus and our region. Between our school partners off campus and our peers in the liberal arts and sciences on campus, our pre-service teachers gain a sense of themselves as apprentices to a discipline and to a profession while they simultaneously practice scaffolding similar learning experiences in regional K-12 classrooms. Our proposed Early Childhood and Special Education degree will benefit from this model as we build toward an Early Learning Lab. In the interim, we have local Preschools attached to our local public k-6 schools with whom we can partner to link coursework to practice.

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

Our early childhood team has reviewed the enclosed professional standards and recommendations as foundation for our curricular and program plans. We have reached out to expert peers across both early childhood and special education associations for their review of our curriculum. We also reviewed our sister institutions, hoping to mirror their contributions to early and special education. We have also reviewed the curricular offerings of the Community College of Vermont and Adirondack Community College for possible pathways.

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

We have developed a continuous method of program evaluation that we utilize to analyze our effectiveness in our undergraduate licensure programs that we will adapt for use in evaluating our BA in Early Childhood and Special Education. With the help of our graduate students studying how to conduct qualitative and quantitative research, we have formulated four surveys that are based on Vermont Agency of Education's ROPA Standards for Program Review: One survey for current students; one survey for mentor teachers; one survey for new teachers; and one survey for employers. From these surveys we will conduct semi-focused interviews and, in the case of program development or review, we hold focus groups. We also convene local educational partners through our advisory structure called Teacher Education Advisory Council (TEAC) that we will expand to include experts in early education as well as accompanying service providers.

Our students majoring in Early Childhood and Special Education will be required to earn a passing grade on the Praxis I Core and Praxis II in Elementary Education, as well as to complete a Licensure Portfolio before being licensed as an Early Childhood Educator and endorsed as a Special Educator, with the required 21 credits in Early Childhood Special Education.

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.

Castleton University's Bachelor of Arts in Early Childhood and Special Education aligns with both national and state standards to guide our work in preparing Special and Early Childhood educators, as outlined above.

In order to license Special and Early Childhood educators, our program will have to go through a New Program Review by the State of Vermont's Results Oriented Program Assessment (ROPA) to gain initial approval process and then maintain accreditation with yearly reports and periodic site visits. If approved, we will be able to schedule a ROPA Review in 2019

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

Course Number and Title	Credit	New/Existing

EDU 1XXX Approaches to Learning	3	New
PSY 2110 Educational Psychology	3	Existing
PSY 3265 Child & Adolescent Development	3	Existing
EDU 2XXX Teaching the Exceptional Learner	3	New
EDU 2XXX Learning about the World: Math, Science, and Social Studies	3	New
SWK 2050 Interventions with Families and Children	3	Existing
PSY 3060 Child Psychopathology	3	Existing
EDU 3XXX Creative Arts and Expression/Growing Moving Be Healthy- Music/Art	3	New
PSY 3240 Social Development	3	Existing
EDU 3XXX Sp.Ed. Language Development and the Exceptional Child	3	New
EDU 4XXX Literacy Development	3	New
SLP 4XXX Speech and Language Development	3	New/Recently approved
EDU 3XXX Assessment/Special Education	3	New
PSY 3150 Cognitive Development	3	Existing
EDU 4XXX Case Management and Intervention: Special Education	3	New
PSY XXXX Applied Behavior Analysis for School Professionals	3	In process
PSY 3XXX Ethics & Diversity	3	New/Recently approved
EDU 2XXX Sp. Ed Collaboration and Law	3	New
Junior Yr. Fall Early Childhood Language Practicum (infant to age 5)	4	New
Junior Yr. Cognitive/Assessment Practicum (birth through	4	New

age 2:11 Special Education)		
Senior Yr. Fall Literacy & Transition Practicum (ages 3-8)	4	New
Senior Yr. Sp. Intervention Practicum (ages 3-6:11 Special Education)	4	New
Portfolio Seminar	2	New

Course Descriptions:

EDU 1XXX Approaches to Learning - This course is an introduction to multiple models of early childhood education, practical methods of implementation, and research into best practices. Emphasis is on children's individual play, intellectual curiosity, and problem solving and how to scaffold these in various settings and models of early childhood education.

PSY 2110 Educational Psychology - An examination of the principles and theories of learning as they apply to the developmental changes of the child. Special emphasis is placed on how the child learns and ways of producing optimal conditions for childhood learning.

PSY 2XXX Child & Adolescent Development - This course surveys the major areas of the psychology of child and adolescent development, emphasizing an understanding of the important methods, terms, theories, and findings in the field of child development.
This course fulfills the Social and Behavioral Understanding Frame of Reference.

EDU 2XXX Special Education Law and Collaboration - This course provides an overview of state and federal laws that govern special education and of the consultation and collaboration skills needed in today's diverse schools. This course emphasizes the major components of laws and regulations that guide the education of students with disabilities ages birth to 21. The Individuals with Disabilities Education Act (2004), VT State Regulations, the Family Education Rights and Privacy Act (FERPA), and Section 504 of the Rehabilitation Act (1973), among others, will be explored. Additionally, students will learn to enhance student academic growth through collaborative and consultation strategies that promote success in early intervention, early childhood education, and in inclusive settings.

EDU 2XXX Teaching the Exceptional Learner - This course reviews the history, laws, and current best practices in educating infants and young children with disabilities. A specific emphasis will be placed on the access, support, and participation of exceptional children and their families. The course provides strategies to inform educators of the needs of families as it relates to family configuration, geographic location, ability, race, ethnicity, culture, language, religion, education or other variation of unique characteristics of children and their families.

EDU 2XXX Learning about the World: Math, Science, and Social Studies - This course has a threefold curricular focus. In mathematics, the emphasis is developing a sense of numeracy, quantity, and counting as well as number relationships and operations in young children. Children are taught to explore the world using measurement and geometric reasoning skills.

Science topics include physical sciences, life sciences, earth and space science, and engineering design. A third focus is developing children's skills through inquiry in social studies, geography, history, and economics

SWK 2050 Interventions with Families and Children - An introduction to basic strategies and interventions used to help families and children cope with psychosocial/environmental needs, difficulties and problems. Problem areas include child abandonment, sexual and physical abuse, learning difficulties, marital discord, dysfunctional communication, and gang membership. Emphasis is placed upon research and practice outcomes in child welfare settings. Prerequisite: SWK 1010, or SOC 1010, or PSY 1012, or consent of instructor. *Fall*

PSY 3060 Child Psychopathology - An analysis of theory, research, and therapy of psychological disorders of children, including early infantile autism, neurophysiological developmental problems, learning difficulties, developmental retardation, juvenile delinquency, and psycho-physiological disorders. *Spring Only*

EDU 3XXX: Creative Arts and Expression/Growing Moving Be Healthy- Music/Art -
This course provides strategies for promoting motor coordination and healthy habits in infants to young children emphasizing the ways in which children can creatively express themselves through art, music, and dance.

PSY 3240 Social Development - Examines systematic research and theory relating to issues in social and personality development, in particular: the development of conceptions of the self, achievement, aggression, altruism and moral development, sex differences and differential effects of familial and extra familial influences. *Spring Even Years.*

PSY 3XXX Ethics & Diversity - This course introduces students to ethics and issues of diversity in psychology. Students will train to identify ethical issues and sociocultural factors that may influence them, and learn the importance of ethical conduct in the practice of psychology.

SLP 4XXX Speech and Language Development - This course explores the nature and sequence of language development from birth through adolescence. Both typical and atypical language development will be discussed. Conditions that place infants and children at risk for speech and language disorders are explored. Students are strongly advised to take SLP 2XXX (Phonetics) or its equivalent prior to enrolling.

EDU 3XX Language Development - This course is grounded in foundational reading and writing skills by understanding how by engaging young children with print, reading and writing supports their early literacy development. Course participants will learn how to work with both literature and informational texts to develop children's understandings about how print works, how stories work, and how writing works to express ideas and to exchange information. Participants will also learn about how to work with English Language learners.

EDU 3XXX Language Development and the Exceptional Child - A frequent area of need in children with developmental delays is language development. These may be delays in

receptive and/or expressive speech or language and may be in the phonological, morphological, syntactic, semantic, or pragmatic areas of language. The course emphasizes collaborative assessment and intervention for children with these delays, causal factors, and multiple points of intervention.

EDU 3XXX Assessment/Special Education - Recognizing the collaborative nature of assessment in early childhood, this course guides educators in conducting multimodal assessment within an ecological framework. Of particular importance will be assessment tools and progress monitoring that is individually appropriate considering the child's abilities, culture, preferences and visual, auditory, and physical needs. To guide curriculum development and create a holistic portrayal of the child, both informal and formal criterion-referenced measures; behavior and verbal behavior assessment, and individually norm-referenced assessments will be discussed.

PSY 3150 Cognitive Development - Examines systematic research and theory relating to issues in children's thinking, providing critical appraisals of Piagetian and information processing approaches to perception, language, memory, intelligence, and individual differences in thought due to cognitive style, experience and gender. *Spring Odd Years.*

EDU 4XXX Case Management and Intervention - Students learn best practices in case management using their knowledge of general and specialized curricula to develop individualized learning plans (IEP) for youngsters with exceptionalities. Students plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community Based on assessment and observational data, students learn to collaboratively plan, implement, and manage interventions for children from ages three through six. This course is taken concurrently with EDU 4XXX Intervention Practicum. *Spring semester, Senior year.*

PSY XXXX Applied Behavior Analysis for School Professionals - Students will develop applied knowledge of basic concepts in Applied Behavioral Analysis through research, in-class and online activities, online discussion, and completion of a basic FBA and Behavior Support Plan. As part of this work, students will explore the factors that may affect the application of behavior analysis principles in school settings. Contexts of consideration in this course will include family patterns, trauma histories, developmental diagnoses, school culture, and culture diversity

EDU 3XXX Early Childhood Language Practicum (infant to age 5) - This is a sixty-hour, field-based application of knowledge and understanding of young children's characteristics and needs, and variation within and across developmental domains in children birth to age five. The emphasis is on supporting language development and communication, including expressive and receptive language, social communication, and non-verbal communication. This practicum is concurrent with SLP 4XXX Speech and Language Development and EDU 3XXX.

EDU 3XXX Cognitive/Assessment Practicum (birth through age 2:11 Special Education) - This is a sixty-hour Special Education course in which students apply their knowledge of

specific disabilities, including etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life. With supervision, students administer assessment with—and application of—assessment results to intervention for infants and toddlers from birth through age 2 years, 11 months. This practicum is taken concurrently with EDU 4XXX Assessment/Special Education and PSY 3150 Cognitive Development. *Spring Semester, Junior year.*

EDU 4XXX Literacy & Transition Practicum (ages 3-6:11 Special Education) - This practicum in Early Childhood is a sixty-hour, field-based application of curriculum design, implement, and evaluation of experiences that promote positive development and learning for young children from three to eight years of age. The focus is on individualizing literacy instruction to address the needs and strengths of all learners and strategies for modifying literacy instruction to support individual needs. Taken concurrently with EDU 4XXX Literacy Development and PSY 4XXX ABA for School Professionals. *Fall Semester, Senior Year*

EDU 4XXX Intervention Practicum (ages 3-6:11 Special Education) - The final practicum is in Early Childhood Special Education for children from three years to six years, 11 months of age. Students plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children and his/her family. They select, adapt, and use a repertoire of evidence-based instructional strategies (including intervention used in academic and specialized curricula) to advance learning of individuals with exceptionalities. Taken concurrently with EDU 4XXX Case Management and Intervention in Special Education and EDU 4XXX Portfolio Preparation. *Spring Semester, Senior Year*

EDU 4XXX - A portfolio is required by the Vermont Agency of Education so teacher candidates in Early Childhood and Early Childhood Special Education can demonstrate competence of learning progressions and state competency requirements. This course will assist students in completing their Vermont Licensure portfolio through thoughtful written reflection on their course work, field experiences, and practica.

7. TOTAL CREDITS in proposed program: <u>72</u>

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 28 credits for General Education Requirements and 20 more credits in the liberal arts and sciences to total 48 credits

9. TOTAL CREDITS for the degree: <u>120</u>

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 time frame and sequence for completion of the degree.

	Fall	Spring
Yr. 1	EDU 1XXX Approaches to Learning (3) PSY 2110 Ed Psych (3) Gen Ed and liberal arts and sciences: up to 12 credits (minimum 9 recommended: PSY 1012 recommended)	PSY 2XXX Childhood and Adol. Development (3) EDU 2XXX Teaching Exceptional Learners (3) Gen Ed and liberal arts and sciences: up to 12 credits (minimum 9 recommended: SOC 1010 or SWK 1010 recommended)
Yr. 2	EDU 2XXX Learning about the world: Math, science, and Social Studies (3) SWK 2050 Interventions with Families and Children (3) PSY 3060 Child Psychopathology (3) Gen Ed and liberal arts and sciences: up to 9 credits (minimum 6 recommended)	EDU 3XXX Creative Arts and Expression (3) PSY 3240 Social Development (3) PSY 3XXX Ethics and Diversity (3) EDU 2XXX Collaboration & Special Education Law (3) Gen Ed and liberal arts and sciences: up to 9 credits (minimum 6 recommended)
Yr. 3	EDU 3XXX Sp. Ed. Language Development and Exceptionality (3) EDU 3XXX Early Childhood Language Practicum (infant to age 5) (4) SLP 4XXX Speech and Language Development (3) Gen Ed: up to 6 credits (minimum 6 recommended)	EDU 3XXX Assessment/Special Education (3) PSY 3150 Cognitive Development (3) EDU 3XXX Cognitive/Assessment Practicum (birth through age 2:11 Special Education) (4) Gen Ed: up to 9 credits (minimum 6 recommended)
Yr. 4	EDU 4XXX Literacy Development (3) EDU 4XXX Literacy & Transition Practicum (ages 3-8) (4) PSY 4XXX ABA for School Professionals (3)	EDU 4XXX Case Management & Intervention Special Education (3 credits) EDU 4XXX Intervention Practicum (ages 3-6:11 Special Education) (4) EDU 4XXX Portfolio Preparation for Early

	Gen Ed and liberal arts and sciences: 3 credits	Childhood and Early Childhood Special Education (2) Gen Ed and liberal arts and sciences: 3 credits

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty	71,000	74,195
Part-Time Faculty	14,490	19,320
Admin/Other Staff		
Facilities/Equipment	2,000	2,000
Misc Materials	2,500	2,500
Library/Other Materials	4,000	4,000
	Assessments in Special Education	
Other Costs (e.g. accreditation/licensure expenses)	Augmentative Systems 2,000	
TOTAL COSTS:	$95,990	$102,015

2. Revenue/sources to meet new expenditures

		Year One	Year Two
Tuition	Fall est 15	167,000	Fall est 35 386,800
	Spring est 10	54,950	Spring est 10 54,950
Reallocation			
Other Sources			
TOTAL REVENUES:		$221,950	$441,750

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	25	45
Part-Time		
In-State	25	30
Out-of-State		15

2. Describe how you arrived at these projections:

   Dr. Anne Slonaker and Dr. Ric Reardon met with Castleton's Chief Budget and Finance Officer Laura Jakubowski, who had met with Chief Academic Officer Jonathan Spiro and Dean of Enrollment Maurice Ouimet to consider a modest incoming class of first year students and steady growth. We also considered programmatic needs such as a new faculty line, part-time faculty, marketing, and program curricula and assessments.

3. Describe the marketing strategies for the new program.

   Monies have been built into the budget for marketing, and our marketing department will canvas our regional high schools where many students begin to work in childcare.

4. Competition:

   a. In state and region: We have outlined our instate sisters, and we surmise that we are not direct competition for any of them. Keene State College offers an Early Childhood Development major.

   b. Web-based: Northern Vermont University has a 90% online Early Childhood major, first for those who already hold a bachelor's degree.

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

   Launching a Bachelors of Arts in Early Childhood and Special Education at Castleton University will increase enrollments because Early Childhood and Special Education are a critical need and a focus of state (and national) attention due to the even higher need in rural areas. Act 166 codifies the current dearth of licensed early childhood educators in our state. Recognizing this need, and providing the proposed state incentives to "professionalize" the early childhood workforce (including salary and benefit considerations) is a potential draw for a segment of Vermont's population new to higher education at this level. Historically, preschool teachers in Vermont have not needed a credential beyond an Associate's degree to teach in a preschool, and now state law requires one licensed special or early childhood educator for each center in the entire state, and there are 145 centers in Rutland County alone.

   Many of our students who study at Castleton to become elementary teachers come into CU with experience in early childhood centers and preschools. A significant portion of our

undergraduates licensing as elementary teachers work at one of these centers while they complete their undergraduate degrees.

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

The program should not significantly impact our northern sister universities and colleges. Because of the newness of state licensure at this level, we will be reaching new and most likely localized students at first.

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

Given the critical shortage in quality early childcare and education in our state and in particular our region, we at Castleton University project positive impacts for young children and families in our region. We are excited to cast a wider net to prepare teachers working in support of children and families, as well as to work toward providing a regional hub of educational, mental, and physical services.

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Vermont's Early Childhood State Advisory Council, Building Bright Futures (2018). How Are Vermont's Young Children and Families?

Vermont Early Learning Standards (VELS)

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL
B.S. in Wildlife and Forest Conservation

Part I: General Information

1. Institution: Castleton University

2. Name of new program: B.S. in Wildlife and Forest Conservation

    a) Individual(s) with responsibility for program development:
        Dr. Cynthia Moulton (Natural Sciences)
        Dr. Christine Palmer (Natural Sciences)
        Dr. Andrew Vermilyea (Natural Sciences)

    b) Academic Department: Natural Sciences

3. Proposed start date of program: Fall 2019

4. Title of degree to be conferred (if applicable): B.S. in Wildlife and Forest Conservation

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

We are proposing a new B.S. degree in Wildlife and Forest Conservation within the Natural Sciences department at Castleton University. Our program will have a foundation in biology and the ecological sciences with an emphasis on conservation and management of wildlife, biodiversity, water, forests, and soils. This program prepares students for careers in wildlife and fisheries science, as well as in park, habitat and/or water management, among other conservation career paths. Students could pursue these careers in federal, state, and local governments, or in the private sector via conservation organizations, NGOs, and consulting firms. Graduates will be able to provide technical assistance to private landowners, conservation districts, and other organizations in ways to best manage their living resources for long-term sustainability. While this program serves the local and Vermont areas, it would also be appropriate for students interested in a global perspective of conservation biology.

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:

Many of our prospective and incoming students have expressed interest in a program in wildlife management and natural resources in general. Some of these students never come to Castleton because they choose institutions like SUNY ESF or Paul Smith's College instead. The abundance of these students suggests a largely untapped pool that could strengthen enrollment at Castleton University. Creation of this major could serve as an outstanding recruitment tool to draw new students to Castleton, creating new courses that support existing majors as well as drawing on courses that are already offered at Castleton. This program can help to bolster enrollment across our science courses and increase the financial viability of these courses.

Institutional Mission
The proposed program is directly in line with the current Castleton University mission. Our new program is centered on developing "responsible citizenship" in our students. We want students to understand the world around them as a single, integrated ecosystem where actions in the environment aimed at a certain outcome can have unintended consequences for adjacent populations, species, and resources. In our program we will aim to "learn, use, and teach sustainable practices" so that our future land managers influence our landscape in a beneficial way. All of this can be done while the program still "emphasizes undergraduate liberal arts" to graduate well-rounded individuals who are prepared for many future careers and relationships that will enable them to be responsible stewards of our planet.

Institutional Priorities
The proposed program is closely connected with the latest institutional pillars and priorities as outlined in *Castleton on the Move*.
-Pillar & Priority #1 - *Transformational Student Experience* is aimed at the continued creation of new, innovative programs that remain rigorous. Our proposed program not only addresses a gap in our current offerings in science that is desired by students, but it is an innovative program. It combines a strong scientific background in biology with conservation and management while still getting students out in the field to work on real land management problems. It is a carefully designed program to balance a broad ecological perspective with the needed skills and techniques to be successful post-Castleton.
-Pillar & Priority #2 - *Growth & Relevance* states that we should make realistic projections and be data driven in our research of new ideas. In this proposal we follow this as a guide to be conservative in our projections and propose to use data to evaluate success for the program over the first two years in order to make quantitative judgments about program success.
-Pillar & Priority #4 - *Advancement* is met by the new program by allowing the university to move forward with community engagement and partnerships. Our proposed course (Conservation Field Experience) will demand partnerships with local, regional, and federal partners in the conservation realm to provide real experiences for our students. The Natural Resources Conservation Service (NRCS) in Rutland, the Poultney Mettowee Natural

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Resources Conservation District (PMNRCD), National Forest Service, Nature Conservancy, Vermont Land Trust, State of Vermont - Parks and Recreation, Fish and Wildlife, Agency of Natural Resources, among others are partnerships we will continue to develop.

Existing Institutional Programs

The existing programs at CU with the closest connection to the proposed program include: Biology (BIO), Ecological Studies (ECS), and Environmental Science (ENV). In general, the proposed program will utilize the core ecological science courses available within BIO with a few connected courses related to animals and water in ECS and ENV, then add upper-level courses specific to the applied field of conservation and management of land and resources. Currently, both ENV and BIO are programs that are strong recruiters of science majors at CU (65-90 accepted students per year in each program), whereas ECS has an accepted student pool of 1-3 students per year. The proposed program will allow us for the first time to offer a robust conservation program that will enable the Natural Sciences (NAS) Department to fully recruit biologists (BIO), environmental scientists interested in water quality (ENV), and students interested in forest, water, and wildlife management and conservation (proposed program). We are in a unique position to offer this program by only adding a single faculty member due to the contribution of courses from other programs.

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 State of Vermont has a long history of managing our natural resources for human use, but also to protect the landscape and wildlife that surrounds us. Additionally, there has been an increase in the development of recreational activities throughout the state to economically support Vermont communities and promote general wellness. There is an increasing need for qualified resource managers to work with groups and agencies to sustainably integrate recreation (mountain biking, backcountry skiing, hunting, hiking, etc.) with our landscape while maintaining ecological integrity within our lakes, forests, and rivers. According to the US Bureau of Labor Statistics, conservation scientists make on average $60,000 a year, and the industry is expecting to grow by seven percent over the next ten years. The Agency of Natural Resources (ANR) in Vermont, Bureau of Land Management (BLM), land trusts (i.e. VLT), conservation groups (i.e. Nature Conservancy), National Park Service, Fish & Wildlife Service, and the Forest Service are a few potential employers in this field. The available jobs are expected to grow at about the average rate of jobs across the US. It is important to note that like most liberal arts programs, the proposed program has some intended career paths, but graduates of this program are well suited for a large variety of careers in ecology, natural resources, wildlife management, and land and water management in general.

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

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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 proposed CU program is a four-year program that first establishes a strong background for students in biology and ecology. The aim is to allow students to understand the role of wildlife and natural resources as an integral part of the greater ecosystem, with specific training in conservation methodology. Thus, the program is broader in nature than the closest program offered within the VSC, which is an Associate's degree in Forestry offered by Vermont Technical College. This existing program is technical in nature and is focused on trees and hands-on training and skills for the self-employed, so it includes courses in accounting and business as well. The audience for our proposed program is much broader than a student that wants to be a forester. The CU program is aimed at the larger field of conservation, rather than specific hands-on skills students would need to operate equipment in the field, and is a four-year program. Due to the different foci of these programs, we think they are sufficiently distinct and are in fact complimentary. Our proposed program will give students interested in a BS degree in the broader field of natural resource conservation an option in the VSCS. The courses offered at VTC could be utilized by CU students in the proposed program wanting to gain hands-on skills in order to prepare them for specific field skills, if that is a career aim, bringing additional students from a different recruitment pool to the VTC courses. This is a unique opportunity to combine the best of the VSCS (technical training and a liberal arts education) to offer Vermont students incredible educational opportunities, and to train and equip students to contribute to the Vermont workforce after graduation.

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Part III: Program Description

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

   Program Objectives
   Graduates of our program will be able to:

   1) Apply ecological science principles to the management and conservation of wildlife and natural resources.

   2) Understand and utilize best practices in conservation stewardship that employ ethical considerations to ecological integrity.

   3) Analyze environmental - human conflicts and develop management/conservation solutions that integrate scientific and social considerations.

   4) Assess and inventory wildlife and resource systems to develop resource plans.

   Career Outcomes
   We anticipate that our graduates will pursue meaningful careers that contribute to the well being of their communities as well as provide a sense of purpose and personal fulfillment. Career paths may include but are not limited to park rangers, fish and wildlife managers/biologists, resource management specialists, interpretive naturalists, conservation officers or game wardens, teachers, etc. Jobs in these fields are offered by federal, state and local governments, NGOs, non-profit conservation organizations, schools (particularly outdoor leadership schools), and more.

   Learning Outcomes
   All of our graduates should achieve the following set of Student Learning Outcomes.

   1) Exhibit mastery of the fundamental concepts of ecology, conservation, and management, and the ability to apply those concepts to contemporary issues.

   2) Research, synthesize, and communicate scientific ideas.
   3) Demonstrate proficiency in laboratory and field skills, and quantitative analysis.
   4) Develop skills to become lifelong learners and advocates of science.

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

   The proposed program is a model for combining professional, liberal, and career study. At its core, the field of conservation is a liberal arts area where all sciences, policy, writing, and management overlap to demand a well-rounded degree preparing graduates for all types of situations and perspectives. At the same time, we have introduced a few targeted field and lecture courses aimed at specifically preparing students for careers in land management and conservation. Courses like our Field Experience, Conservation Biology, and Wildlife Management are meant to narrow the focus for our students to prepare them to apply for conservation jobs directly following graduation.

   All students complete a set of frames courses as part of the general education requirements. Specific courses from the social, political, and psychological sciences may serve to enhance

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each student's individual course of study. Through advising we can maximize the academic experience for our students by recommending relevant general education electives. Some of these recommended courses include:
-Environmental Ethics (PHI 3160): 3 credits
-Introduction to Media and Communication (COM 1220) OR Public Relations (COM 2150): 3 credits
-Accounting I (ACC 2101): 3 credits
-Social Problems (SOC 1030): 3 credits
-Economics and Society (ECO 1010): 3 credits
-Cultural Anthropology (ANT 1010): 3 credits
-Political Economy of the Environment (ECO 3060): 3 credits
-OER courses: Varied

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

   We used the following programs to develop our curricula:
   -Green Mountain College – Wildlife and Forestry Conservation

   -Paul Smith's College – Natural Resources Conservation & Management

   -Society of American Foresters – Guide to Forestry & Natural Resources Programs

   -SUNY College of Environmental Science & Forestry – Conservation Biology; Environmental & Natural Resources Conservation; Forest Resources Management; Forest Ecosystem Science

   -University of Vermont – Wildlife & Fisheries Biology; Natural Resources

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

   The program will be evaluated on a regular basis via the VSC PreCIP assessment process. Evaluation methods for the specific learning outcomes are still being constructed, but we plan to undertake major assessments during the Field Experience course and during Wildlife Management. These applied, project based courses allow an opportunity during the 3rd or 4th year to assess the learning outcomes described 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.

   The emerging partnerships that we are currently nurturing include: The Natural Resources Conservation Service (NRCS) in Rutland, the Poultney Mettowee Natural Resources Conservation District (PMNRCD), National Forest Service, Nature Conservancy, Vermont Land Trust, State of Vermont - Parks and Recreation, Fish and Wildlife, and the Agency of Natural Resources. We have been communicating closely with the PMNRCD and are working

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on a partnership that will provide paid and/or credit bearing internships for eight to ten CU students annually in the field of conservation.

Our program will also be a draw to students that are interested in pursuing environmental or conservation law careers and wish to utilize our established articulation agreement with Vermont Law School.

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

Course Name & Number	Credits	New or Existing?
BIO 1121: Biology I	4	Existing
BIO 1122: Biology II	4	Existing
BIO 3070: Genetics	4	Existing
BIO 1XXX: Conservation Biology	3	New
BIO 3060: Ecology	4	Existing
BIO 3065: Plant Ecology	4	Existing
CHE 1XXX: Intro to Environmental Chemistry FYS	3	New
MAT 2036: Biostatistics	4	Existing
NRM 1XXX: Natural Resource Management	3	New
NRM 2XXX Conservation Field Experience	4	New
NRM 3XXX: Wildlife Management	3	New
NRM 3XXX Conservation Internship	3	New
SCI 2XXX: Environmental Law and Policy	3	New
SCI 2210: Geographical Information Systems	4	Existing
Plus a minimum of 6 credits of relevant electives:		
BIO 1XXX: Dendrology and Silviculture	3	New
BIO 3030: Ecology of Water	3	Existing
BIO 3160: Animal Behavior	4	Existing
BIO 3710: Herpetology	4	Existing
BIO 4260: Field Techniques and Current Topics in Wildlife Biology	3	Existing
GEY 1030: Dynamic Earth	4	Existing
GEY 3110: Hydrogeology	4	Existing
PHY 2110: Physics I	4	Existing

Descriptions of New Courses:
BIO 1XXX: Conservation Biology
This course covers the fundamentals of wildlife, fisheries, and natural resource conservation.

BIO 1XXX: Dendrology and Silviculture
This course covers the fundamentals of tree growth, cultivation, and management.

CHE 1XXX: Intro to Environmental Chemistry FYS

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This FYS serves as a gateway course for incoming first-year students interested in Wildlife and Forest Conservation as well as Environmental Science, Ecological Science, Biology, and Chemistry. The course covers essential principles and current issues in environmental science.

NRM 1XXX: Natural Resource Management
This introductory course surveys fish, wildlife, and natural resources policy and management.

NRM 2XXX Conservation Field Experience
In this course, students work to gain critical experience in wildlife and forest management with hands-on field techniques.

NRM 3XXX: Wildlife Management
This course offers an in-depth coverage of wildlife policy and management.

NRM 3XXX Conservation Internship
Students work with local agencies to gain critical experience in hands-on application of conservation practices. Internships are sponsored by faculty members and supervised by a mentor at the chosen agencies.

SCI 2XXX: Environmental Law and Policy
The introductory course on regulations that pertain to wildlife and forest management.

7. TOTAL CREDITS in proposed program: ___56____

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ___35___

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.

Fall Year 1	Credits	Spring Year 1	Credits
Environmental Chemistry	3	Biology II	4
Biology I	4	Natural Resource Management	3
Math placement course	3	Computer Info Systems	3
Gen Ed Frame 1	3	English Composition	3
Soundings I	1	Soundings II	0.5
Total	**14**	**Total**	**13.5**
Fall Year 2	**Credits**	**Spring Year 2**	**Credits**
Conservation Biology	3	Environmental Law and Policy	3
Biostatistics	4	Touchstones	3
Gen Ed Frame 2	3	Gen Ed Frame 4	3
Gen Ed Frame 3	3	Effective Speaking	3

	Total	13		Total	12
Fall Year 3		**Credits**	**Spring Year 3**		**Credits**
Conservation Field Experience		4	GIS		4
Ecology		4	Conservation Internship		3
Gen Ed Frame 5		3	Genetics		4
			Junior Soundings		0.5
	Total	11		Total	11.5
Fall Year 4		**Credits**	**Spring Year 4**		**Credits**
Program Elective		3-4	Program Elective		3-4
Plant Ecology		4	Wildlife Management		3
Gen Ed Frame 6		3			
	Total	10-11		Total	6-7

The sum of required courses for the program and general education equals 91-93 credits. This allows for 29-31 credits of flexibility in reaching 122 credits. This is helpful for students that wish to double major, explore various minors, or transfer in to the program and want to graduate in four years.

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty	$74,000	$77,700
Admin/Other Staff	0	0
Facilities/Equipment	$2,500	$2,500
Library/Other Materials	0	0
Other Costs (e.g. accreditation/licensure expenses)		
	0	0
TOTAL COSTS:	$76,500	$80,200

Note on faculty costs: We propose hiring a Visiting Ranked Faculty that could transition into a tenure-track position if program enrollment is meeting our goals after two to three years. This assumes a starting salary above the minimum at $50,000, plus benefits at 48% of the base salary ($24,000), for a total of $74,000 for year one.

For years one and two the faculty member would be expected to teach 18 credits per academic year and utilize 6 credits of release for arranging partnerships with external organizations to secure field sites and student projects associated with the curriculum. (In year three, the expectation would be 21 credits of teaching and 3 credits for managing connections with external entities.)

Note on Staff: We will utilize our existing administrative assistant to accommodate the program.

Note on Facilities and Equipment: We will utilize our existing facilities. We estimate annual costs of $2,500 the first two years of the program for new instruments. These costs will be covered with lab fees associated with lab courses and the existing NAS department budget.

2. Revenue/sources to meet new expenditures

		Year One	Year Two
Tuition	In-state	$45,984 (4)	$71,045 (6)
	Out-of-state	$55,968 (2)	$86,470 (3)
Reallocation		-	-
Other Sources	Lab fees	$450 (6)	$675 (9)

TOTAL REVENUES:	$102,402	$158,590

Tuition: $11,496 for Vermont residents, $27,984 for non-residents of Vermont. Assumes a 3% annual increase. Assumes ⅓ of students are out-of-state and ⅔ are Vermont residents.

Lab Fees: Average 1.5 fee-bearing lab courses per academic year at $50/course, so $75/student/year.

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Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	Year One	**Three Years Out**
Full-Time	6	16
Part-Time	-	-
In-State	4	11
Out-of-State	2	5

2. Describe how you arrived at these projections:

We think there is a minimum benchmark in enrollment each future year that is equal to the average number of majors in a similar program at Green Mountain College. Dividing their 16 majors by 3 years this is an average class size of 5 students, but we can assume an incoming class is larger than this average due to attrition over time. Thus, we are estimating our benchmark number of students newly enrolled in the program at 6 students per year. We are giving ourselves three years to reach that goal in the projections. After year 4, we would expect a total program enrollment stabilizing around 15-24 students. Since we only need to add one new FT faculty member to offer this program, it is profitable.

3. Describe the marketing strategies for the new program.

As soon as the program is approved, we will work in close collaboration with the Admissions Office to immediately develop materials to advertise the program. We plan to provide information about the new program to currently accepted students in an effort to increase our yield of deposited students from those accepted. To further increase success, we will work with Admissions to identify potential high school markets with programs affiliated with environmental stewardship. For example, Otter Valley High School in Brandon, VT has an affiliated outdoor school known as the Moosalamoo Center. By targeting high schools in the region that have environmental programs, we can quickly spread the message of this new program.

4. Competition:
    a. In state and region
    Public – UVM (Natural Resources)
    Private – Unity (Maine), Sterling (VT, agroecology)
    Region – Paul Smith's (a variety of related programs), SUNY ESF (a variety of related programs)

    b. Web-based
    This is not applicable to the type of program we are offering, as it relies heavily on field and laboratory work.

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

    The program at CU most closely aligned with the proposed program is Ecological Studies (ECS). This new program may result in a decrease in the number of ECS majors. This should not be a concern from an academic or financial perspective. As stated, ECS does not recruit new students to CU; instead students that are not the strongest in some of the BIO courses, or do not want to pursue a more rigorous water chemistry path with ENV, tend to migrate to the ECS major while at CU, so the ECS major acts as a strong retention—rather than recruiting—tool. So, the proposed program may enroll more than the projections due to students identifying as BIO or ENV majors during their acceptance declaring the new program as their field of study. This would likely decrease ECS numbers by some amount. This has no financial implications as the ECS major was created without creating a faculty line; it does not recruit new students to CU; and the new program will recruit new students to CU that would have likely not deposited (or even applied) in the absence of this new program. Once the new program is established we will be able to offer students an ecological studies path with more of an emphasis on water (ECS) and with a more applied emphasis on land conservation (proposed program).

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

    We do not foresee this program impacting enrollments in any significant way at other institutions. We may have some CU students wanting to earn a certificate in Forestry that is offered by VTC in instances where they want to go to an institution that offers a four-year degree in conservation (CU), but they also want the technical skills to work in the forest and with forest products (VTC). Our program will keep these students in the State of Vermont and could increase enrollment in programs at both CU and VTC.

    Our program is distinct from the VTC AAS in Forestry program. The most distinguishing feature of the proposed program from what VTC offers is the difference between a four-year pre-professional Wildlife and Forest Conservation degree and a two-year Forest Technician's Degree. The Society of American Foresters offers accreditation for both two-year technician degrees and four-year professional degrees (Natural Resources Management), so they are seen as distinctly different career areas by accrediting bodies. They are, in fact, not considered to be preparing students for the same professional trajectory. A degree in Wildlife and Forest Conservation would position graduates to qualify for employment at the GS-5 level. A two-year technician's degree would qualify for GS-4 level federal employment.

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

    The proposed program is part of a tradition of land stewardship that is important to many Vermonters. By offering this program CU will further strengthen our ties with the community and the people we serve.

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VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: **Northern Vermont University - Lyndon**

2. Name of new program: **Digital Communications - Bachelor of Science (B.S.) and Associate of Science (A.S.)**

   a) Individual(s) with responsibility for program development: **Meaghan Meachem, Tim Lewis, Donna Smith, Kerri Nelson**

   b) Academic Department(s): **As we restructure our academic departments, the Digital Communications programs should reside within the same grouping of degree programs that will include the Lyndon Electronic Journalism Arts (EJA) program.**

3. Proposed start date of program: **Soft roll out Fall 2019, full start Fall 2020**

4. Title of degree to be conferred (if applicable): **B.S. Digital Communications and A.S. Digital Communications**

5. Brief description of proposed program (150 words or less): **The Digital Communications B.S. degree will prepare students for jobs in the public relations/strategic communications sector in a multitude of different industries: television, media companies, hospitals, government, businesses, and private companies. A diverse skillset of business, visual arts, journalism, and strategic communications courses will prepare a student for public relations and advertising work across multiple platforms fitting for a professional in the ever-changing digital age.**

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 Electronic Journalism department has seen an increasing need for a digital communications degree program through monitoring the communications industry, feedback from current and prospective students, observing students who transfer out of Lyndon to related degree programs, and through digital communications-related careers that many of our alumni gravitate toward. This need has increased substantially since dissolution of the related Strategic Media Communications degree that was once housed in Lyndon's English department. Collaborating with alumni and business leaders, we have redesigned that degree to address the skillset diversity the workplace is currently seeking.

On a more global scale, there is an increased number of digital communications jobs in the marketplace. Graduates with diverse communication skillsets are in high demand by employers around the country. That trend is reinforced by EJA alumni who enter this field after many productive years in journalism.

Digital communications programs at other universities across the country are most successful when offered alongside an established journalism degree program. The long-standing, nationally recognized Lyndon EJA program will provide the requisite support to ensure that the digital communications program will be as successful.

Our vision is that students in this degree program will become an integral part of the fabric of the institution and community; working in our public relations office and being a resource for local and regional businesses through coursework, internships, and cooperative work experience in the Do North Coworking space in downtown Lyndonville. This speaks directly to the mission of NVU-Lyndon and also speaks to the overall vision of Northern Vermont University. We want "engaged, creative learners" who think "out of the box" to strengthen existing connections while providing opportunities to engage with new ones.

The A.S. degree will provide an option for students, especially in the EJA and Cinema Production degree programs, to broaden their skill set in public relations, social media, and story-telling across different platforms.

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):

Students will graduate from these degree programs with entry-level functional knowledge in web design, social media (related to societal impact and as an advertising and public relations tool), and video capturing and editing. In addition, students will gain a basic understanding of important business practices, public relations, and advertising.

Most of the courses in the degree programs already exist and will be offered face-to-face. Moving forward, we envision some of the coursework will be offered via online or hybrid means. Given that almost all of the required courses already exist, students engaging in this degree program will help fill classes that are already serving NVU students.

Per the U. S. Department of Labor, "Employment of media and communication occupations is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 43,200 new jobs. Demand for (all) media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms." But more importantly, the Labor Department highlighted the increasing need for public relations specialists. "Employment of public relations specialists is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations. The need for organizations to maintain their public image will continue to drive employment growth. Candidates can expect strong competition for jobs at advertising and public relations firms and organizations with large media exposure." (information from: https://www.bls.gov/ooh/media-and-communication/home.htm)

Additional data from the U.S. Bureau of Labor Statistics shows strong job growth in Advertising, Promotions, and Marketing Managers (see the figure below). Job growth in this area is projected to be 9-10%, greater than the mean growth of all professions tracked by the Bureau of Labor Statistics.

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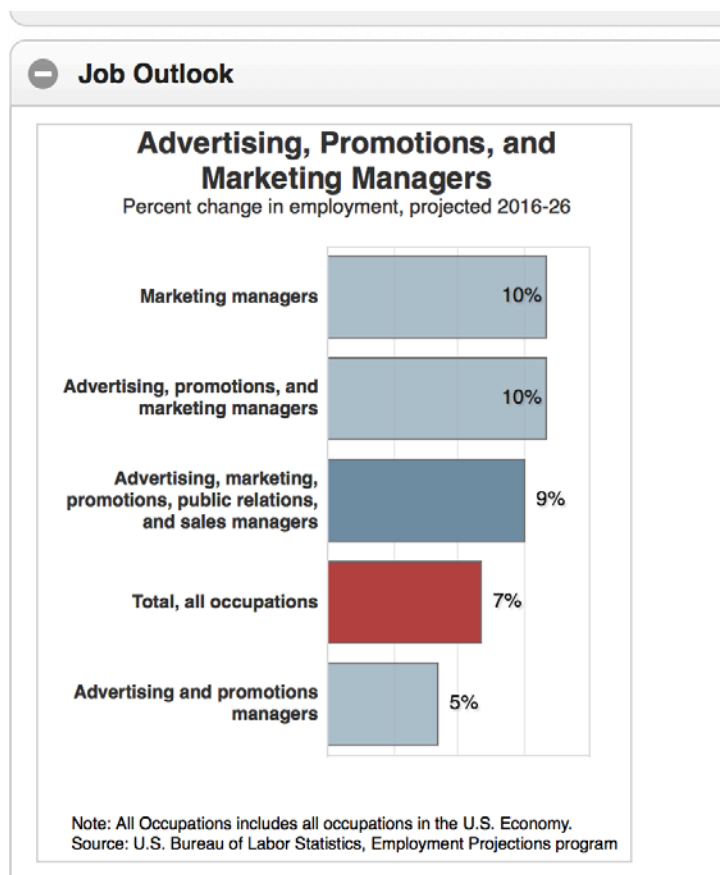
Figure from: U.S. Bureau of Labor Statistics showing job growth from 2016 to 2026. (https://www.bls.gov/ooh/management/mobile/advertising-promotions-and-marketing-managers.htm)

On a local level, numerous employers have asked if we have students with the requisite skills to fill digital communications employment opportunities. News Directors at Burlington news stations have expressed the need for students with these skills, and numerous small businesses in our area have inquired about students for internships and jobs.

Additional articles that support the need for programs like these are can be found at:
1. **The latest report (2017) on Undergraduate Education from the Commission on Public Relations Education - (http://www.commissionpred.org/wp-content/uploads/2018/04/report6-full.pdf)**
2. **https://www.cprs.ca/getattachment/About/Who-We-Are/The-Future-of-CPRS/CPRS-Elevation_of_Public_Relations.pdf.aspx?lang=en-CA**

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

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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):

These programs are not offered elsewhere within the Vermont State Colleges system (VSCs). In addition, they will serve as complementary degree programs for students in the EJA and Cinema Production programs at NVU-Lyndon and possibly for students in the NVU-Johnson Journalism program.

The digital communications programs will attract students who may not otherwise come to NVU-Lyndon as they are looking for a communications degree that is not solely focused on journalism.

Over the past few years, faculty in the EJA department have visited local high schools and Career and Technical Education (CTE) centers to recruit students to the existing EJA program. Many high school students have expressed interest in a program more in line with the proposed digital communications degrees since it will allow them to tell stories in a different way across multiple platforms. Many of the students we visit with are looking for schools with opportunities to hone and use their storytelling skills in diverse ways in order to maximize their educational investment.

Part III: Program Description

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

    Program Objectives:

    Learning Outcomes:
    - **Demonstrate competency in the various elements associated with public relations, advertising, strategic communications, or commercial production.**
    - **Utilize web, video, social media or written communication to meet minimum expected industry standards for entry-level positions.**
    - **Demonstrate an understanding of how media can have an impact on the role different professions can play in society, and how work within media can impact people on an individual or global scale.**
    - **Demonstrate the ability to critically think about messaging and its method of delivery through qualitative and quantitative methods.**

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

    This degree program is inherently a good blend of liberal arts and professional study. With a mix of English, business, journalism, and visual design courses, students will have a balance of professional, liberal, and career study. Students will have a well-rounded experience with additional experiential learning opportunities in the form of internships and external projects.

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

    Programs at Kent State, Ithaca College, Syracuse University, University of Missouri, and Husson University were examined as we created the proposed degree program. We also examined the former Lyndon Strategic Media Communications degree.

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

    Direct assessment of the outcomes in III.1 will happen in internships, practicum, and in-class projects that directly benefit the university and local community. For the A.S. degree, direct assessment will happen in relevant coursework.

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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.

   We will consult with industry professionals and alumni to ensure curriculum currency and relevancy. There are no licensure or accreditation standards attendant to these degree programs.

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

   BACHELORS DEGREE:

Proposed Digital Communications Degree

	COURSE NUMBER/NAME	CREDITS	NEW/EXISTING	FALL/SPRING/BOTH
CORE	JOU 1010 - Intro to Media Communications	3	Existing	Both
	ENG 2085 - Public Relations, Advertising, Marketing	3	Existing	Odd Spring
	ENG 2155 - Multimedia Storytelling	3	Existing	Even Spring
	JOU 2040 - Journalistic Writing	3	Existing	Both
	JOU 3XXX - Post Production 1	3	New	Even Fall
2000 - level	DES 2030 - Fundamentals of Web Design	3	Existing	Odd Spring
	DES 2010 - Interactive Media Design I	3	Existing	Spring
	BUS 2280 - Business Ethics	3	Existing	Both
	BUS 2230 - Principals of Marketing	3	Existing	Both
	JOU 2125 - Visual Production II	4	Existing	Spring
3000 - level	ENG 3080 - Strategic Media Communications	3	Existing	Even Spring
	JOU 3030 - Law and Regulations	3	Existing	Fall
	JOU 3850 - Social Media in the Media	3	Existing	Fall
	BUS 3272 - Social Media Marketing	3	Existing	Odd Fall
4000 - level	JOU 4XXX - Sr. Internship	3	New	Both
	OR			
	JOU 4XXX - Strategic Communications Practicum	3	New	Both
	BUS 4030 - Marketing Research	3	Existing	Odd Fall
		49		

   The only courses that do not currently exist at NVU-Lyndon are JOU 3XXX – Post Production I, and the internship and practicum courses.

   ASSOCIATES DEGREE:

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Proposed A.S. Digital Communications Degree

COURSE NUMBER/NAME	CREDITS	NEW/EXISTING	FALL/SPRING/BOTH
JOU 1010 - Intro to Media Communications	3	Existing	Both
ENG 2085 - Public Relations, Advertising, Marketing	3	Existing	Odd Spring
JOU 2040 - Journalistic Writing	3	Existing	Both
BUS 2230 - Principals of Marketing	3	Existing	Both
JOU 2125 - Visual Production II	4	Existing	Spring
DES 2030 - Fundamentals of Web Design	3	Existing	Odd Spring
ENG 3080 - Strategic Media Communications	3	Existing	Even Spring
JOU 3850 - Social Media in the Media	3	Existing	Fall
BUS 3272 - Social Media Marketing	3	Existing	Odd Fall
	28		

Course Description for new course:

Post Production I: This course furthers student knowledge in shooting and editing, while integrating the use of After Effects, photo manipulation, and advanced lighting, and will be done across multiple media platforms for a commercial environment. Emphasis will be placed on communication with clients and producing content for their needs.

7. TOTAL CREDITS in proposed program: **49 (B.S.), 28 (A.S.)**

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: **40 (B.S.), 32(A.S.)**

9. TOTAL CREDITS for the degree: **120 (B.S.), 60 (A.S.)**

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.

    Two and four-year degree maps are attached to this proposal.

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One (Fall 2020)	Year Two
Faculty	$0	**$5000 (part-time faculty teaching one additional section)**
Admin/Other Staff	$0	$0
Facilities/Equipment	**$8,000 (2 Cameras and associated accessories)**	**$8,000 (2 Cameras and associated accessories)**
Library/Other Materials	$0	$0
Other Costs (e.g. accreditation/licensure expenses)	$0	$0
TOTAL COSTS:	$8,000	$13,000

NOTE: Expenditures are based on only new needs that are above and beyond what currently exist. Given that 95% of this proposed program exists already in other degree programs, the costs are very low.

2. Revenue/sources to meet new expenditures

	Year One (Fall 2020)	Year Two
Tuition	$184,806	$369,612
Reallocation	$0	$0
Other Sources	$0	$0

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TOTAL REVENUES:	$184,806	$369,612

NOTE: Numbers based on current tuition rates

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One (Fall 2020)	**Three Years Out**
Full-Time	14 (B.S.); 5(A.S.)	42 (B.S.); 12 (A.S.)
Part-Time		
In-State	6 (B.S.); 2(A.S.)	18 (B.S.); 5(A.S.)
Out-of-State	8 (B.S.); 3(A.S.)	24 (B.S.); 7(A.S.)

2. Describe how you arrived at these projections:

We used the EJA department's enrollment numbers as a guide and increased them slightly. They are also based on anecdotal observations of current students who have expressed interest in earning a digital communications degree.

3. Describe the marketing strategies for the new program.

- **Digital Advertising: strategically generated and targeted, geo-targeting possibilities**
- **Targeting high schools and CTEs that offer similar or complementary programs**
- **SAT test names — target those locally and in New England**
- **Take advantage of the conferences that EJA faculty attend annually.**

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4. Competition:
   a. In state and region **– University of Southern Maine, Syracuse University, Husson University**
   b. Web-based – **Southern New Hampshire University, Arizona State University, University of Maryland**

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

   We see these programs complementing the EJA and Cinema programs at NVU-L in a manner that should increase enrollments through new student recruitment and enhancing retention. Adding the Digital Communications programs will provide students in the EJA program with a degree option that is more focused on business and public relations. We are finding that some of our students leave EJA and Lyndon to pursue a digital communications degree at another institution. Further, the A.S. will allow an EJA or Cinema Production student to diversify their skill set in this related professional area.

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

   A similar baccalaureate program in Media and Communications, exists at Castleton University. While there are some similarities between the programs, the key difference is that the proposed program focusses much more on public relations, the business side of digital communication, and social media. Furthermore, because the CU program is offered face-to-face, it would be very difficult for NVU-Lyndon students to enroll in the CU program.

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

   Given the experiential nature of these programs and as discussed in Part II of this proposal, we anticipate students working within and supporting the university, local businesses, non-profits, and start-ups through the Coworking space, to gain real-world experience in digital communications. This work supports our strategic plan pillar: Exceptional Community Leadership and sub goal: Expand and enhance NVU's community relationships through outreach, civic engagement, and partnerships.

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EJA Program	Digital Communications	Total Credits	28 + GEU

General Education Foundation (GEF)	3
English (ENG)	6
Math (MAT)	6
General Education Distribution (GED)	25 - 27

LSC 2-Year Plan

Semester 1 Fall	Class	Credits	Required
	ENG 1081 - Writing and Reading Strategies	3	ENG
	MAT Course (From list of eligible courses)	3	MAT
	First Yr. Seminar	3	GEF
	JOU 1010 - Intro to Media Communications	3	
	BUS 2230 - Principals of Marketing	3	
	Total	15	
Semester 2 Spring	Class	Credits	Required
	ENG 1082 - Academic Inquiry	3	ENG
	MAT Course (From list of eligible courses)	3	MAT
	ENG 2085 - Public Relations, Advertising, Marketing	3	
	JOU 2125 - Visual Production II	4	
	DES 2030 - Funamentals of Web Design	3	
	Total	16	
Summer	Class	Credits	Required
	Total	0	
Semester 3 Fall	Class	Credits	Required
	JOU 2040 - Journalistic Writing	3	
	JOU 3850 - Social Media in the Media	3	
	BUS 3272 - Social Media Marketing	3	
	GEU Elective	3	GEU
	GEU Elective	3	GEU
	Total	15	
Semester 4 Spring	Class	Credits	Required
	ENG 3080 - Strategic Media Communications	3	
	GEU Elective	3	GEU
	GEU Elective	3	GEU
	GEU Elective	3	GEU
	Elective Course	3	
	Total	15	
	Two Year Total	61	

Interchangeable

EJA Program	Strategic Media Communications Concentration	Total Credits	49

General Education Foundation (GEF)		3
English (ENG)		6
Math (MAT)		6
General Education Distribution (GED)		25 - 27

LSC Four Year Plan

Semester 1 Fall	Class	Credits	Required	Semester 5 Fall	Class	Credits	Required
	ENG 1081 - Writing and Reading Strategies	3	ENG		EJA 3XXX - Post Production	3	
	MAT Course (From list of eligible courses)	3	MAT		EJA 3030 - Law & Regulation (could fall 6th Fall)	3	
	EJA 1010 - Intro to Media Communications	3	GED		EJA 3850 - Social Media in Journalism	3	
	First Yr. Seminar	3	GEF		GEU Elective	3	GED
	GEU Elective	3	GED		Elective Course	3	
	Total	15			Total	15	
Semester 2 Spring	Class	Credits	Required	Semester 6 Spring	Class	Credits	Required
	ENG 1082 - Academic Inquiry	3	ENG		EJA 2155 - Multimedia Storytelling	3	
	MAT Course (From list of eligible courses)	3	MAT		ENG 3080 - Strategic Media Communications	3	
	EJA 2125 - Visual Production II	4			DES 2010 - Interactive Media Design I	3	
	GEU Elective	3	GED		GEU Elective	3	GED
	GEU Elective	3	GED		Elective Course	3	
	Total	16			Total	15	
Summer	Class	Credits	Required	Summer	Class	Credits	Required
	Total	0			Total	0	
Semester 3 Fall	Class	Credits	Required	Semester 7 Fall	Class	Credits	Required
	EJA 2040 - Journalistic Writing	3			BUS 3272 - Social Media Marketing (could fall 5th Fall)	3	
	BUS 2280 - Business Ethics	3			BUS 4030 - Marketing Research (could fall 5th Fall)	3	
	BUS 2230 - Principals of Marketing	3			Elective Course	3	
	GEU Elective	3	GED		Elective Course	3	
	GEU Elective	3	GED		Elective Course	3	
	Total	15			Total	15	
Semester 4 Spring	Class	Credits	Required	Semester 8 Spring	Class	Credits	Required
	ENG 2085 - Public Relations, Advertising, Marketing	3			Sr. Internship OR Strat Comm. Practicum	3	
	DES 2030 - Fundamentals of Web Design	3			Elective Course	3	
	GEU Elective	3	GED		Elective Course	3	
	Elective Course	3			Elective Course	3	
	Elective Course	3			Elective Course	3	
	Total	15			Total	15	
	Two Year Total	61			Two Year Total	121	

Interchangeable

Digital Communications - Outcome Map

	Demonstrate competency in the various elements associated with Public Relations, Advertising, Strategic Communications or Commercial Production	Utilize web, video, social media or written communication to meet minimum expected industry standards for entry-level positions	Demonstrate an understanding of how media can have an impact on the role different professions can play in society, and how work within media can impact people on an individual or global scale.	Demonstrate the ability to critically think about messaging and its method of delivery through qualitative and quantitative methods.
JOU 1010 - Intro to Media Communications			I	I
ENG 2085 – Public Relations, Advertising, Marketing	I		I	I
ENG 2155 – Multimedia Storytelling	I	I		
JOU 2040 – Journalistic Writing	I		I	
JOU 3XXX – Post Production 1	I	I	R	I
BUS 2230 – Principles of Marketing	I	R		I
BUS 2280 – Business Ethics	I		I	
DES 2030 – Fundamentals of Web Design	I	I		
DES 2010 – Interactive Media Design I	I	I		R
JOU 2125 – Visual Production II	R, A	R		R,A
BUS 3272 – Social Media Marketing	R, M	I		R,A
ENG 3080 – Strategic Media Communications	R, A	R, A	R, A	R
JOU 3030 – Law and Regulations	I		R	
JOU 3850 – Social Media in the Media	R	R	R	
BUS 4030 – Marketing Research	R, M	I	R	
DCO 4XXX – Sr. Internship in Digital Communications OR DCO 4XXX – Digital Communications Practicum	M, A	M, A	M, A	M, A
	Key: "I" = Introduced; "R" = Reinforced and opportunity to practice; "M" = Mastery at the senior or exit level; "A" - Assessment evidence collected			