

**Vermont State Colleges Board of Trustees
Education, Personnel, and Student Life Committee**

Special Meeting

February 25, 2019

AGENDA

1. Call to order
2. [Policy 102](#) New Program Approvals:
 - 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 & Forest Conservation
 - e. Northern Vermont University: Digital Communications (AS and BS)
3. Other business
4. Comments from the public

MATERIALS

1. Castleton University: Proposal for B.S. in Resort & Hospitality Management
2. Castleton University: Proposal for M.B.A.
3. Castleton University: Proposal for B.A. in Early Childhood Education and Lab Center
4. Castleton University: Proposal for B.S. in Wildlife & Forest Conservation
5. Northern Vermont University: Proposal for Digital Communications (AS and BS)

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL
BS in Resort & Hospitality Management

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).

Examples of Paid Co-op Positions

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, Skyship, 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
<u>CLASSROOM SITE</u>		
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.

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

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

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.

- › 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)

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.

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.

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.

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

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.

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.

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.

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)

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

<i>Tuition Year Two:</i>			
	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	<u>\$204,625.00</u>
			\$641,710.00

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		

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

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 providing 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.

Appendix: Letters of Support

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



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,

A handwritten signature in dark ink, appearing to read "John W. Casella".

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



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,

A handwritten signature in blue ink that reads "Mary Cohen".

Mary Cohen
Executive Director

A handwritten signature in blue ink that reads "Laurie Mecier-Brochu".

Laurie Mecier-Brochu
Board President



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



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,

A handwritten signature in black ink that reads 'Steve Peters' in a cursive script.

Steve Peters

RYP Board President

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL
BA Early Childhood & Special Education

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 1 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.

- 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
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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: 72
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: 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 time frame and sequence for completion of the degree.

	Fall	Spring
Yr. 1	<p>EDU 1XXX Approaches to Learning (3)</p> <p>PSY 2110 Ed Psych (3)</p> <p>Gen Ed and liberal arts and sciences: up to 12 credits (minimum 9 recommended: PSY 1012 recommended)</p>	<p>PSY 2XXX Childhood and Adol. Development (3)</p> <p>EDU 2XXX Teaching Exceptional Learners (3)</p> <p>Gen Ed and liberal arts and sciences: up to 12 credits (minimum 9 recommended: SOC 1010 or SWK 1010 recommended)</p>
Yr. 2	<p>EDU 2XXX Learning about the world: Math, science, and Social Studies (3)</p> <p>SWK 2050 Interventions with Families and Children (3)</p> <p>PSY 3060 Child Psychopathology (3)</p> <p>Gen Ed and liberal arts and sciences: up to 9 credits (minimum 6 recommended)</p>	<p>EDU 3XXX Creative Arts and Expression (3)</p> <p>PSY 3240 Social Development (3)</p> <p>PSY 3XXX Ethics and Diversity (3)</p> <p>EDU 2XXX Collaboration & Special Education Law (3)</p> <p>Gen Ed and liberal arts and sciences: up to 9 credits (minimum 6 recommended)</p>
Yr. 3	<p>EDU 3XXX Sp. Ed. Language Development and Exceptionality (3)</p> <p>EDU 3XXX Early Childhood Language Practicum (infant to age 5) (4)</p> <p>SLP 4XXX Speech and Language Development (3)</p> <p>Gen Ed: up to 6 credits (minimum 6 recommended)</p>	<p>EDU 3XXX Assessment/Special Education (3)</p> <p>PSY 3150 Cognitive Development (3)</p> <p>EDU 3XXX Cognitive/Assessment Practicum (birth through age 2:11 Special Education) (4)</p> <p>Gen Ed: up to 9 credits (minimum 6 recommended)</p>
Yr. 4	<p>EDU 4XXX Literacy Development (3)</p> <p>EDU 4XXX Literacy & Transition Practicum (ages 3-8) (4)</p> <p>PSY 4XXX ABA for School Professionals (3)</p>	<p>EDU 4XXX Case Management & Intervention Special Education (3 credits)</p> <p>EDU 4XXX Intervention Practicum (ages 3-6:11 Special Education) (4)</p> <p>EDU 4XXX Portfolio Preparation for Early</p>

	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
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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:	<u>\$95,990</u>	<u>\$102,015</u>

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:	<u>\$221,950</u>	<u>\$441,750</u>

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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McLaughlin, J. (12/12/2018). The childcare shortage is a symptom of the larger problem <https://vermontbiz.com/news/2018/december/12/mclaughlin-child-care-shortage-symptom-larger-problem>

Tripartisan legislation would expand access to affordable, high-quality childcare (1/31/2018).

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

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

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.

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

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

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
<i>Plus a minimum of 6 credits of relevant electives:</i>		
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

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 $\frac{1}{3}$ of students are out-of-state and $\frac{2}{3}$ are Vermont residents.

Lab Fees: Average 1.5 fee-bearing lab courses per academic year at \$50/course, so \$75/student/year.

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.

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.

**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.

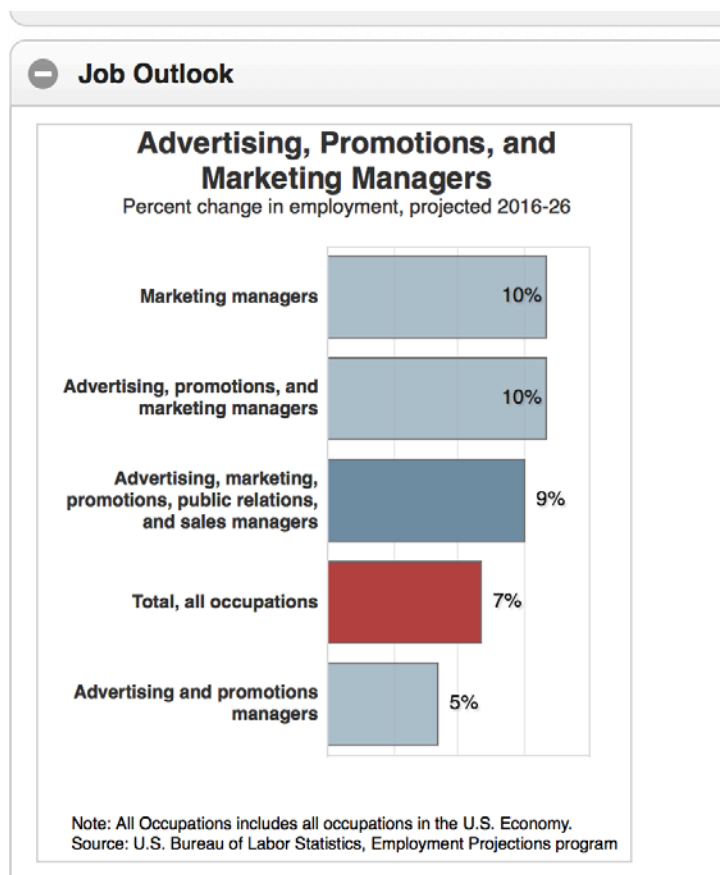


Figure from: U.S. Bureau of Labor Statistics showing job growth from 2016 to 2026. (<https://www.bls.gov/ooh/management/mobile/advertising-promotions-and-marketing-managers.htm>)

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](https://www.cprs.ca/getattachment/About/Who-We-Are/The-Future-of-CPRS/CPRS-Elevation%20of%20Public%20Relations.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

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.

- 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.

- 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:

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:	<u>\$8,000</u>	<u>\$13,000</u>

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

TOTAL REVENUES:	\$184,806	\$369,612
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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.**

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.

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	
	<i>Total</i>	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 - Fundamentals of Web Design	3	
	<i>Total</i>	16	
Summer	Class	Credits	Required
	<i>Total</i>	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
	<i>Total</i>	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	
	<i>Total</i>	15	
	<i>Two Year Total</i>	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
	ENG 1081 - Writing and Reading Strategies	3	ENG
	MAT Course (From list of eligible courses)	3	MAT
	EJA 1010 - Intro to Media Communications	3	GED
	First Yr. Seminar	3	GEF
	GEU Elective	3	GED
	<i>Total</i>	15	
Semester 2 Spring	Class	Credits	Required
	ENG 1082 - Academic Inquiry	3	ENG
	MAT Course (From list of eligible courses)	3	MAT
	EJA 2125 - Visual Production II	4	
	GEU Elective	3	GED
	GEU Elective	3	GED
	<i>Total</i>	16	
Summer	Class	Credits	Required
	<i>Total</i>	0	
Semester 3 Fall	Class	Credits	Required
	EJA 2040 - Journalistic Writing	3	
	BUS 2280 - Business Ethics	3	
	BUS 2230 - Principals of Marketing	3	
	GEU Elective	3	GED
	GEU Elective	3	GED
	<i>Total</i>	15	
Semester 4 Spring	Class	Credits	Required
	ENG 2085 - Public Relations, Advertising, Marketing	3	
	DES 2030 - Fundamentals of Web Design	3	
	GEU Elective	3	GED
	Elective Course	3	
	Elective Course	3	
	<i>Total</i>	15	
	<i>Two Year Total</i>	61	

Semester 5 Fall	Class	Credits	Required
	EJA 3XXX - Post Production	3	
	EJA 3030 - Law & Regulation (could fall 6th Fall)	3	
	EJA 3850 - Social Media in Journalism	3	
	GEU Elective	3	GED
	Elective Course	3	
	<i>Total</i>	15	
Semester 6 Spring	Class	Credits	Required
	EJA 2155 - Multimedia Storytelling	3	
	ENG 3080 - Strategic Media Communications	3	
	DES 2010 - Interactive Media Design I	3	
	GEU Elective	3	GED
	Elective Course	3	
	<i>Total</i>	15	
Summer	Class	Credits	Required
	<i>Total</i>	0	
Semester 7 Fall	Class	Credits	Required
	BUS 3272 - Social Media Marketing (could fall 5th Fall)	3	
	BUS 4030 - Marketing Research (could fall 5th Fall)	3	
	Elective Course	3	
	Elective Course	3	
	Elective Course	3	
	<i>Total</i>	15	
Semester 8 Spring	Class	Credits	Required
	Sr. Internship OR Strat Comm. Practicum	3	
	Elective Course	3	
	Elective Course	3	
	Elective Course	3	
	Elective Course	3	
	<i>Total</i>	15	
	<i>Two Year Total</i>	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			