

TO: Education, Personnel, and Student Life Committee

Aly Richards, Chair
Jim Masland, Vice Chair
Janette Bombardier
Lynn Dickinson
Karen Luneau
Jesse Streeter

FROM: Yasmine Ziesler, Chief Academic Officer



RE: EPSL Meeting on March 23, 2019

DATE: March 19, 2018

The EPSL Committee of the Board of Trustees is scheduled to meet from 10:30 a.m. to 12:00 p.m. at Northern Vermont University - Johnson.

I have provided an accompanying memo as background information for your advance review of the proposed Policy 109 revisions and related materials as listed on the attached agenda.

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

Thank you.

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

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

March 23, 2019

AGENDA

1. Call to order
2. Consent Agenda: Approval of Meeting Minutes
 - a. August 29, 2018
 - b. January 14, 2019
 - c. February 25, 2019
3. Update on [Policy 101](#) (“PreCIP”) Work and Approval of Programs for Review in 2019
4. Proposed Revisions to [Policy 109](#) Annual Review of Existing Programs
5. 2018-2019 Policy 109 Data Reports
5. Approval of Vermont Tech [Policy 102](#) New Program Proposal: B.S. in Radiologic Science
6. VSCS Faculty Fellow nominations
7. Honorary Degree nominations from Vermont Tech and Northern Vermont University
8. Other business
9. Comments from the public

MATERIALS

1. August 29, 2018 minutes
2. January 14, 2019 minutes
3. February 25, 2019 minutes
4. “PreCIP 2.0” Overview
5. Policy 101 Programs for Review in 2019
6. VSCS Faculty Fellow nominations for Dr. Katie Bouley and Professor Reese Boucher
7. Vermont Tech Honorary Degree nomination and resolution
8. NVU Honorary Degree nomination (will be distributed at the meeting)
9. Memo and Proposed Revisions to Policy 109
10. 2018-2019 Policy 109 Data Reports
11. Vermont Tech Proposal for B.S. in Radiologic Sciences

ITEM 1:
August 29, 2018 Minutes

Minutes of the VSC Board of Trustees Education, Personnel, and Student Life Committee meeting held Wednesday August 29, 2018 at the Chancellor's Office, Conference Room 101, Montpelier, VT - UNAPPROVED

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

The VSC Board of Trustees Education, Personnel, and Student Life Committee met on Wednesday August 29, 2018 at the Office of the Chancellor, Montpelier, Vermont

Committee Members present: Aly Richards (Chair), Rep. Jim Masland (Vice-Chair) Jesse Streeter, Rep. Lynn Dickinson, Karen Luneau

Absent: Janette Bombardier

Other Trustees Present: Churchill Hindes, Jerry Diamond, Mike Pieciak

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
 Tricia Coates, Director of External & Governmental Affairs
 Steve Wisloski, Chief Financial Officer
 Sophie Zdatny, General Counsel
 Yasmine Ziesler, Chief Academic Officer
 Jen Porrier, Administrative Director, Chancellor's office
 Sheilah Evans, System Controller, Senior Director of Financial Operations

From the Colleges: Maurice Ouimet, Castleton University, Dean of Enrollment
 Sharron Scott, Northern Vermont University, Dean of Administration
 Laura Jakubowski, Castleton, Chief Budget and Financial Officer
 Littleton Tyler, Vermont Technical College, Dean of Administration

From the Public: Lola Duffort, Reporter, VTDigger
 Amy Nixon, Reporter, Caledonia Record

1. Call to Order

Chair Richards called the meeting to order at 12:09 p.m.

2. Approval of the May 30, 2018 minutes

Trustee Dickinson moved and Trustee Luneau seconded the motion to approve the minutes. The minutes were approved unanimously.

3. Start to Finish initiative update

Dr. Ziesler gave updates on the *Start to Finish* initiative. This includes the creation of a System Lead Team comprised of leaders for student success and retention. One rep from each college will be attending Complete College of America's annual conference courtesy of CCA. Secondly, it can be noted that each institution serves very different populations and this helps determine how to support those students/transfers. Additionally, there is a focus on "15 to Finish" and encouraging students to register for and finish 15 credits. A data reporting tool has been developed in order to evaluate semester outcomes on credit completion. As of 8/24/18 Castleton has over 90% of its students registered for 15 credits, VTC and NVU, both serving a more diverse age population both have about 2/3 of the population registered for 15 credits and CCV serves the most diverse students with a distribution over 6-15 credits signed up for. Chair Richards comments that these are the baseline numbers for 2018 and strategies will be reviewed next based on these results. Trustee Dickinson inquired about the large number of transfer students at VTC and President Moulton responded that most of those are likely nursing students transferring over from Community College of Vermont. Next step is bringing the data back and having those professional conversations.

4. Discussion of System Strategic Priorities 1-4 and potential future EPSL meeting topics

Dr. Ziesler, gave an overview of the first 4 of 6 priorities which also maps potential new topics of discussion by the EPSL Committee. For #1: Increasing high school students going on to post-secondary education; VSCS is working in partnership with the Vermont Department of Education and VSAC to develop a new course called EMC² (Essential Math for College and Careers). This course is for 12th graders to help get them confident with college math and encourage them go on to post-secondary school. #2: Improve retention and graduation rates; VSCS is supporting college staff in using new data and tools as well as developing additional data in support of *Start to Finish*. #3: Be recognized as an attractive destination for Vermont high school graduates (a slight modification of wording in that priority). #4: Serve well more working age Vermonters. Trustee Luneau brought up the pervasive need to educate more teachers in Vermont and suggests adding that as a priority. Chair Richards agrees and sees that as a possible branding focus for VSCS under priority #3.

5. Policy 311/311-A Update

Ms. Zdatny, General Counsel, stated there would be a brief training for the Board of Trustees on the Policies at the Board Retreat in September. Policy 311 prohibits discrimination, harassment

and related unprofessional conduct. Policy 311-A prohibits sexual assault, dating violence, domestic violence, stalking and sexual misconduct. Additionally, Ms. Zdatny discussed the hiring of a new investigator, Susan Law, in the Chancellor's office in early 2017. Her hire has helped to improve the robustness of investigations. She has also been providing multiple trainings at the colleges. There were 108 reports of Policy 311 and Policy 311-A violations in 2017-2018 as compared to 62 in 2016-2017. Twenty formal investigations were conducted in 2017-2018. Ms. Law has designed a website to centralize Policy 311 and Policy 311-A resources for the colleges. Chancellor Spaulding noted that the increase in the number of reports is likely indicative of an increased awareness of the VSCS's policies.

6. Comments from the public

There were no comments from the public.

7. Negotiations Update with Finance and Facilities Committee

At 12:54 p.m. Chair Hindes concurrently convened the Finance and Facilities Committee in preparation for a joint Executive Session.

Trustee Richards moved that the Education, Personnel and Student Life Committee and the Finance and Facilities Committee of the VSC Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(B), for the purpose of discussing labor relations agreements with employees; and 1 V.S.A. § 313(a)(1)(C), for the purpose of discussing arbitration or mediation because premature general public knowledge of such discussions would place the VSCS at a substantial disadvantage. Trustee Hindes seconded. Along with the members of the Board present at this meeting, the Board invited the Chancellor, the Chief Financial Officer, the Chief Academic Officer, the Presidents, the members of the Business Affairs Council, the Administrative Director and VSCS General Counsel to attend. The Committees returned from executive session at 1:22 p.m. and took no action in open session.

Chair Richards adjourned the meeting at 1:25 p.m.

ITEM 2:
January 14, 2019 minutes

Minutes of the VSC Board of Trustees Education, Personnel, and Student Life Committee meeting held Monday January 14, 2019 at the Chancellor's Office, Conference Room 101, Montpelier, VT - UNAPPROVED

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

The VSC Board of Trustees Education, Personnel, and Student Life Committee met on Monday January 14, 2019 at the Office of the Chancellor, Montpelier, Vermont

Committee Members present: Rep. Jim Masland (Vice-Chair) Jesse Streeter, Karen Luneau (via phone until 4:03pm), Janette Bombardier (on phone)

Absent: Aly Richards, Lyn Dickinson

Other Trustees Present: Churchill Hindes, Linda Milne

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
 Tricia Coates, Director of External & Governmental Affairs
 Sheilah Evans, System Controller, Senior Director of Financial
 Operations
 Jen Porrier, Administrative Director, Chancellor's office
 Josh Powers, Administrative Fellow, USC
 Steve Wisloski, Chief Financial Officer
 Sophie Zdatny, General Counsel
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nolan Atkins, Provost, Northern Vermont University
 Sarah Billings-Berg, Associate Dean of Nursing, Vermont
 Technical College
 Jonathan Davis, Dean of Student Life, Northern Vermont
 University
 Kate Gold, Director of Advising Resources, VSCUP President,
 Northern Vermont University
 Laura Jakubowski, Castleton, Chief Budget and Financial Officer
 David McGough, Professor, Northern Vermont University
 Matthew Moriarty, Director of Grants, Castleton University
 Maurice Ouimet, Castleton University, Dean of Enrollment
 Dennis Proulx, Dean of Students, Castleton University

Rachel Repstad, Professor, Vermont Technical College
Sharron Scott, Northern Vermont University, Dean of
Administration
Allan Rodgers, Dean of Academic Affairs, Vermont Technical
College
Scott Roper, Professor, HGEP Dept. Chair, Castleton University
Roger Weeden, Program Director, Vermont Technical College

Guests: Anita Long, Academic Support Coordinator, VSAC/GEARUP
Heidi Whipple, Mathematics Coordinator, VT AOE

1. Call to Order

Vice-Chair Masland called the meeting to order at 3:39 p.m.

2. Policy 102 New Program Approvals:

- a. NVU: MA in Leadership Studies
- b. NVU: AS in Mountain Resort Management
- c. CU: BS in Archaeology, Geography & Applied Anthropology
- d. VTC: AS in Radiography

David McGough gave a brief description of the proposed program for a Master's Degree in Leadership Studies. He stated that as an interdisciplinary study it will meet needs for both the community and the institution. The unique design appeals to particular clientele including midlevel managers. This program has been completely vetted within the institution receiving approval from faculty.

Nolan Atkins discussed the proposed program for an Associate's Degree in Mountain Resort Management. The rationale of offering this degree is as a retention completion strategy. There are two different concentrations in this degree: resort management/mountain operations and adventure leadership. This program provides for completion of a first-level credential for those unable to complete baccalaureate degree. Primary audience is those currently matriculated in Baccalaureate degree program and cannot complete it. They can be advised and instead complete this program instead of leaving without any kind of degree. The hope is that this program will prevent students from leaving with nothing but debt and no degree.

Jonathan Spiro, Scott Roper, and Matthew Moriarty, from CU, discussed the proposed program for a BS in Archaeology, Geography & Applied Anthropology. This program will train students in emerging technology and require students to perform career relevant internships and earn career relevant certificates. Competitors offer programs in one or the other of the fields, but CU will offer this interdisciplinary in all topics all in one program. CU already has the needed laboratory for this program; a dig site on Lake Champlain owned by the Nature Conservancy.

Allan Rodgers, Sarah Billings-Berg and Roger Weeden from Vermont Tech discussed the AS in Radiography proposed program. This curriculum is designed so that students are aligned and getting exposure to all applicable types of technology. The program will be face to face with some hybrid opportunities in the future. There will be the opportunity to take associate level and build up to a bachelor's degree. Already through word of mouth the program has gained over 22 students

Trustee Streeter moved and Trustee Luneau seconded the motion to recommend to the Board the approval of these four programs. The motion was approved unanimously.

3. Approval of revisions to Policy 301 provisions for in-state residency for veterans

Ms. Zdatny gave an overview of the proposed revisions to policy 301. These changes are required so that Policy 301 is consistent with the recent amendments to the Veterans Choice Act. The Veterans Administration has already approved the proposed additional language, which extends in-state resident tuition to eligible veterans in vocational rehabilitation seeking educational assistance, effective March 1, 2019.

Trustee Streeter moved and Trustee Luneau seconded the approval to the revisions in Policy 301. The motion was approved unanimously.

At 4:04pm Vice Chair Masland adjourned the meeting.

Informational Session only began at 4:05pm

1. Presentation: Essential Math for College and Careers (EMC2) Partnership with VSAC and VT Agency of Education

Anita Long, Rachel Repstad and Heidi Whipple gave a brief overview of the process and work to date, the schools planned for the pilot next year and their perspectives about the value they've witnessed from the process thus far.

2. Approval to relinquish Castleton University radio license

Dennis Proulx, CU, discussed the need to eliminate the radio tower for broadcast at CU. There will no longer be call letters or a logo but the station will still stream locally. Through rebranding and pushing out over the internet, he believes this will allow students to rethink what a radio station is and he believes this move will rejuvenate the station.

3. Approval of Policy 101 (“PreCIP”) Programs for Review in 2019

Tabled until next meeting

4. Update on Castleton University Colleges and Schools Structure

President Scolforo reviewed a proposed new structure of 3 colleges within the university with disciplines within each. College of Arts and Humanities and Social Sciences, College of Business and College of Health and Sciences. This was vetted and approved through faculty.

5. Update on U.S. Department of Education Title IX Proposed Rule-making

Ms. Zdatny provided an update on the Notice of Proposed Rule-Making issued by the U.S. Department of Education. She shared this information with the Committee because it is anticipated that changes may be necessary to Policy 311 (Non-discrimination and Prevention of Harassment and Related Unprofessional Conduct) and Policy 311-A (Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking) once the Department of Education issues final rules. The Vermont State Colleges anticipates submitting comments to the Department of Education on the proposed rules.

6. Other Business

There was no other business.

7. Comments from the public

There were no comments from the public.

Vice-Chair Masland adjourned the informational session at 4:42 p.m.

ITEM 3:
February 25, 2019 minutes

Minutes of the VSCS Board of Trustees Education, Personnel, and Student Life Committee meeting held Monday February 25, 2019 at the Chancellor's Office, Conference Room 101, Montpelier, VT - UNAPPROVED

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

The VSC Board of Trustees Education, Personnel, and Student Life Committee met on Monday February 25, 2019 at the Office of the Chancellor, Montpelier, Vermont

Committee Members present: Rep. Jim Masland (Vice-Chair), Janette Bombardier (via phone), Lynn Dickinson (via phone), Karen Luneau (via phone), Jesse Streeter (via phone)

Absent: Aly Richards

Other Trustees Present: Churchill Hindes, Linda Milne (2:30pm), David Silverman (via phone)

Presidents: Joyce Judy (via phone), Pat Moulton (via phone), Karen Scolforo (via phone)

Chancellor's Office Staff: Jeb Spaulding, Chancellor
Tricia Coates, Director of External and Governmental Affairs
Jen Porrier, Administrative Director, Chancellor's office
Josh Powers, Administrative Fellow
Sophie Zdatny, General Counsel
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nolan Atkins (via phone), Provost, Northern Vermont University
Tim Lewis, Professor, Northern Vermont University
Jonathan Spiro (via phone), Chief Academic Officer, Castleton University

1. Call to Order

Vice-Chair Masland called the meeting to order at 2:06 p.m.

2. Policy 102 New Program Approvals:

- a. CU: B.S. in Resort & Hospitality Management
- b. CU: M.B.A.
- c. CU: B.A. in Early Childhood Education and Lab Center

- d. CU: B.S. in Wildlife & Forest Conservation
- e. NVU: Digital Communications (AS and BS)

Jonathan Spiro gave a brief description of the proposed 3-year degree program for a B.S. in Resort & Hospitality Management that will be offered in cooperation with Killington Mountain resort. Students will attend classes as traditional students but will also receive credit by working for the resort. This program will operate on a trimester system, with traditional courses in fall and spring and, during winter term, students will receive 9 credits working in cooperation with the resort. The program is designed for the student to progress from employee to supervisor to manager and could then transition to a job after graduation. President Scolforo added that CU has obtained substantive change approval from NECHE for the program to be taught at the resort.

Trustee Luneau moved and Trustee Bombardier seconded the motion to recommend to the Board the approval of the B.S. in Resort & Hospitality Management at CU. The motion was approved unanimously.

Mr. Spiro stated that the MBA at CU is designed to meet the needs of the working professionals – it is offered completely online and takes 1 year to complete. The semesters are 8 weeks long with 27 core credits followed by the selection of one of four concentrations: Leading Organizational Change, Analytics, Healthcare Administration, Media and Communication. President Scolforo shared that there is already a lot of community support for this program.

Trustee Bombardier moved and Trustee Luneau seconded the motion to recommend to the Board the approval of the MBA at CU. The motion was approved unanimously

Mr. Spiro described the early childhood and special education program as being a residency-based degree that will be implemented in phases starting with licensure in Early Childhood Education and an endorsement in Early Special Education. The second phase will work towards developing an Early Learning lab to complement the CU's proposed Early Learning Center, which will serve as a childcare center and teacher preparation and professional development lab.

Trustee Masland moved and Trustee Luneau seconded the motion to recommend to the Board the approval of the B.A. in Early Childhood and Special Education and Lab Center at CU. The motion was approved unanimously.

Mr. Spiro informed the committee that the B.S. in Wildlife and Forest Conservation focuses on conservation and management of flora, fauna, water and soil. CU envisions the future employment of the graduates from this program with local, state and state federal agencies as well as private conservation and consulting agencies. The program will utilize core ecology courses and will add on upper level courses in Resource Management. CU already has partnerships lined up with paid internships.

Trustee Dickinson moved and Trustee Masland seconded the motion to recommend to the Board the approval of the B.S. in Wildlife and Forest Conservation at CU. The motion was approved unanimously.

NVU Provost Nolan Atkins and Professor Tim Lewis described the proposed A.S. and B.S. programs in Digital Communications at NVU as being focused in the public and strategic communications sector, in such industries as television, media, hospitals, government, businesses

and private companies. It will draw on existing faculty expertise and coursework. Professor Lewis states that there is 9-10% growth predicted in next 10 years.

Trustee Luneau moved and Trustee Bombardier seconded the motion to recommend to the Board the approval of the A.S. and B.S. programs in Digital Communications at NVU. The motion was approved unanimously.

3. Other Business

There was no other business.

4. Comments from the public

There were no comments from the public.

Vice-Chair Masland adjourned the meeting at 3:19 p.m.

UNAPPROVED

ITEM 4:
“PreCIP 2.0” Overview

“PreCIP 2.0” Overview:

Building on Our Progress with Program Assessment

January, 2019

What are we observing from the most recent cycles of PreCIP reports?

1. Programs are making good progress refining student learning outcomes at the program level:
 - a. Some programs now include post-graduation outcomes (e.g. readiness for graduate school, entry into specific profession such as teaching).
 - b. Some programs have refined curriculum and learning activities (particularly capstone courses and field placements) to align with outcomes.
2. Programs are making good progress increasing the breadth and depth of evidence used for overall program assessment, particularly the direct assessment of student work products. In general, program assessment remains organized around discrete assessment activities and evidence, not around program outcomes, for example analysis of feedback from internship placement supervisors, or deans’ interviews with majors.
3. Across programs, there is work still emerging or in-progress:
 - a. Relationships between program outcomes and program curriculum and related co-curricular experiences may not yet be fully defined or understood.
 - b. Shared standards for understanding and evaluating learning outcomes represented in student work (e.g. via common rubrics for evaluation) may not yet be fully developed or implemented.
4. Programs continue to identify needs for more robust data and data collection/management mechanisms.
5. Programs continue to struggle to find a sustainable level of assessment activity that supports genuine continuous improvement.
6. With limited exceptions, programs have yet to achieve demonstrable improvements in student learning outcomes as a result of assessment activities that prompted subsequent program improvement activities.¹

¹ See, for example, NECHE Standard 2.7 “The institution’s principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings, student learning, and the student experience...” https://cihe.neasc.org/standards-policies/standards-accreditation/standards-effective-july-1-2016#standard_two_two

How do we improve our continuous improvement process?

1. Provide more comprehensive data to programs.
2. Continue to refine and focus the scope of PreCIP reports on outcomes assessment, via additional guidance and report templates to support this focus.
3. Align related efforts to improve student success and retention with program assessment work.

What does this look like, in the PreCIP 2.0 report template for 2019?

1. The “Program Overview and Enrollment History” section of the report is replaced with a focus on “Student Success & Retention.”
2. The VSCS Institutional Research Office will provide new data annually to each college for analysis, including
 - a. 15+ credit enrollment patterns for first-semester program students;
 - b. Course success rates (percentage of students withdrawing or receiving D or F grades);
 - c. Program retention and transfer patterns; and
 - d. Annual program completion rate (number of program completers as percentage of total program enrollment).
3. Programs will use structured templates to support their work in mapping
 - a. curriculum to an “on-track” student graduation plan with key milestones identified;
 - b. program outcomes to curriculum and co-curricular learning experiences;
 - c. assessment activities to outcomes; and
 - d. a full complement of planned assessment activities to be completed on a five-year cycle.

ITEM 5:
Policy 101 Programs for Review in 2019

2019 Programs Under PReCIP Review

Applied Technology (Construction, Professional Pilot Technology)

VTC: AAS and BS in Construction Management

VTC: Professional Pilot

History, Social Science, Political Science, and Global Studies

CU: BA in History, Global Studies, Political Science, Social Studies and Major-by-Contract (Geography, Economics, Environmental Studies)

NVU-J: BA in History, Political Science

NVU-L: BA in Global Studies

Criminal Justice and Social Work

CU: BSW Social Work (*externally accredited; exempt from PreCIP*)

CU: AS and BA in Criminal Justice

NVU-L: AS and BS in Criminal Justice

Anthropology, Sociology, Women's & Gender Studies, and Wellness & Alternative Medicine

CU: BA Sociology

CU: BA Women's & Gender Studies

NVU-J: BA Anthropology & Sociology

NVU-J: BS Wellness & Alternative Medicine

Behavioral Sciences, Psychology, Human Services, and Counseling

CCV: AS in Behavioral Sciences (*new*)

CU: BA Psychology

NVU-J: BA in Psychology

NVU-J: MA Counseling

NVU-L: AS and BS in Applied Psychology and Human Services

ITEM 6:

**VSCS Faculty Fellow nominations for Dr. Katie Bouley
and Professor Reese Boucher**



NorthernVermont.edu

February 28, 2019

Jeb Spaulding, Chancellor
Vermont State College Systems
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Spaulding:

It is with great personal pleasure that I write this letter of nomination for Dr. Katie Bouley in support of her candidacy as VSC Faculty Fellow. I have known Katie for approximately two of the nine years she has served as a faculty member at Northern Vermont University (NVU)-Lyndon.

Dr. Bouley's students frequently characterize her as rigorous. She is one to nourish the students' disciplinary passions. Her lectures do not feel that they are "to" the students, but "with" the students. Students comment on her genuine care and concern, underscoring that Dr. Bouley is able to form close connections with them. Katie is considerate and generous with her time. She clearly demonstrates many of the key qualities that I seek in faculty working at NVU.

Dr. Bouley's colleagues in Exercise Science write the following in support of her work:

Katie's mentorship has been effective and honest, contributing to my progress and success as a new faculty member. Katie consistently demonstrates commitment and progress towards improving our Exercise Science program. Our students trust and rely on her for advice, not only in course choice, but also in important decisions for intern selections and career direction. It has been my direct observation that Katie has been highly successful in delivering the curriculum the courses that she teaches.

As a scholar, Katie has established a clear research agenda in aerobic exercise. Her most recent poster sessions have been published in the *Supplement of Medicine & Science in Sports and Exercise*. She is currently investigating the relationship between birth weight and specific performance measures.

Dr. Bouley has consistently been engaged with the campus community. She has served as Chair of the Exercise Science Department and as a member of the Academic Standards Committee. She is lauded for her ability to collaborate with colleagues such as the admissions team and the ATM department. I particularly appreciated her willingness to teach a lab course to Johnson students upon the departure of Professor Hans Haverkamp.

There is no doubt in my mind regarding Dr. Bouley's ability to excel as a VSC Faculty Fellow pursuing her research as she has outlined in the attached materials. Dr. Bouley has clearly demonstrated the initiative, stamina and intellect to achieve success in this role. If you should require additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Elaine C. Collins'.

Elaine C. Collins, Ph.D.
President

Enclosure: Dr. Katie Bouley's application materials
c: Yasmine Ziesler, Chief Academic Officer



NorthernVermont.edu

Dr. Nolan Atkins
Provost
Northern Vermont University
1001 College Rd
Lyndonville, VT 05851

November 7, 2018

Dear Dr. Atkins,

Please consider this letter a formal nomination of myself for the faculty fellow award during the 2019-2020 academic year. I feel very strongly that I would be able to provide a meaningful and educational public presentation on the topic of vaccinations. Lately, there has been much debate about the benefits and risks associated with vaccinations, which has led to an increase in the “anti-vaxxer” movement and outbreaks of potentially avoidable diseases and illnesses. I am interested in researching all of the scientific evidence about vaccines to provide objective rationales for vaccinations and debunk many of the common myths believed by and arguments of those opposed to vaccines.

I currently am a faculty member of the Exercise Science Department at NVU-Lyndon, so this topic may seem slightly unrelated to my expertise; however, my training as a physiologist has provided me with sufficient knowledge to accurately research and present scientific findings in a science field in an effort to educate others. In addition, I attended the University of Massachusetts for my undergraduate work, where I earned a Bachelor’s degree in Biology, which required me to complete coursework in the areas of cellular biology, genetics, and molecular biology. This background has provided me with the foundation necessary to understand concepts related to immunology and pathology. In addition to my educational background, I also spent six years working as a laboratory assistant in a microbiology and serology laboratory at Baystate Medical Center in Springfield, MA. In that role, I assisted with testing for preventable diseases, such as hepatitis, varicella, rubella, measles, mumps, and flu. I saw first hand how important vaccinations are to the overall health of a community. I saw how serious the Center for Disease Control (CDC) and state clinics responded to possible outbreaks. I saw many interns, residents, and attending doctors present on the pathophysiology of these diseases and the importance of vaccinations.

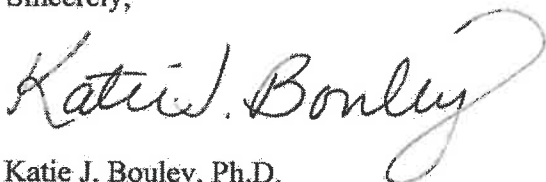
While I have been passionate about this topic since graduate school, I recently decided that I wanted to play an active role in vaccine education. In my Assessment in Exercise Science (research) course (XSC-4071), we discuss the importance of ethics in research. While discussing this topic, the conversation revolved around the damage done by Andrew Wakefield and his unethical research and fabricated publications related to the measles, mumps, and rubella vaccine. Through the publication of one crucial study in 1998, he destroyed the confidence many had in vaccinations. Even though his article was retracted in 2010, the damage was done, and some individuals are attempting to find more (unscientific) reasons not to vaccinate. These individuals are creating panic in the public and they are actively trying to convince others that the “anti-vaxxer” movement is

the best route for their child's safety. While discussing this information with my students, they told me they could see my passion for the topic and wanted me find a way to educate others. I think the faculty fellow opportunity is the ideal way for me to focus on the research and put together a detailed, informative presentation about exactly how vaccines work and why many of the "anti-vaxxer" arguments are anecdotal and scientifically incorrect.

I am currently in awe and shock that the "anti-vaxxer" movement is picking up momentum and infiltrating many communities where herd immunity is crucial to the health and survival of so many young children. I constantly read about outbreaks of a preventable disease, or I see another "anti-vaxxer" claim on social media in an attempt to convince others about the dangers of vaccines, such as essential oils in place of the influenza vaccine. I see individuals who have no scientific or medical background perpetuating these unsupported ideas and claims and then stating that they are no longer going to vaccinate their children or will never vaccinate their future children. I see stories and pictures of immunocompromised children being hospitalized with severe complications or dying from these preventable diseases, because the required percentage of those vaccinated has dipped below that required for herd immunity. I am unable to just sit and watch this occur – I need to be actively involved! I want to analyze the research literature, collaborate with medical professionals, and eventually educate others on the science behind vaccines.

Thank you for taking the time to read my nomination letter and for your consideration of me for the faculty fellow award. I look forward to hearing from you in the near future.

Sincerely,



Katie J. Bouley, Ph.D.
Associate Professor
Department Chair
Exercise Physiology Laboratory Director
Department of Exercise Science
Northern Vermont University – Lyndon



NorthernVermont.edu

November 14, 2018

Dr. Atkins,

I am submitting this letter in support of Dr. Katie Bouley's nomination for the 2019-2020 VSCS Faculty Fellow award. The need is significant in our community for science-grounded education regarding issues that affect our population at large. The "anti-vaxxer" movement, like several others currently gaining momentum in our society, is jaded by claims fueled by rumor, speculation, and fabrication. Social media plays a substantial role in dissemination of fabricated claims ultimately leading to misconception. The ability of the general public to critically evaluate and critique information presented with or without scientific evidence, and the ability to critically appraise research, is undoubtedly poor. The result is mass sharing of information and important decisions being made via unconscious ignorance. Unfortunately, the consequences of people making decisions about vaccinations based on false scientific claims can and has yielded devastating results.

Dr. Bouley's ability to critically evaluate scientific research is exceptional (and was recognized as such by advisors during her graduate work at Springfield College). Our institutional and local communities could benefit greatly from Bouley's work and educational contributions. The faculty fellow award would grant her opportunity to develop an educational presentation with a broad target audience of individuals with and without science and research background knowledge. I think it is critically important for communities to have access to scientifically-grounded educational material to allow for decision making that is based on objective, critically appraised data, as opposed to fabricated hearsay.

Dr. Bouley is aware that her endeavor will attract criticism, because this is a topic that many feel deeply passionate about (similar to the way Janel Hanrahan faces criticism in her endeavors to educate about climate change). The most impactful opportunities arise from those that are met with resistance. In the Exercise Science department, we as faculty are constantly aware of the impact we are having on our students based on our beliefs, actions, and professional conduct. We teach them from day 1 that they are always being evaluated, and must always consider the impact their actions have on those around them. The Faculty Fellow award will provide ideal opportunity for Dr. Bouley to lead by example for our students. The implications of her endeavor would also provide an ideal platform for discussion in her research classes.

Thank you for considering Dr. Katie Bouley for the 2019-2020 Faculty Fellow award. As her colleague, I am in full support of Dr. Bouley's endeavor to enhance educational access for a topic that holds such deep seeded importance for the wellbeing of our families and population. I am excited to think of the broad impact her project could have on our department and students, our institution, and broader community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Aimee Pascale', written in a cursive style.

Aimee Pascale, PhD, ATC, LAT-VT, CSCS
Assistant Professor of Exercise Science
Northern Vermont University – Lyndon

Dr. Nolan Atkins
Northern Vermont University
1001 College Rd
Lyndonville, VT 05851

December 6, 2018

Dear Dr. Atkins,

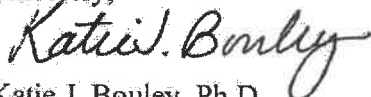
I write this letter to elaborate further on how my proposal for the faculty fellow award during the 2019-2020 academic year will contribute to my scholarship at the university. The intention of this proposed topic is not to produce a novel research study or physically collect data; however, if something developed into that from this process, I would be open to the idea even though that is not the primary purpose. The purpose is to analyze the large existing volume of literature on the topic and to present said findings on a community/general population level.

This type of presentation would likely not be applicable as a professional conference topic because, based on my current understanding, very little debate exists among medical/health professionals about this topic. Having said that, the real need identified is extrapolating this complex literature into a format that the general population can understand. This will be a new scholarship format for me, as my previous scholarship work has included presentations at the national and regional conference level, on data that I have personally collected, to a very narrow audience. I am greatly looking forward to expanding my research breadth in this respect. In regard to my plan of collaboration with medical professionals, I plan to connect with medical professionals at Dartmouth-Hitchcock Medical Center and Northeastern Vermont Region Hospital (in addition to other locations as needed) in the fields of pathology and pediatrics who specialize in vaccines or encounter vaccinate-preventable illness on a regular basis. I am not planning on collaborating on the data collection process or research proposal development. My plan is to connect with these professionals and gain their perspective on where they see the gap or misunderstanding in respect to vaccines in the general public, and to also gain insight into areas that I should consider.

In regards to educational outcomes, my intent is to complete a thorough analysis of the literature leading to a comprehensive and understandable presentation on the science behind vaccines for the general public. The students, both exercise science students and students from other disciplines, who attend the presentation, will be able to see and understand the difference between "click bait" and scientific facts. This will be a great example of the power of social media, both negative and positive, and will include the overall effect on our community and public health. In addition, the exercise science students attending the presentation will have either completed, will be currently enrolled, or will be enrolling in our research courses in the future. They will have the opportunity to apply research methods to a real problem in this country, and will hopefully gain the ability to sort through and identify anecdotal versus scientific evidence.

Thank you for taking the time to read my additional letter. Please let me know if you have any questions or would like anything clarified.

Sincerely,



Katie J. Bouley, Ph.D.
Associate Professor
Department Chair
Exercise Physiology Laboratory Director
Department of Exercise Science
Northern Vermont University – Lyndon

Katie Bouley

285 Woodland Road
Waterford, VT 05819
(413) 519-4068

Katie.Bouley@NorthernVermont.edu

EDUCATION

Springfield College – Springfield, MA

Doctor of Philosophy, Exercise Physiology: May 2012

Dissertation: “The Effects of Shivering on the Precooling Response during Endurance Exercise”

Committee Chairperson: Dr. Vincent J. Paolone, FACSM

Springfield College – Springfield, MA

Master of Science, Exercise Physiology: May 2008

Thesis: “The Influence of Body Fat Percentage on Agility, Strength, and Endurance Performance”

Committee Chairperson: Dr. Vincent J. Paolone, FACSM

University of Massachusetts – Amherst, MA

Bachelor of Science in Biology: May 2005

TEACHING EXPERIENCE

Lyndon State College/Northern Vermont University - Lyndon, Department of Exercise Science – Lyndonville, VT

Associate Professor: Fall 2010 – present

- XSC-1025: First Year Seminar in Exercise Science
- XSC 1090: Introduction to Exercise Science
- XSC 1255: Fitness for Health and Performance
- XSC 1255L: Fitness for Health and Performance Laboratory
- XSC 1260: Professional Experience (NEACSM Conference)
- XSC-1260: Professional Experience (First Year Experience)
- XSC-2055: Human Physiology
- XSC 2060: Sport and Exercise Psychology
- XSC-3015: Advanced Seminar in Exercise Science
- XSC 3150: Physiology of Exercise Lecture
- XSC 3150L: Physiology of Exercise Laboratory
- XSC 3810: Exercise Physiology Research and Laboratory Development
- XSC 4010: Neuromuscular Developmental Learning and Control
- XSC-4010: IS Motor Learning and Control
- XSC 4071: Assessment in Exercise Science
- XSC 4072: Research Methods in Exercise Science

- XSC 4150: Clinical Exercise Prescription
- XSC 4810: Internship in Exercise Science
- XSC-4910: IS: Applied Research

**Springfield College, Department of Exercise Science and Sport Studies –
Springfield, MA**

Adjunct Faculty

- Fall 2009: HLTH 100: Wellness, A Way of Life

Graduate Assistant: August 2007 – May 2010

- Instructor of MSCI 315: Physiology of Exercise Lab

Springfield College, Department of Biology/Chemistry – Springfield, MA

Teaching Fellow: August 2008 – May 2009

- Instructor of BIOL 123: BioScience I Lab
- Provided assistance for CHEM 121: General Chemistry

**Springfield College, Department of Math, Physics, and Computer Science –
Springfield, MA**

Teaching Assistant: August 2006 – May 2007

- Provided in-class assistance for Earth Science and Pre-Calculus classes
- Provided student assistance outside of class for Earth Science, Pre-Calculus, and General Physics through review sessions and individual tutoring

PROFESSIONAL EXPERIENCE

**Department of Exercise Science – Lyndon State College/Northern Vermont
University - Lyndon, Lyndonville, VT**

Department Chair

- July 2014 – December 2014
- July 2015 – present

Department Co-Chair

- July 2012 – June 2013
- January 2014 – July 2014

Tutor and Laboratory Assistant Supervisor

- September 2010 – present

Exercise Science Student Peer Mentor Supervisor

- September 2011 - present

Personal – no affiliation

Dissertation Editor: Fall 2015

- Reviewed dissertation for grammar, sentence structure, and APA format
- Prepared document format for printing and binding

COMMITTEE MEMBERSHIP

Lyndon State College/Northern Vermont University - Lyndon, Lyndonville, VT
Academic Standards Committee

- August 2015 – present

Institutional Review Board

- April 2013 – present

Structure and Welfare Committee

- August 2013 – May 2014

RESEARCH EXPERIENCE

Department of Exercise Science – Springfield College, Springfield, MA

Doctoral Dissertation

“The Effects of Shivering on the Precooling Response during Endurance Exercise”

- June 2010 – March 2012

Research Assistant

“Effect of Hydration Pattern on Thermoregulation during Exercise in Dehydrated Females”

- In progress

Research Assistant

“Effects of Breakfast Omission and an Acute Bout of Exercise on Serum Lipid Concentrations”

- October 2007 – April 2008

Master’s Thesis

“The Influence of Body Fat Percentage on Agility, Strength, and Agility Performance”

- October 2007 – April 2008

Department of Plant, Soil, and Insect Sciences – University of Massachusetts, Amherst, MA

Research Assistant to Dr. Lynn S. Adler: April 2005 – October 2005

- Greenhouse and field work involving pollination, nectar collection and analysis, morphology measurements, fruit collection, and pollinator observation of various tobacco and squash species

- Lab work involving measurement of external and internal dimensions of squash samples and development of procedures for seed extraction and analysis

LABORATORY DEVELOPMENT

Department of Exercise Science – Lyndon State College/Northern Vermont University - Lyndon, Lyndonville, VT

Director of the Exercise Physiology Laboratory: September 2010 – present

- Research potential equipment for purchase and laboratory growth
- Organization and set-up of laboratory space
- New laboratory equipment installation
- Maintenance and calibration of laboratory equipment
- Laboratory supply inventory and ordering
- Instruction of Exercise Physiology laboratory experiences for student learning
- Supervise student laboratory assistants
- Schedule laboratory use for courses and tutors/lab assistants

RELATED WORK EXPERIENCE

Microbiology and Serology Laboratory, Baystate Medical Center, Springfield, MA

Laboratory Assistant: May 2004 – July 2010

- Receive and prepare specimens for planting
- Prepare media and equipment for planting of specimens
- Plant and streak specimens onto plates and into appropriate broths
- Spin blood samples in centrifuge and aliquot serum and plasma for serological testing
- Prepare slides and gram stains

ASSOCIATIONS, PROFESSIONAL MEMBERSHIPS, CERTIFICATIONS

American College of Sports Medicine

New England Chapter of the American College of Sports Medicine

CPR, First Aid, and AED Certified

LABORATORY AND TESTING SKILLS

Trained to use laboratory equipment to measure the following:

Blood Pressure

Electrocardiography

Electromyography

Spirometry

Blood lactate

Blood glucose

Hemoglobin
Hematocrit
Plasma volume shifts
Inspiratory and expiratory gases
Core and skin temperature
ELISA
Gel electrophoresis
Photo-spectrometry
Skinfolds
Hydrostatic weighing
Dynamometry
Gram staining

Experienced in conducting field and laboratory tests for the following variables:

Agility
Strength
Power
Speed
Cardiovascular endurance (VO₂max)
Muscular endurance
Lactate threshold
Ventilatory threshold

PEER-REVIEWED PRESENTATIONS AND ABSTRACT PUBLICATIONS

Bouley, K. J., Stenson, M. C., Matthews, T. D., & Paolone, V. J. “The effects of shivering on the precooling response during endurance exercise.” *Presented at the 2012 National American College of Sports Medicine Conference, Medicine and Science in Sport and Exercise, 44(5): S323, May 2012.*

Ledoux, G. J., **Bouley, K. J.**, & Sgherza, A. L. “On-campus practicum activities and undergraduate national examination outcomes: Preliminary data and trends.” *Presented at the 2012 National American College of Sports Medicine Conference, Medicine and Science in Sport and Exercise, 44(5): S80, May 2012.*

Pieklo, M. C., Stenson, M. R., **Bouley, K. J.**, Matthews, T. D., & Paolone, V. J. “The effects of cold water immersion on performance and recovery following intense aerobic exercise.” *Presented at the 2011 National American College of Sports Medicine Conference, Medicine and Science in Sport and Exercise, 43(5): S869, May 2011.*

Bouley, K. J., Pieklo, M. C., Matthews, T. D., Paolone, V. J. “Influence of body fat percentage on agility, strength, and endurance performance.” *Presented at the 2009 National American College of Sports Medicine Conference, Medicine and Science in Sports and Exercise, 41(5): S459, May 2009*

Davidson, P., **Bouley, K.**, Craig, C., Collins, S., McMahon, G., Pieklo, M., Redmond, J., Sawyer, J., VanLangen, D., Paolone, V. J. "Effect of hydration pattern on thermoregulation during exercise in dehydrated females: Preliminary data and trends." *Presented at the 2009 National American College of Sports Medicine Conference, Medicine and Science in Sports and Exercise, 41(5): S424, May 2009*

Pieklo, M. C., Redmond, J. E., **Bouley, K. J.**, Matthews, T. D., Paolone, V. J. "Effects of breakfast omission and an acute bout of exercise on serum lipid concentrations." *Presented at the 2009 National American College of Sports Medicine Conference, Medicine and Science in Sports and Exercise, 41(5): S485-486, May 2009*

PRESENTATIONS AND SPEECHES

Bouley, K. J. "Body image and eating disorders." *Presented at Lyndon State College, April 2012.*

Bouley, K. J. Lyndon State College Convocation Invited Speaker. *Presented at Lyndon State College, August 2010*

Bouley, K. J. "Factorial ANOVA with repeated measure and independent groups." *Presented at Springfield College, May 2009*

Bouley, K. J. "Exercise testing and prescription for patients with pulmonary disease." *Presented at Springfield College, April 2009*

Bouley, K. J. "Factor V Leiden at the cellular level." *Presented at Springfield College, April 2008*

Bouley, K. J. "The effect of chronic resistance training on hormonal levels at rest and during exercise." *Presented at Springfield College, December 2007*

Bouley, K. J. "Exercise and the delivery of oxygen to working and non-working tissues." *Presented at Springfield College, November 2006*



Castleton University

February 26, 2019

Jeb Spaulding, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Spaulding,

It is my great pleasure to nominate Athletic Training Professor Cerise (Reese) Boucher for the Vermont State College System's Faculty Fellow award for 2019-2020. Professor Boucher is a dedicated teacher, a skilled administrator, a beloved mentor, and a highly respected leader in Castleton University's academic community.

Professor Boucher is a trained therapist in myofascial release and postural restoration. She held positions as an athletic trainer at the secondary and collegiate levels, and also worked in the corporate health and fitness arena. After earning a BS from SUNY-Cortland and an MS from Northeastern Illinois University, she joined the Castleton faculty in 1998.

Professor Boucher has been instrumental in the success of our Athletic Training program for the last two decades, serving as Program Director for the last twelve years. Our Athletic Training program has achieved great success under Professor Boucher's inspiring leadership. The three-year student aggregate for the program features a 100% graduation rate, 100% employment rate, 87% employment rate in the field of athletic training, and 86% pass rate on the national athletic training Board of Certification (BOC) exam.

Professor Boucher's most recent accomplishment is the creation of a new 3+2 program involving a BS in Kinesiology and a Master's in Athletic Training. The Commission on Accreditation of Athletic Training Education (CAATE) announced in 2015 that all Athletic Training programs must establish the professional degree at the Master's level by 2022. Professor Boucher immediately (and characteristically) developed a plan to phase out the current undergraduate program and launch a new Master's program in 2020. By Fall 2016, Professor Boucher has received approval of the new program (via Policy 102) from the VSCS Board of Trustees. The following spring, our graduate curriculum committee and our Faculty Assembly approved the program. For the next year and a half, Professor Boucher worked tirelessly to prepare the new Master's in Athletic Training for accreditation by CAATE (which is arguably the strictest and most rigorous of our accreditors). In order to practice as an athletic trainer, students must pass the national certifying exam; and in order to sit for the exam students must graduate from a CAATE-accredited program; thus this final accreditation piece was essential. In order to become accredited, CU had to submit a lengthy and detailed self-study demonstrating that our new program met all of the body's standards. The self-study opened in June 2018 and closed in August. In November, we were notified that Professor Boucher's program had successfully attained accreditation for the Master's in Athletic Training.



Castleton University

In addition to being a very successful administrator, Professor Boucher is truly passionate about teaching and wants every student to be successful. Students respect Professor Boucher and enjoy being in her classes. She utilizes hands-on demonstrations and practice to facilitate students' acquisition of skills. In her clinical courses she creatively simulates real-life injury scenarios for students to practice learned skills. Every year she takes senior Athletic Training students to the Society of Health and Physical Educators of VT (SHAPE-VT) conference to deliver a professional presentation that provides the students with a very valuable experience. As a result, the ratings and comments on Boucher's course evaluations are very high, and students consistently report that the information they learned in her courses was invaluable to their professional preparation. Even a brief glance at the Athletic Training senior surveys reveals numerous comments thanking Professor Boucher for the time and energy she spent helping them through every step of the program.

In addition to serving as program director, Professor Boucher is actively involved in the life of our campus. She is a dedicated mentor to other faculty and is always willing to help others. During her tenure at CU, Boucher has served on numerous search committees, ad-hoc committees, and sub-committees. She has been the Faculty Athletics Representative for CU and served on our NEASC Re-Accreditation Steering Committee. She currently plays an important role as the chair of the Faculty Assembly's Program Assessment Committee.

Professor Boucher is currently a Vermont State Licensed Athletic Trainer, Certified Athletic Trainer (Board of Certification), and CPR/AED for the Professional Rescuer (American Red Cross). She is a professional member of the National Athletic Trainers' Association (NATA) and is actively involved at the state level by serving as chair of the Vermont Association of Athletic Trainers (VAAT) Scholarship Committee. In addition, she is a member of the Concussion Task Force of the Brain Injury Association of Vermont. Past roles within the profession include serving as a site visitor for CAATE and examiner for NATA's Board of Certification practical examination. Additional certifications she has held include: Strength and Conditioning Specialist (National Strength and Conditioning Association), Exercise Test Technologist (American College of Sports Medicine), and Advance Cardiac Life Support (American Heart Association). In sum, Professor Boucher is a well-connected and highly involved member of her profession.

Castleton's Reappointment, Promotion, and Tenure Committee "enthusiastically" recommended in 2010 that Professor Boucher be promoted to full professor. The committee noted that her teaching, her service, and her professional commitments are "of the highest caliber." Similarly, the Academic Dean (Dr. Joseph Mark) in his recommendation in favor of promotion to full professor stated that "Professor Boucher has become a highly effective teacher whose students describe her as both supportive and challenging. She is active professionally and her service to the college is substantial. With obvious strength in all three areas of a faculty member's performance, Professor Boucher is a great asset to her program, department, and college."



Castleton University

In summary, Reese Boucher is dedicated to the success of her students, the Athletic Training program, and Castleton University. She demonstrates on a daily basis her passion for her profession and for this institution. I am therefore delighted to recommend Professor Boucher's appointment as a VSC Faculty Fellow. We are very proud that she is a member of our faculty, and I trust you will agree that she works diligently to further our mission to provide high quality, student-centered education to the residents of our state. Her appointment would be a well-deserved honor for her, and it would be greeted with unanimous enthusiasm on our campus.

Respectfully yours,

A handwritten signature in blue ink that reads 'Karen M. Scolforo'.

Dr. Karen M. Scolforo
President

/js

2019

REESE BOUCHER, MS, LAT, ATC

Education

Northeastern Illinois University, Chicago, Illinois. Master of Science in Exercise Science and Cardiac Rehabilitation, September 1993.

State University of New York at Cortland, Cortland, New York. Bachelor of Science in Physical Education / Athletic Training, May 1991.

Professional Experience

**August 2006
to present**

Castleton University, Castleton, Vermont

Professor/Director of the Athletic Training Education Program:
Responsible for administration of the CAATE accredited Athletic Training Program. Primary coursework taught: Eval/Mgmt of Injuries- Lower Extremity, Eval/Mgmt of Injuries- Upper Extremity, Injury to Head, Neck and Trunk, Athletic Training Senior Seminar, Intro to Myofascial Release, and AT clinical courses.

**August 1997
to May 2006**

Castleton University, Castleton, Vermont

Associate Professor /Clinical Coordinator of the AT Program:
Responsible for teaching coursework in sports medicine and coordinating the clinical education component of the Athletic Training Program. Primary coursework taught: Designs for Fitness, Eval/Mgmt of Injuries- Lower Extremity, Eval/Mgmt of Injuries- Upper Extremity, Injury to Head, Neck and Trunk, Advanced Athletic Training, and AT clinical courses. Additional Coursework: Personal Health, Community Health, Exercise Physiology, Therapeutic Modalities and Rehabilitation, and Basic Athletic Training Laboratory.

**January 1997
to May 1997**

Castleton University, Castleton, Vermont

Adjunct Instructor: Principal instructor of the exercise physiology course offered through the Department of Physical Education.

Reese Boucher

Reese.Boucher@Castleton.edu

(w) 802-468-1435

**November 1994
to May 1997**

Green Mountain College, Poultney, Vermont

Head Athletic Trainer: Primary provider of athletic training services to 13 NAIA collegiate athletic teams. Adjunct instructor for the Recreation Department. Courses taught include: Health and Wellness in the Natural Environment, Exercise Programming Lab, and Bike Touring.

**June and July of
1994 to 2000**

Top Gun Lacrosse Camps, Poultney, Vermont

Head Athletic Trainer: Provide athletic training coverage for a four-week long Lacrosse camp; supervise an athletic training staff of three.

**November 1993
to November 1994**

**Ellis Medicine: Sports Medicine and Orthopedics,
Schenectady, New York**

Certified Athletic Trainer: Primary provider of athletic training services to Burnt Hills High School (200+ athletes per season). Clinical duties included rehabilitation, home exercise program instruction, custom brace fitting, and custom orthotic fitting.

**November 1993
to November 1994**

**HealthFitness @ General Electric Corporate Research and
Development Fitness Center, Schenectady, New York**

Fitness Specialist: Responsible for the education and promotion of life long health and fitness principles to G.E. employees. Duties included fitness testing and exercise prescriptions, exercise floor orientation and supervision, and health promotion incentive programming.

**June 1993 to
September 1993**

Trihealth Corporate Health Services, Cincinnati, Ohio

Health Promotion Intern: Contributed to the design and implementation of health promotion, fitness, and incentive programs for over 5,000 Bethesda Hospital employees. Designed and implemented the Bethesda Employee Health Fair.

**August 1991
to May 1993**

**Illinois Sports Medicine and Orthopedic Center, Glenview,
Illinois**

Certified Athletic Trainer: Head athletic trainer for two Greater Chicago area high schools, providing athletic coverage for all practices and games.

**January 1992 to
January 1993**

**Center for Cardiovascular Research, Northeastern Illinois
University, Chicago, Illinois**

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Exercise Test Technologist (ACSM): Performed health evaluations on normal and high-risk populations. Conducted 100+ maximal graded exercise stress tests. Assessed pulmonary function and body composition. Performed personal consultations and exercise prescriptions.

September 1991 to December 1992 **Community Health Enhancement Program (CHEP),
Northeastern Illinois University, Chicago, Illinois**

Fitness Specialist: Supervised normal and high-risk exercise participants; including Phase III Cardiac Rehabilitation patients. Organized CHEP newsletter and community outreach events. Taught aerobic/aquatic classes.

Certifications and Memberships

- Athletic Trainer, BOC certification
- Strength and Conditioning Specialist, National Strength & Conditioning Association
- American Red Cross CPR/AED for the Professional Rescuer
- American Heart Association certified Advanced Cardiac Life Support (expired)
- American College of Sports Medicine certified Exercise Test Technologist (expired)
- Brain Injury Association of Vermont, Member
- National Athletic Training Association, Member

Scholarly and Professional Activity

Administrative Accomplishments:

- Developed a new 3+2 Bachelor of Science in Kinesiology (start date Aug 2017) and Master of Athletic Training (start date Aug 2020) for Castleton University
- Secured CAATE accreditation of the Castleton University Athletic Training Program at the master's degree level (Nov 2018)

Reese Boucher

Reese.Boucher@Castleton.edu

(w) 802-468-1435

- Lead writer, self-study for CAATE reaccreditation of the Castleton University Athletic Training Program at the bachelor's degree level (2012)

Positions Held:

- Concussion Task Force member, Brian Injury Association of Vermont, Sept 2012-present
- Vermont Association of Athletic Trainers Scholarship Committee (Chair- 2008-present; member 2006-present)
- CAATE Site Visitor for the Commission on Accreditation of Athletic Training Education (accreditation visits include Kean University, 2009 and Long Island University, 2010)
- CAATE Clinical Instructor Educator (March 2001-May 2011)
- Faculty Athletics Representative at Castleton State College (August 1999-2010)
- Examiner for the national athletic training Board of Certification exam (2000- 2006)

Attendance at Professional Conferences/Workshops (2006-present):

- Athletic Training Educators' Conference, February 2019, Texas
- Eastern Athletic Trainers Association (EATA) Convention, Jan 2018
- Preventing Sudden Death in Sports & Physical Activity (online continuing education course), August 2017
- Athletic Training Educators' Conference, February 2017, Texas
- New England Educational Assessment Conference, November 2014, 2016, Mass
- Cervical-Thoracic Myofascial Release Seminar & Workshop, August 2016, Delaware
- CAATE Accreditation Conference, October 2015, Tampa, FL
- EATA Convention, January 2016, Boston, MA
- Clinical Correlations, December 2015, Medbridge Education
- Evidence-Based Examination of the Shoulder, December, 2015, Medbridge Education

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- Evidence-Based Treatment of the Shoulder, December 2015, Medbridge Education
- ACL and PCL Injuries, Surgeries and Rehabilitation, November 2015, Medbridge Education
- VTAHPERD Conference, November 2015, Killington, VT
- Sports Concussion for Healthcare Professionals, VAAT, July 2015, Castleton, VT
- The Running Athlete: Part A- Biomechanics and Analysis, June 2015, Medbridge Education
- Advances in Treating Spinal Instability: The Kinetic Chain Impact, June 2015, Cross Country Education
- Clinical Gait Assessment, June 2015, Medbridge Education
- Myofascial Mobilization Workshop, June 2014, Troy, NY
- Northern New England Athletic Training Conference, June 2014, Portsmouth, NH
- VTAHPERD Conference, November 2014, Killington, VT
- Northern New England Conference, June 2013
- Myofascial Rebounding Seminar and Workshop, June 2013, Sedona, Arizona
Advanced study grant- Castleton State College: \$2181
- Running Kinematics and Gait Analysis Workshop, September 2012, Schenectady, NY
- Northern New England Athletic Training Conference, June 2012, Castleton State College, Castleton, VT
- Sports Concussion Seminar, Brain Injury Association of Vermont, May 2012, Castleton State College, Castleton, VT
- EATA Convention, January 2012, Boston, MA
- Fascia and Muscle in Myofascial Pain, January 2012, Center for Natural Wellness School of Massage Therapy, Albany, NY
- Myokinematic Restoration Workshop, Postural Restoration Institute, June 2011, Burlington, VT

Reese Boucher

Reese.Boucher@Castleton.edu

(w) 802-468-1435

- NATA Annual Meeting and Clinical Symposia, June 2010, Philadelphia, PA
- Vermont Association for Health, Physical Education, Recreation, and Dance (VTAHPERD) Conference, Nov 2010, Lake Morey, VT
- Vermont Association for Health, Physical Education, Recreation, and Dance (VTAHPERD) Conference, Nov 2009, Killington, VT
- NEASC Self-Study Workshop, Oct 2010, Southbridge, MA
- Fascial-Pelvis Myofascial Release Seminar and Workshop, June 2009, Schenectady, NY. *Advanced study grant- Castleton State College: \$921.00*
- Athletic Training Educators' Conference, Feb 2009, National Harbor, MD
- Vermont Association of Athletic Trainers 2008 Fall Educational Symposium, Dec 2008, Castleton, VT
- Vermont Association for Health, Physical Education, Recreation and Dance Conference, Nov 2008
- NATA Annual Meeting and Clinical Symposia, June 2008, St. Louis, MO.
- Site Visitor Training Workshop, June 2008, St. Louis, MO
- Vermont Association of Athletic Trainers 2008 Spring Educational Symposium, April 2008 Burlington, VT
- Vermont Association of Athletic Trainers 2007 Fall Educational Symposium, Oct 2007, Middlebury, VT
- The Northern New England Athletic Training Conference, June 2007, Lake Morey, VT
- ACI Workshop, Castleton State College, Feb 2007, Castleton, VT
- Athletic Training Educators' Conference, January 2007, Dallas, TX
- National Strength and Conditioning Association Annual Meeting, July 2006, Washington D.C.
- Vermont Athletic Trainers Association Spring Meeting, May 2006, Castleton, VT

Presentations to Professional Organizations:

- Northern New England Athletic Training Conference, June 2016, VT (presenter: “Fostering a Clinical Education That Maximizes Student Learning.”)
- CSC Athletic Training Preseason Camp, Castleton State College, VT 2009
Presentation Title: “Fascial-Pelvis Myofascial Release Workshop”
- Vermont Association of Health, Physical Education, Recreation and Dance: Killington VT, 2009
Presentation Title: “Postural Assessment and Correction in the Adolescent Population” (Co-presenter)
- Vermont Association of Health, Physical Education, Recreation and Dance: Killington VT, 2009
Presentation Title: “Concussion Recognition and Management: If in Doubt Sit it Out” (Co-presenter)
- Vermont Orthopaedic Clinic Conference for Coaches: Rutland, VT, March 18, 2003
Presentation title: “Dehydration and Exertional Heat Illness: Prevention, Identification, and Treatment”
- Castleton State College presentation co-sponsored by Science Dept and Career Services: March 7, 2002
Presentation title: “Neurological Injuries in Athletics- The Role of the Certified Athletic Trainer”
- Vermont Orthopaedic Clinic Conference for Coaches: Rutland, VT, March 14, 2001
Presentation title: “The Female Athlete Triad”
- Eastern District Association 80th Annual Conference: Newport, RI, March 9, 2001
Presentation title: “The Stress of Injury: The Mind-Body Connection”
- Eastern District Association 79th Annual Conference: Philadelphia, PA, February 23, 2000
Presentation title: “The Female Athlete Triad and Associated Health Concerns”
- Vermont State Colleges Girls Leadership Conference, Castleton State College, April 1999
Presentation title: “Nutrition and Fitness for the Female Athlete”
- Vermont Orthopaedic Clinic Symposium for Coaches, Rutland VT, March 1999
Presentation title: “Ankle Injury Evaluation and Rehabilitation”
- Vermont Association for Health, Physical Education Recreation and Dance (VTAHPERD) Conference, Norwich University, Norwich Vermont, March 1999

Reese Boucher

Reese.Boucher@Castleton.edu

(w) 802-468-1435

Presentation title: "The Female Athlete Triad"

- VTAHPERD Conference, University of Vermont, Burlington VT, November 1998
Presentation title: "Hydration and Physical Performance"
- Castleton State College Student Athletic Trainers Club, Castleton VT, November 1998
Presentation title: "Understanding Myofascial Release Techniques"
- Shoulder and Elbow Workshop, Saint Rose College Athletic Training Program, March 26, 1994
Presentation title: "Recognition and Evaluation of Elbow Injuries in Sports"

Castleton University Committee Service

- Task Force on Existing Programs, Spring 2018
- Program Assessment Committee, 2003-2004, 2005-2006, 2006-2007 (chair), 2009-2010, 2010-2011, 2011-2012, 2013-present (chair)
- Search Committee for Library Director (chair), 2016
- Search Committee for Athletic Training Staff, 2016
- Search Committee for Athletic Training Faculty (chair), 2016
- NEASC Re-Accreditation Steering Committee, 2009-10, 2010-2011, 2011-2012
- Reappointment, Promotion and Tenure Committee 2007-2008, 2008-2009
- Educational Resources Committee, 2004-2005
- Teaching and Scholarship Committee, 2001-2002, 2002-2003
- Vice President of the Executive Council, 1999-2000
- Curriculum Committee, 1998-1999, 2000-2001
- Search Committee for Academic Dean, 2012
- Search Committee for Professor of Sports Administration, 2012
- Search Committee for Assistant Academic Dean, 2007
- Search Committee for Physical Education Faculty, 2011

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ITEM 7:

Vermont Tech Honorary Degree nomination and resolution

March 15, 2019

VSCS EPSL Committee
VSCS Board of Trustees
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear members of the VSCS EPSL Committee and Board of Trustees,

I am requesting approval from both EPSL and the Board to award a Doctor of Humane Letters honorary degree to Patricia Menchini, former Interim President and Dean of Academic Affairs at Vermont Technical College.

Patricia Menchini was employed by Vermont Tech in a variety of leadership positions. She started with the college in 1994 as Director of Nursing, a brand new program for Vermont Tech. From there she was appointed Associate Dean of Allied Health/Director of Nursing in 2004. Pat became Interim Dean of Academic Affairs in 2005 and was appointed permanent Dean in 2006 where she remained until she retired from Vermont Tech in 2012. Pat also served as Interim President for six months when former President Ty Handy resigned in 2010. She is very highly regarded on our campus.

Pat Menchini is considered “the face” of the nursing program here at Vermont Tech. She united disparate nursing programs and brought them to Vermont Tech working out a myriad of academic, union, leadership, accreditation and many other issues. Were it not for Pat’s leadership, Vermont Tech would not have the robust, high quality allied health programs we have today.

Her history with Vermont Tech picks up when she was Director of the Putnam School of Nursing. At that time, Putnam and three other practical nursing programs in Vermont were administered by the VT Department of Education. The Legislature in 1991 wanted to get the Department out of overseeing the “13 year” program or any post-secondary so they decided to close the Putnam School of Nursing in Bennington. Pat and her fellow Directors of the other two nursing schools launched a letter writing campaign to then Speaker of the VT House, Ralph Wright. Apparently when the Speaker supported the closing, he did not know the Putnam School was in Bennington. The Legislature decided not to close the schools. Pat then led a “transition” team for the Dept. of Education to consider the future of the three nursing schools. In 1993, she and Dr. Robert Clarke of Vermont Tech started the discussion of Vermont Tech taking over these programs. This was somewhat radical. Her colleagues at the other two schools did not like the idea and there was resistance at Vermont Tech. There was much resistance among the “traditional” Vermont Tech faculty that nursing was a “flash in the pan” and not part of the college’s mission. However, she prevailed! Pat was instrumental in working out the details that led to Vermont Tech adopting and expanding the nursing program and getting them fully accredited. Later, she successfully led the effort to develop the Associates Degree in Nursing and get that fully accredited, which took some time.

Under the guidance of then President Allan Rodgers, in the early 2000's the program expanded to 10 locations around Vermont and developed a strong partnership with CCV. In 2002, Pat was asked by President Rodgers to oversee the process of Vermont Tech taking over the Dental Hygiene program from the University of Vermont and Respiratory Therapy from Champlain College. After that process was successfully completed and accredited, Pat became the Associate Dean of Allied Health/Director of Nursing. Pat also oversaw the creation of the Bachelors in nursing degree at Vermont Tech.

Under President Ty Handy, Pat was asked to be the Interim Academic Dean then full Academic Dean in 2006 where she stayed until her retirement in 2012.

During her tenure at Vermont Tech and her work prior has won her regional and national recognition as a leader in nursing and allied health education.

Her leadership style as Academic Dean was appreciated by faculty and staff at the college. Some of her colleagues shared:

- *Pat Menchini was a great mentor to me when I moved over to the academic side of the house. I always tried to take advantage of every opportunity to listen to how she spoke to both faculty and students during difficult conversations. She always displayed a wonderful combination of authority and compassion no matter the topic - which helped to create her high level of trust by the greater VTC community.*
- *I unfortunately did not get to work with Pat as much as I would've liked, but I found her wisdom, institutional knowledge, and calming presence to be extraordinary. She was an amazing leader of both Vermont Tech and the nursing program and really made an indelible impact on the college and the program. We were all very fortunate to have been able to call her a colleague, mentor and leader.*
- *The most poignant thing about Pat is her huge contribution to VTC in bringing the nursing program to VTC. She is responsible for VTC having a nursing department. She managed to bring several state PN programs together under one roof, which was VTC. She then moved VTC forward in providing the ADN program, so the graduates of the PN program had a home in which they could advance both their education and their careers. When VTC again followed the career development pattern of RN to BSN, Pat fully supported that initiative. You might say that Pat is the face of VTC nursing. She has propelled the program from inception and continues to champion the career advancement model of nursing education as it is developing today.*
- *When I first met Pat, she already had many years of seniority with VTC although she had only been working at the college for a few weeks. In a way, that sums her up. At every job she does, she already has a wealth of experience before she even starts. When she became the dean, she had already transformed a clinical-based practical nursing program into a course-based academic nursing program, including bringing on board*

faculty from four different nursing sites and figuring out how to make our faculty contract apply to people who had been working for the department of education. After that, being a dean must have been a piece of cake. She has even managed to be graceful and productive in her retirement. Once again, I suspect she already knew how to be a successful retiree while she was still working.

Pat Menchini continues to give to the college. Annually we receive a check from her. She hosts tours for faculty, staff, alumni and guests at Morgan Orchards where she and her partner Lydia English live. She and Lydia are frequently at our SHAPE facility and college events.

She has been a mentor to me in my role here. She and I have met a few times and she periodically touches base about things. Pat's heart is clearly with Vermont Tech and our mission. She dedicated her professional career to making Vermont Tech a quality, strong institution and that has not changed since her retirement.

Pat stepped up to serve the college in various leadership roles when needed. She was a problem solver and visionary of what could be done. She was a wonderful leader for the college including times when it was critically needed in between Presidents. She was a steady hand and calming personality when those traits were so needed. She is the quintessential professional educator. We were fortunate to have her skills working for Vermont Tech.

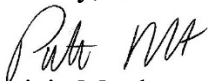
For these reasons, she is well deserving of an honorary degree of Doctor of Humane Letters from Vermont Technical College. I respectfully ask for your approval.

Sincerely,



Patricia Moulton
President

Sincerely,



Patricia Moulton
President

Vermont Technical College Nursing Program History

In the late spring of 1991, I stepped out of the classroom, where I taught Anatomy and Physiology to a class of nursing students. I noted that the Director of the Nursing Program, Priscilla Butler, and two faculty members were standing in the building lobby speaking in hushed tones. They looked worried. They stopped speaking and greeted the students pleasantly as they filed out of the classroom. It was the end of the week and students seemed happy and ready for a weekend rest.

I approached my colleagues with a quizzical look. Our director, a classy woman in her early sixties, ushered us all into her spacious office. We sat around what was typically our lunch table and waited for her to speak. "I just got a call from Jerry Aselin "(her boss at the Department of Education). She continued, "Ralph Wright, the Speaker of the Vermont House of Representatives, called Mr. Aselin and said, 'We are going to close the Putnam Memorial School of Practical Nursing. I'd like you to notify the faculty and students as soon as possible.' Mr. Aselin forwarded the message to me as Director and has asked me to notify you and the students!" We were dumbstruck! Not only was the program enrolled at maximum levels, but Ralph Wright was the Bennington County representative! Why would he take such an action?

As it turns out, Mr. Wright did not realize that the Putnam Memorial School of Practical Nursing was **in** Bennington. He did not know where it was, but was responding to the Commissioner of Education, Dr. Richard Mills', request that something be done to take these grade 13 programs out of the Department of Education (DOE). Grade 13 is a euphemism for any program post-secondary school. Post high school programs in Dr. Mills' opinion, should not be within his purview. He was clear and was adamant.

In 1991, there were three practical nursing programs in Vermont: The Fanny Allen School of Practical Nursing in Colchester, The Putnam School of Practical Nursing in Bennington, and the oldest practical nursing program in the United States, established in 1907, The Thompson School of Practical Nursing in Brattleboro. It was a thrill for the Brattleboro students to see their program highlighted in the Fundamentals of Practical Nursing textbook! The Thompson School also had a satellite part-time program housed at Central Vermont Hospital. All were under the aegis of the Department of Education. The Directors of both the Fanny Allen School and the Thompson School had been in their leadership roles for a number of years. They were both seasoned nurses and faculty members and they took great pride in providing a quality education for their students. The students performed well on the licensure examination and provided their respective communities with a workforce prepared to take care of both acute and chronically ill patients. Because the daily Medicare reimbursement rate is significantly lower than private insurance rates and because practical nurses earn less than registered nurses, practical nurses are the primary workforce for long term care facilities. Thus, their education and placement into the workforce is critical to proper professional care of our elderly population.

In terms of the current situation in Bennington then, the other faculty members and I were stunned at the notion of program closure! We loved our work. We saw the education of practical nurses as a strength of our community and as a major pipeline for staffing our hospital and long term care facilities.

We decided to sleep on it for the weekend and come in on Monday with an action plan. We could not let this happen without a response.

On Monday, Mrs. Butler and we as faculty, agreed that a letter writing campaign appealing to our hundreds of alumni (the program had been in existence since 1957 at the Bennington location) would be a good place to start. These were the days before there was a computer at every desk, so it would be a labor intensive campaign. We followed up for several weeks writing and mailing letters. Happily, our alumni also followed up and began flooding Mr. Wright's office with letters of appeal. In addition, Mrs. Butler and I traveled to Montpelier to make a personal appeal. We met with Mr. Wright and asked him to reconsider this decision. He was embarrassed. He said he had more mail on this issue than he had ever had on any issue. He admitted that he did not know that the program was in his own county. He said that day, "the program will not close...we will find another solution to Dr. Mills' legitimate concerns." Mrs. Butler and I were elated. We realized the importance of activism and could not wait to return to Bennington to give our colleagues the good news!

The three programs continued successfully for another two years without hearing anything about a change in oversight. Each program was administered by a Director; the students were taught by faculty and clinical instructors who assisted the faculty in supervising students at various clinical locations. Each program was accredited by the National Association for Practical Nursing Education and Service, Inc. (NAPNES) which required that each have a well- developed philosophy of practical nursing, an overarching conceptual framework upon which the curricula were developed, and clearly articulated student learning outcomes. (Note: the three PN programs changed their accreditation body to the National League for Nursing (NLN) sometime in the mid 80's. Many of the requirements for accreditation were the same, but the NLN had a nationally recognized reputation.) Each program had a long history of successful pass rates on the National Licensing Examination for Practical Nurses (NCLEX-PN) and as a result, each program Director and Faculty was immensely proud of their work.

In 1992, Mrs. Butler retired. I was hired as the Director of the program in Bennington. I was very pleased to assume this role and looked forward to long years of hard work in order to maintain the high standards of success that Mrs. Butler had achieved. I'll never forget the first open house for prospective students. I was showing a young family around the classroom, which was filled with anatomically correct teaching models. The three year old boy in the family pointed to the penis of one model and said excitedly, "I know what that is!" Before his father could intervene, he said, "It's the brain!" We all got a chuckle out of that one.

One day in 1993, I got a call from Allan "Chip" Evans , the Executive Director of the Vermont Workforce Development Council. He and his colleague at the Department of Education, Charles "Chuck" Stander had been asked by Commissioner Mills to work with the three practical nursing program directors to consider the future of the programs. The other two directors and I met with them. I think it is fair to say that the other two directors came across as angry and closed to the idea of any change in oversight. They were shocked and dismayed by the very notion that these programs would not be considered a boon to anyone's portfolio. None of us had ever met Dr. Mills so it was easy to be angry at him! I was more open to the idea, perhaps because I realized that now that it was coming up for the second time, it

was a question of when and not if. My colleagues had not been through what we had been through in Bennington, so their reluctance to consider any potential oversight change was certainly understandable. In fact, one of them said, "If it ain't broke, why fix it?"

Ultimately, Mr. Evans and Mr. Stander asked me to be their point person as a transition was considered. I was nervous about assuming this role because it involved a fair amount of travel, but I was recently divorced, had two children to provide for, and so I saw this as an opportunity for potential advancement. A transition to where I did not know at first, but I agreed to represent the programs. My colleagues were irritated that I would even consider being amenable to a change, but I could see that staying in the Department of Education was becoming a remote possibility and as mentioned, my personal life was in a state of flux.

In the late spring of 1993, I was asked to attend a meeting at Vermont Technical College. The President, Dr. Robert Clarke, the Academic Dean, Dr. Steven Ingram, Mr. Stander, Mr. Evans, and I were there. Dr. Clarke was engaging and friendly and seemed eager to share the fact that his background included some time working as a dental assistant. He used that story as a way to begin discussion about his interest in integrating the three practical nursing programs into the program offerings at Vermont Tech. He knew that it was a departure from programs upon which the college's reputation was based, but he was excited about it. He asked me what I thought. I was truthful. I liked the idea of being part of a college. It felt like it added some additional legitimacy to the programs. In addition, I thought that being part of a college would be attractive to incoming students. I added, however, that I was concerned that my colleagues may not share my enthusiasm. Some had been working for the DOE for more than 30 years and I was not sure that a new employer would be greeted happily. Dr. Clarke said that he realized that there were enormous logistic hurdles to overcome, but asked if I would remain the point person for the programs and work with some representatives chosen by Mr. Evans and Mr. Stander to outline the issues and make recommendations going forward. I agreed.

The two people appointed to work with me on the logistics of a transfer were Jean Crosby from the DOE and Nancy Chard, a legislator from Windham County. Nancy had strong ties with the Community College of Vermont as well as being a member of the State House of Representatives. Nancy, Jean and my director colleagues and I met monthly in all day meetings to identify and make recommendations regarding the logistic issues. Some of the issues were:

- The Vermont Tech faculty were unionized; the DOE faculty were not. How will we treat salary issues, retirement, workload, compensation, benefit transfers?
- The Practical Nursing programs were contact hour programs, not credit bearing programs. How will the curriculum be revamped to become credit bearing?
- How will these 10 month programs fit into a collegiate 15 week per semester calendar?
- What will happen to the clinical faculty? Will they be part of one of the unions or non-bargaining unit employees?
- How will time of service be recognized? In other words, would a 30 year DOE employee be immediately eligible for retirement in the Vermont State College system?

- Will the student tuition be significantly increased? (At the time of transfer, students paid approximately \$1600.00 for the entirety of the program).
- What will happen to the program administrative assistants? Will they continue in their roles? Will they have to become unionized?
- Where will commencement and orientation be? At each location or will the students travel to Randolph for these occasions? What will we do about students with no transportation?
- What will we do about uniforms? Allow each site to keep their own or adopt a single Vermont Tech uniform?
- Whose practical nursing philosophy, curricular framework, and student learning outcomes will be adopted? All had worked hard in their development and did not wish to accede to another program's theories.

These were the issues we thought of initially. Other issues became apparent as we moved forward.

Nancy Chard, Jean Crosby and I met regularly to attempt to work through the above logistics. The transfer was scheduled to occur on July 1, 1994. At the same time, Dr. Clarke was meeting with members of the legislature to make a strong case for the nursing programs to continue to receive a legislatively directed state appropriation, just as they had while we were with the DOE. The appropriation allowed the three schools to keep tuition costs down opening enrollment to a wide variety of students. Dr. Clarke argued that this appropriation was necessary to make sure that programs now transitioning to a collegiate environment would be self-sustaining. He knew that the faculty to student ratios in clinical settings was close to 8 students to 1 faculty member and that meant higher than usual faculty costs. In general at Vermont Tech, class size varied between 30 and 36 and lab sizes were 16-18 students per faculty member. Dr. Clarke successfully negotiated the continuation of the state appropriation and the stage was set for the transfer.

Meanwhile, some of the issues mentioned above were resolved as follows:

- The full time faculty would become members of the Faculty Federation with all of the benefits, retirement potential, workload expectations, and salary adjustments. In terms of advancement to tenure, 1994 would become year one of that six year march. In the case of a faculty member who already made an annual salary exceeding what would be offered according to the union contract, that person would be redlined temporarily for the years it took for others with the same experience to attain the same annual amount. Years of service would be acknowledged except for retirement. In that case, 1994 would become the date of hire. That said, if one was eligible for retirement by his/her years of service in the DOE, one could remain a DOE employee until that time was reached.
- The contact hour programs would be readjusted to become credit hour programs under my leadership. This had to be accomplished within a year of the transfer.
- While recreating the program in a credit bearing format, my job was also to adjust the calendar to meet the 15 week per semester collegiate calendar. I did so and maintained the 10 month program by adjusting the weeks to two 15 week semesters and one 10 week summer semester. The three semesters were to run contiguously.

- We determined that the clinical faculty would be called clinical associates, to distinguish them from teaching faculty and allow us to pay them by the hour. They would not be a part of any of the four (now five) unions in existence at the College. At the same time, we decided that the Directors at each campus would be called Site Directors, so that it would be clear that there was one main campus at Randolph Center with co-located campuses.
- The student tuition would be increased to be consistent with what students paid in other programs. Although there would be a significant increase for students, they would now be eligible for Federal Financial Aid because they would be attending a collegiate program. We hoped that this would mitigate the increase.
- The program administrative assistants would be retained. They would all become part of the Vermont State Employees Represented Staff Union.
- Initially, we left commencement and orientations at each site. We thought that travel to Randolph Center would be too difficult for most students and families. (Note: In 1998, we changed our thinking and brought students to campus for those two occasions. We decided that making a connection with the parent organization was important to student success. On the orientation day they had the opportunity to meet the Financial Aid staff, the Registrar, the Accounts Payable staff, their fellow students and faculty, the bookstore staff, and the student life staff. They could leave with faces to names and could make calls knowing who was on the other end of the phone and later email). For students with no transportation, we offered to find someone who lived near them and agreed to transport them.
- In terms of the uniforms, we decided that it might be best to allow each site to keep the chosen uniform. This changed a few years later when the Vermont State Board of Nursing visited the program sites and pointed out the obvious. If all students all Vermont Tech students housed at various locations, shouldn't there be a Vermont Tech uniform? Of course there should and the summer following the visit, we decided on a uniform using Vermont Tech colors.
- Instead of using any programs' philosophy, curricular framework, and student learning outcomes, we set a goal to develop totally new ones within two years. They would be the Vermont Tech nursing program philosophy, curriculum framework, and student learning outcomes. We accomplished this and introduced them in 1997.

When I was hired at Vermont Tech, Dr. Clarke advised me that my role would include the following:

- Complete coordination of the nursing programs, curriculum, philosophy, and curricular framework.
- Successful conversion of the practical nursing curricula from contact hour to credit hour
- Creation and implementation of an Associate Degree, i.e., Registered Nursing curriculum as a follow on to the practical nursing curriculum (Note: Practical Nurses provide care under the direction of Registered Nurses, Doctors, or Dentists. They are not considered independent practitioners as the scope of their practice does not include activities that are as complex as those of the Registered Nurse. The Associate Degree RN is considered a technically trained, entry level RN whereas the baccalaureate prepared RN is one who has completed a broader educational program, which includes a foreign language, additional math [statistics], additional

social sciences and humanities courses , more exposure to nursing research, and community based nursing. The licensure, however, is the same for both levels of RN preparation).

- Expansion of the nursing program by offering courses in a variety of communities across the state.
- Oversight of all reaccreditation/re-approval activities of the nursing programs.
- Representation of the nursing programs at Vermont Tech College Council meetings, Program and Curriculum Committee meetings, Faculty Assembly (when appropriate), Board of Trustee meetings (when appropriate), etc.

In 1996, all three programs were scheduled for reaccreditation by the National League for Nursing (NLN) and re-approval by the Vermont State Board of Nursing (VSBN). The process of preparing for these visits is lengthy and arduous. It is typical to begin self-study preparation at least a year in advance. The self-study is a document which involves an organized and well-articulated response to over 20 criteria sent to the leader of the nursing unit. The Site Directors and I met to establish a plan for document preparation. During the accreditors' visits, the complete coordination of the programs would not yet be complete, so we decided to write from the point of "what is" rather than what "would be." Self-studies involve the presentation of a good deal of data. The only data we had were retrospective. Data requested were such things as licensure exam performance over the past five years, graduate placement into jobs over a number of years, faculty credentials and concomitant teaching responsibilities, student program satisfaction survey results, employer satisfaction survey results, and evidence of a supportive administration in terms of physical plant, library holdings, and fiscal responsibility.

Document preparation went relatively smoothly. Nurses tend to be task oriented people, so the Site Directors and faculty took responsibility for responding to various criteria. When I visited the sites, there was information compiled. I read it, approved it or suggested tweaks, and ultimately the documents were sent to the printer and then to the accrediting/approving bodies. The actual site visits were scheduled for September, October, and November of 1996. Each visiting team was comprised of 4 senior nursing personnel, 2 each from the VSBN and NLN. The visits lasted for three days. The goal of the survey teams was to make sure that our written documents were truthful and accurately reflected what actually occurred at each campus. The visits went well. The programs were successfully approved and accredited with the caveat that during the next 8 year cycle, the reorganization and coordination would be completed and reflected in the next self-study. What a relief! I didn't realize what an emotional toll the reaccreditation activities had taken on me until I called Dr. Clarke to tell him the good news. Suddenly and unexpectedly, I broke down in tears. It was an awkward moment and a somewhat uncomfortable conversation. Dr. Clarke was not sure what I was so upset about. Frankly, neither was I. The next day, he sent an enormous flower arrangement to my home with a heartfelt thank you note. This simple gesture meant a great deal. I felt that Dr. Clarke appreciated the amount of work involved in the document preparation and the site visits. A successful outcome was very important to Vermont Technical College. It was a marketing boon and a feather in the college's cap!

Now that re-approval and reaccreditation were behind us, we continued our work on the rewriting of our nursing program philosophy, our curricular framework and the rewriting of the student learning outcomes. Both the NLN and the VSBN advised that we develop all of the above with the future addition of the Associate Degree in mind and in so doing, make a clear distinction between the practical nurse and his or her scope of practice and that of the registered nurse. Both of the accrediting bodies felt that we should do this in one fell swoop so that a student would be clear about the practice differential and would be able to decide whether or not to pursue the next educational level. This was excellent advice. It became our approach and although we did not yet have a cohort of associate degree candidates, we would be ready to show prospective students the differences that they could expect in program outcomes. We decided to call this approach a "One Plus One"; one academic year of practical nursing education followed by a separate application and admission to the registered nursing program.

In the background, I was working hard on the conversion of the curriculum from contact hour to credit hour. This involved some significant course adjustments. As just one example of what this means, I offer the following: Anatomy and Physiology was a 68 hour lecture course taught by a nursing faculty member without a lab component. In order for this course to become a collegiate, credit bearing course, it had to include two 15 week semesters of lecture at 3 hours per week, with a 3 hour per week lab component in both semesters, and be taught by a person with at minimum, a master's degree in biology. This meant adding an additional 112 hours of both lecture and lab and finding academically qualified faculty in each community. There were a variety of similar changes to be made. It took a year, but we did make all of the adjustments, and were able to implement our new course structure in 1997. On the plus side, nursing faculty, who now were not burdened teaching courses for which they were not academically prepared, could focus on nursing course instruction. On the negative side, nursing faculty were losing some control of what was taught and that made quite a few faculty members uneasy. There was definitely a period of adjustment!

In 1999, we had already graduated two Associate Degree (AD) cohorts. In consultation with the newly formed NLNAC or the National League for Nursing Accrediting Commission, we decided to seek initial accreditation of the AD program. The plan was to seek this accreditation in the fall of 2000. Document preparation occurred and was submitted in a timely manner. The visit was scheduled for September, 2000. Late on a Friday afternoon in July, I received a call from my contact at the NLNAC. She said that a small committee had read our self-study and determined that we were not yet ready for accreditation. Among the most glaring concerns was the fact that we were still not clearly articulating in our program outcomes a clear difference between the practical nurse and the registered nurse scope of practice. In addition, we did not include Physical Assessment, Maternity Nursing, and Pediatric nursing in the AD curriculum, but rather were counting on the students' carrying that knowledge over from their PN program. In the minds of the accreditors, this was not adequate. There had to be additional content at the RN level. I remember calling Dr. Clarke with this difficult and disappointing news. I was very nervous, but he was gracious and encouraged me to tackle the issues and move forward.

Within a couple of weeks, four of us traveled to the NLNAC offices in downtown Manhattan. We spent several hours in conference with the members of the above mentioned committee so that we could clearly understand how to move forward. It was a productive meeting. After we returned, we got to

work on a total revamp of the curriculum and on stating clearer outcomes of each of the practice levels. We used Bloom's Taxonomy as a way to demonstrate that students were progressing in courses at higher and higher levels of understanding. We outlined eight areas of competence and began the hard work of restating our learning outcomes. This was a tedious process, but we learned a lot and began to feel that program coherency was becoming well-articulated.

In 2003, we had a successful initial accreditation of the AD program and continued accreditation of the PN program. Initial accreditation is granted for a maximum of five years, so in 2008, we went through the entire process again. Both programs were successfully reaccredited and have been since that time.

Our focus in the early 2000's, while Allan Rodgers was President of Vermont Tech, was on program expansion. President Rodgers' plan was that the College would enroll "2005 students by 2005". We wanted to help our colleagues achieve that goal. In that we were already using Vermont Interactive Television, we were able to work with members of the CCV community as well as the clinical facilities in various communities to expand the program to 10 locations. I think it is important to note here that our CCV colleagues were much more willing to work with us than our own Vermont Tech colleagues. There seemed to be a prevailing notion that the nursing programs were a "flash in the pan". I remember sitting in a number of meetings during which tempers flared and comments offered that indicated that nursing was not part of the college's mission and not what the college was known for. Even the general education department could not see a way to offer courses at times that would work well with nursing student's clinical responsibilities. As a result, students began to take many of their general education courses at CCV, a practice that occurs to this day and is not financially sound for Vermont Tech.

In 2002, President Rodgers asked me to become directly involved in working with him and other senior leaders at the College in the transfer of Dental Hygiene from the University of Vermont (UVM) and Respiratory Therapy from Champlain College to Vermont Tech. Although I was confused by the request, I was certain that at some point President Rodgers would reward me with a change in title or if not, an increase in salary. Both were true and in 2004, the programs transferred. I became the Associate Dean of Allied Health/Director of the Nursing programs. I indicated to President Rodgers that I thought that an Assistant Director of Nursing Programs was an important addition. In that my attention was now divided, I was concerned about the smooth continuation of all nursing program related activities. President Rodgers agreed; we subsequently hired Anna Gerac, MSN in the role of Assistant Director.

In my role as Associate Dean/ Director, I became part of the senior leadership team, then called the Cabinet. In 2005, during the presidency of Dr. Ty Handy, I was asked to assume the role of Interim Academic Dean. I became the permanent dean in 2006, a role that I held until my retirement in December of 2012. Anna Gerac became the Nursing Program Director that same year. The title of Associate Dean of Allied Health was eliminated. The Dental Hygiene and Respiratory Therapy programs along with all others reported to me as the Academic Dean.

Under Anna's leadership, the baccalaureate in nursing (BSN) was developed. In addition, Anna and the faculty added some new sites. I have asked her to add to this history with her own. She has said that she will do so.

I hope this is helpful. I am writing this from memory, so would like to say that some dates may be inaccurate, but to the best of my knowledge, they are correct.

Respectfully submitted,

Patricia Menchini, September 2014

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Vermont Technical College Conferral of Honorary Degree

WHEREAS, Patricia Menchini was employed by Vermont Tech in a variety of leadership positions, starting with the college in 1994 as Director of Nursing and including service as Dean of Academic Affairs and Interim President; and

WHEREAS, Pat Menchini is recognized statewide as a leader in nursing and allied health education and is considered “the face” of nursing at Vermont Tech, having championed the career advancement model of nursing education; and

WHEREAS, Pat Menchini led significant growth in Vermont Tech nursing and allied health programs, including uniting disparate nursing programs around the state, expanding delivery to ten locations, developing a strong partnership with CCV, and overseeing Vermont Tech’s assumption of the dental hygiene program from the University of Vermont and respiratory therapy from Champlain College; and

WHEREAS, There is widespread appreciation among the faculty and staff of Vermont Tech for Pat Menchini’s leadership style and continuing contributions to the community; and

WHEREAS, President Moulton has requested that Pat Menchini be awarded an honorary degree in accordance with the criteria set forth in Policy 107; therefore, be it

RESOLVED, That the VSC Board of Trustees authorizes Vermont Technical College to award Pat Menchini an honorary Doctor of Humane Letters degree at its Commencement ceremonies in May of 2019.

ITEM 8:

NVU Honorary Degree nomination (will be distributed at the meeting)

ITEM 9:
Memo and Proposed Revisions to Policy 109

MEMORANDUM

TO: EPSL

FROM: Yasmine Ziesler

DATE: March 15, 2019

RE: Proposed Policy 109 Revisions and Report for 2019

This memo provides background information on the proposed Policy 109 revisions for EPSL's consideration, a brief summary of institution-level review considerations in accordance with the policy, and an update on the review process and recommendations for 2019. Please do not hesitate to contact me if you have any questions while reviewing this memo and accompanying materials in advance of the committee meeting.

BACKGROUND

The intent of Policy 109 is to ensure each institution conducts regular cost effectiveness and enrollment reviews and to provide an opportunity for board review of these efforts. At all times, but particularly in an environment of limited resources, it is essential that institutions strategically prioritize allocation of those resources to sustain academic program quality in ways that provide the greatest benefit to students and the mission of the institution and system.

The proposed revisions to the policy further affirm the importance of this strategic prioritization taking place at the institutional level and codify a minimum program size, specifically 5 or more graduates and 25 or more active first majors annually, excepting certificates and any associate degree programs wholly contained within the curriculum of a baccalaureate program.

Establishing a minimum program size is intended to facilitate a review process to determine the viability, continuation, discontinuation, or investments required to achieve minimum program size. The minimum program size expectation also provides clarity for board oversight and institutional reporting and decision-making.

The proposed minimum program sizes have been validated by the VSCS Chief Academic Officers and Council of Presidents as consistent with best practice experience within the VSCS and as recognized by other comparable systems.¹ These minimums assure student access to high-quality learning experiences, particularly in upper-division courses in a program. Low numbers of upper-division program majors increases upper-division course cancellation risks and associated unpredictability of on-time degree completion for students, and decreases the variety of elective courses a program can offer. While programs may additionally serve students pursuing a second major, minor, or concentration, the curriculum requirements for students to complete such secondary credentials are varied, and there is no additional revenue generated

¹ See, for example, the [University of Maine system](#) policy section 305.7, Programs for Examination.

from such enrollments. For these reasons, the program size minimums are based on the number of students with the program as a first major.

INSTITUTION-LEVEL REVIEW

The existing language in Policy 109 already provides for an annual review process that is conducted by the member institutions individually. Consistent with nationally recognized best practice,² review and prioritization decisions at the institutional level include both qualitative and quantitative considerations, adapted to the specific mission and operational model of each institution, including such factors:

- faculty-student ratios for instruction and advising;
- program quality and student outcomes being achieved;
- priority of program mission, state and regional needs, and institutional fit;
- contribution to the general education program, other degree programs, and/or other internal contributions such as the student experience;
- direct costs, tuition revenues, and the contribution margin of the program to base institutional operation costs; and
- historical and projected enrollment trends.

REPORTS TO EPSL FOR 2019

As currently defined by VSCS Policy 109, the Chancellor has reviewed this year's annual data reports and summary notes as included in the materials packet for EPSL's meeting. Each institution has provided summary notes on programs for which a review or other efforts are already underway or anticipated, including programs that have undergone substantial review and are now proposed for closure.

² Dickeson, Robert C. *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. Jossey-Bass, 2010.



Manual of Policy and Procedures

<p style="text-align: center;">ANNUAL ENROLLMENT AND COST EFFECTIVENESS REVIEW OF EXISTING ACADEMIC PROGRAMS</p>	<p>Number 109</p>	<p>Page 1 of 2</p>
	<p>Date March 23, 2019</p>	

PURPOSE

The overall purpose of the policy is to support the mission of the VSC: for the benefit of Vermont, to provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study, **consistent with student aspirations and regional and state needs**. To fully implement this mission, VSC academic programs must be of high quality and remain current, competitive, and cost-effective. Through this policy, the Board of Trustees charges the **colleges member institutions** with establishing guidelines for an Annual Enrollment and Cost Effectiveness Review: annual **college-institutional** reviews of degree program enrollment, retention, graduation, and cost data, with a summary report of each **college institution**'s plans to evaluate and address program enrollment and cost effectiveness.

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

Annual Enrollment Review: Policy and Procedures

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

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

In exercising its fiduciary responsibilities to the member institutions and system as a whole, the Board shall start with a rebuttable presumption that programs in existence for five or more years that are not achieving minimum program sizes should be reviewed for probable closure.

The minimum program size necessary to maintain quality and ensure effective prioritization of resources is 5 or more program graduates or 25 or more active first majors annually. Certificates are exempt from these thresholds, as are any associate degrees wholly contained within the curriculum of baccalaureate programs. Annual identification of programs with enrollments below the minimum size based on either the most recent year's data or a running three-year average is intended to facilitate a review process to determine the viability, continuation, discontinuation, or investments required to achieve minimum program size.

The process for Annual Enrollment and Cost Effectiveness Review follows:

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

Signed by:

Chancellor



Manual of Policy and Procedures

<p>Title</p> <p style="text-align: center;">ANNUAL ENROLLMENT AND COST EFFECTIVENESS REVIEW OF EXISTING ACADEMIC PROGRAMS</p>	<p>Number</p> <p style="text-align: center;">109</p>	<p>Page</p> <p style="text-align: center;">1 of 2</p>
	<p>Date</p> <p style="text-align: center;">March 23, 2019</p>	

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In exercising its fiduciary responsibilities to the member institutions and system as a whole, the Board shall start with a rebuttable presumption⁶⁵ that programs in existence for five or more years

that are not achieving minimum program sizes should be reviewed for probable closure.

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5. The Chancellor will review the reports of the member institutions and provide a recommendation to EPSL regarding the summary reports and any additional action steps that may be warranted.
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Signed by:

Chancellor

ITEM 10:
2018-2019 Policy 109 Data Reports

2019 Policy 109 Data Report Summary

	Total Faculty*	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Fall 2016 Headcount Enrollment	Total Degrees & Certificates Awarded 2017-2018	Total Degrees & Certificates Awarded 2016-2017	Total Degrees & Certificates Awarded 2015-2016
CCV		3,035	3,264	3,450	577	571	597
Castleton University	82	1,916	1,869	1,999	418	422	498
NVU-Johnson**	41	1,371	1,448	1,479	328	412	353
NVU-Lyndon	42	922	1032	1166	247	226	237
Vermont Tech	70	1429	1404	1445	585	579	573

**Total full-time faculty count includes faculty librarians or fulltime program directors (nursing, education).*

***NVU-Johnson headcount includes Online/Distance Learning students*

Policy 109 Data Report

Johnson State College

College-Wide Summary	Total Faculty*	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Fall 2016 Headcount Enrollment	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017	Total Degrees Awarded 2015-2016
	41	1,371	1,448	1,479	328	412	353

Department	Program Level	Major						2019 Notes	
Behavioral Science			6	435	438	426	113	72	81
Bachelors		Anthropology & Sociology		28	27	27	7	2	7
Bachelors		Psychology		208	202	230	59	26	44
Bachelors		Wellness & Altern Medicine		112	124	78	23	16	6
Masters		Counseling		87	85	91	24	28	24
Business & Economics			3	180	215	234	58	59	52
Certificate		Accounting			3	1	1	1	1
Certificate		Non-Profit Management			0		2	4	
Certificate		Small Business Management			1		1		
Associates		Business Management		2	5	2	2	1	2
Bachelors		Business (multiple concentrations)		178	206	229	52	49	45
Bachelors		Hospitality & Tourism Mgmt				2		4	4
Education			4	106	125	135	27	39	53
Bachelors		Childhood Education		60	87	91	15	16	15
Masters		Education		42	36	43	12	22	36
CAGS		Education		2	2	1		1	2
Certificate		Applied Behavioral Analysis		2					

Changed to Business concentration.

Environment & Health Science		8	143	148	152	28	31	32	
Bachelors	Biology		44	45	42	10	3	8	
Bachelors	Environmental Science		18	25	23	3	7	9	We are looking at alignment between the L and J programs
Bachelors	Health Science		42	40	43	7	11	9	
Bachelors	Outdoor Education		39	38	44	8	10	6	
Fine Arts		3	99	98	91	16	22	24	
Associates	Woodworking & Furniture Design			2					New 2017
Bachelors	Art		38	34	30	3	6	8	
Bachelors	Media Arts		22	24	22	7	5	6	
Bachelors	Studio Art		24	21	35	3	10	6	
Bachelors	Woodworking & Furniture Design		8	10		2			New 2017
Masters	Studio Art		7	7	4	1	1	4	
Performing Arts		4	44	56	59	12	9	21	
Associates	Technical Theater		7	4	6	2		9	
Bachelors	Music		13	21	29	4	5	1	Faculty are examining the music and theater-related degrees with an eye toward consolidation.
Bachelors	Music Education		3	4					
Bachelors	Musical Theater		10	10	10	3	3	3	
Bachelors	Theater & Drama		11	17	14	3	1	8	
Humanities		3	45	45	31	4	8	9	
Bachelors	History		22	20	11	3	3	2	Looking to offer History across both campuses at no additional cost
Bachelors	Political Science		23	25	20	1	5	7	Faculty will refresh the curriculum with a decision on viability in two years.
Mathematics		3	15	17	14	2	3	3	
Bachelors	Mathematics		15	17	14	2	3	3	Consolidating with NVU-L math.
Writing & Literature		5	48	57	52	9	9	8	

Bachelors	Communications & Community Media	5	17	16	3	4	3	This has evolved to Journalism.
Bachelors	Creative Writing	29	31	23	3		3	
Bachelors	English	11	9	13	3	5	2	Looking at consolidation options with NVU-L.
Bachelors	Journalism	3						Faculty are examining the viability of this degree program with possible evolution to Professional Writing.
Other		251	249	285	59	81	67	
Associates	General Studies	5	6	12	5	11	4	Exit degree
Bachelors	Interdisciplinary Studies	50	39	46	12	16	20	
Bachelors	Liberal Arts			1		1	1	Discontinued.
Bachelors	Professional Studies	105	129	129	42	53	42	
Bachelors	Undeclared	91	75	97				

**Total faculty count includes faculty librarians or fulltime program directors (nursing, education).*

Policy 109 Data Report

Lyndon State College

College-Wide Summary	Total Faculty*	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Fall 2016 Headcount Enrollment	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017	Total Degrees Awarded 2015-2016
	42	922	1032	1166	247	226	237

Department	Program Level	Major						2019 Notes	
Atmospheric Sciences			2 (+1 visiting)	68	73	68	12	27	8
	Bachelors	Atmospheric Sciences		64	73	68	12	27	8
	Bachelors	Climate Change Science		4					New program for 2018.
Business			3	106	124	142	39	34	40
	Associates	Business Administration		9	4	7	12	8	9
	Bachelors	Accounting		25	25	28	5	7	3
	Bachelors	Business Administration		43	64	80	17	14	22
	Bachelors	Sports Management		26	26	9	2	0	1
	Bachelors	Sport Leadership		3	5	18	3	5	5
Education			1 (+1 visiting)	91	100	109	30	19	13
	Associates	Special Education		1	1	3		2	1
	Bachelors	Early Childhood Education		25	19	12	5	2	
	Bachelors	Elementary Education		54	65	70	19	6	
	Bachelors	Physical Education			0	2		2	1
	Masters	Curriculum and Instruction		5	4	8	2	2	2
	Masters	Education		6	11	14	4	5	9
Electronic Journalism Arts			3	34	46	68	14	20	23

Program is being discussed in the context of moving toward one Education program.
 New 2016 90% online
 Includes Special Ed concentration option.
 In teach-out

Associates	Electronic Journalism Arts	2	0	1		1	5	
Bachelors	Electronic Journalism Arts	31	46	66	14	19	17	
Bachelors	Media Communications	1		1			1	Closed.
English, Philosophy, Film Studies		5	15	15	20	4	3	6
Bachelors	English	15	15	20	4	3	6	Looking at consolidation options with NVU-J program.
Exercise Science		4	57	56	68	10	15	14
Bachelors	Exercise Science	57	56	68	10	15	14	
Mathematics and Computer Information Systems		2	50	42	28	8	6	10
Bachelors	Computer Information Systems	44	36	25	5	5	4	
Bachelors	Mathematics	6	6	3	3	1	6	Consolidating with NVU-J
Mountain Recreation Management		4	73	101	124	23	22	21
Bachelors	Mountain Recreation Mgmt	73	101	124	23	22	21	
Music Business & Industry		3	82	87	110	22	13	11
Associates	Music Business & Industry	2	3	2	2	0		
Associates	Music and Self-Promotion		0	1		1		In teach-out
Bachelors	Music Business & Industry	80	84	107	20	12	11	
Psychology & Human Services		2	87	100	110	24	15	17
Associates	Human Services		3	5	1	2	3	
Bachelors	Appl Psychology & Hum Service	87	96	98	22	11	7	
Bachelors	Human Services		1	3	1	2	6	In teach-out
Bachelors	Psychology			4			1	In teach-out
Science		4	38	45	45	6	10	15
Bachelors	Environmental Science	16	21	22		3	5	We are looking at alignment between the L and J programs.
Bachelors	Natural Science	17	17	12	2	3	6	
Bachelors	Sustainability Studies	5	7	11	4	4	4	Looking to convert this to a minor.
Social Sciences		3	83	69	77	10	14	16
Associates	Criminal Justice	1						Exit degree

Bachelors	Criminal Justice	64	48	57	9	11	12	
Bachelors	Global Studies	10	21	20	1	3	4	Includes students in former Social Sciences program; degree largely comprised of general education courses.
Bachelors	Social Science	8						This is now Global Studies.
Visual Arts		4	107	117	123	27	24	28
Associates	Photography	3	2	4	2	3		
Associates	Visual Communications	3	5	3	2	0	4	
Associates	Visual Arts		0	4	2	2	1	
Bachelors	Animation/Illustration	37	37	42	6	8	6	
Bachelors	Cinema Production	23	31	28	4	1	2	
Bachelors	Visual Communications	4	13	18	6	7	7	Program has become Graphic Design.
Bachelors	Graphic Design	37	29	24	5	3	8	
General		31	58	62	8	9	13	
Associates	General Studies / Pre-Nursing	3	25	24	5	1	1	
Bachelors	Explorations	26	24	20				Entry program, not major
Bachelors	Liberal Studies		2	9	1	7	11	
Masters	Liberal Studies	2	7	9	2	1	1	

**Total faculty count includes faculty librarians or fulltime program directors (nursing, education).*

Policy 109 Data Report

Castleton University

College-Wide Summary	Total Faculty* 2018-2019	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Fall 2016 Headcount Enrollment	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017	Total Degrees Awarded 2015-2016
	82	1,916	1,869	1,999	418	422	498

Department	Degree Level	Major							2019 Notes	
Art			3.5	21	23	30	8	6	7	
	Bachelors	Art		21	23	30	8	6	7	1 FT faculty retiring (5/19) = 2.5 FT faculty
Business Administration			7	300	300	348	82	88	85	
	Associates	Business Administration		4	4	12	4	1	3	Designed as exit degree
	Bachelors	Business Administration		261	260	303	69	72	69	
	Bachelors	Computer Information Systems		31	30	25	3	6	10	
	Masters	Accounting		4	6	8	6	9	3	Recommended for review for renovation (e.g. inclusion as a concentration in the MBA)
Communication			2.5	62	62	75	26	19	20	
	Associates	Communication		0	1	2	0	0	0	Designed as exit degree
	Bachelors	Communication		34	61	73	17	19	20	
	Bachelors	Graphic Design		12						New in 2018
	Bachelors	Media & Communication		16			9			New name for "Comm" (2018)

Education		6	144	153	147	40	28	24	
Bachelors	Career & Technical Education	-	1	2	3	0	0	0	Program closed
Bachelors	Multidisciplinary Studies	99	105	105	22	20	15		
Masters	Education	45	47	40	15	8	9		
English (& other Humanities)		7	33	38	56	11	11	10	
Bachelors	English	26	27	36	5	5	0		
Bachelors	Literature	1	1	6	2	3	6		Now called "English" (2014)
Bachelors	Philosophy	4	5	6	0	1	2		Recommended for review for potential closure as a major (but keep as a service program)
Bachelors	Spanish	2	5	8	4	2	2		Recommended for review for potential closure as a major (but keep as a service program)
Health, Human Movement, and Sport		8	273	253	270	66	53	45	
Bachelors	Athletic Training	19	35	72	11	9	6		Now called "Kinesiology" (2017)
Bachelors	Kinesiology	61	31						
Bachelors	Health Education	5	9	6	4		4		Now called "Health Promotion" (2018)
Bachelors	Health Promotion	3							New in 2018. Courses overlap with other programs; the only licensure program in VT.
Bachelors	Practice of Physical Education	71	68	65	11	11	12		
Bachelors	Sports Administration	33	51	89	20	18	18		
Bachelors	Sport Management	49	23						

Masters	Athletic Leadership	32	36	38	20	15	5	
History, Geography, Economics, and Politics		7	79	71	67	14	9	18
Bachelors	Global Studies	17	12	5	0	0	3	No dedicated lines. Upward enrollment trend.
Bachelors	History	40	39	43	9	4	10	
Bachelors	Political Science	18	19	17	5	5	3	1 FT faculty retiring (5/19) = 1.5 FT faculty
Bachelors	Social Studies	4	1	2	0	0	2	No dedicated lines
Mathematics		4	37	31	35	8	8	13
Bachelors	Mathematics	37	31	35	8	8	13	
Music		2	25	17	20	6	5	4
Bachelors	Music	8	8	9	3	0	1	Recommended for review for potential renovation (reconfigured FA18)
Bachelors	Music Education	13	9	9	1	3	3	Recommended for review for potential renovation (reconfigured FA18)
Masters	Music Education	4	0	2	2	2	0	Recommended for potential renovation or closure (depending on outcome of current search)
Natural Sciences		9	264	282	298	48	82	68
Bachelors	Biology	61	61	64	12	11	8	
Bachelors	Chemistry	11	11	9			1	Only 0.5 additional FTE. Reconfigured 2018. Service program.
Bachelors	Ecological Studies	25	17	12	4	6	4	

Bachelors	Environmental Science	21	21	26	3	6	3	No dedicated lines. Recommended for potential reconfiguration (with new WFC)
Bachelors	Exercise Science	64	73	81	13	26	13	
Bachelors	Geology	4	8	7	3	1	7	Suspended for new students 2019; review for closure.
Bachelors	Health Science	78	91	99	13	32	32	
Nursing		7	220	213	209	42	33	110
Associates						6	93	Program ended.
Bachelors	Nursing	208	213	209	42	27	17	
Bachelors	Nursing (RMC online)	12						New 2018; recommended for review for potential renovation or reconfiguration.
Psychological Sciences		4	110	105	98	21	16	33
Bachelors	Psychology	94	95	94	21	16	33	
Masters	School Psychology	16	10	4				New 2016; recommended for review for potential renovation
Sociology, Social Work, & Criminal Justice		8	152	169	198	37	49	49
Associates	Criminal Justice	3	7	6	1	1	0	Designed as exit degree
Bachelors	Criminal Justice	63	73	89	11	11	14	
Bachelors	Social Science	8	11	15	4	8	6	Individualized program option
Bachelors	Social Work	49	57	61	14	20	9	
Bachelors	Sociology	29	21	26	7	9	20	

Bachelors	Women's & Gender Studies	0	0	1	0	0	0	Recommended for review for potential closure as a major (but keep as a service program).
Theater Arts		3	24	30	34	7	11	9
Bachelors	Theater	24	25	25	4	4	8	1 FT faculty not reappointed (5/19) = 2 FT faculty
Masters	Theater					3	1	On hiatus
Masters	Arts Administration	0	5	9	3	4		New 2016; on hiatus 2018; recommended for review for potential renovation
Other		147	116	113	2	0	3	
Associates	General Studies	3	7	2	2	0	3	Designed as exit degree
Bachelors	Undeclared	144	109	111				

*Total faculty count includes faculty librarians or fulltime program directors (nursing, education).

Policy 109 Data Report

Vermont Tech

College-Wide Summary	Total Faculty*	Fall 2018 Headcount	Fall 2017 Headcount	Fall 2016 Headcount	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017	Total Degrees Awarded 2015-2016
	70	1429	1404	1445	585	579	573

Department	Program Level	Major	Total Faculty						2019 Notes	
Agriculture			2	33	56	47	22	11	14	
	Certificate	Forestry		2	1	4	1	0		
	Associates	Agribusiness Mgmt Technology		6	7	5	2	2		No separate courses required
	Associates	Dairy Farm Management		14	26	22	13	6	12	
	Bachelors	Diversified Agriculture		11	22	16	6	3	2	
Landscape and Sustainable Horticulture			1	10	11	16	5	5	4	
	Associates	Landscape and Horticulture		10	11	14	5	3	1	Program revised and renamed to Landscape Contracting
	Bachelors	Landscape and Horticulture				2		2	3	Discontinued
Automotive Tech & Diesel			3	73	65	71	27	24	28	
	Certificate	Diesel Power Technology		3	7	1	6	1		
	Associates	Automotive Technology		36	32	36	10	9	18	
	Associates	Diesel Power Technology		34	26	34	11	14	10	
Aviation			1	45	48	39	5	5	11	
	Bachelors	Professional Pilot Technology		45	48	39	5	5	11	
Business			4	120	104	95	29	34	33	
	Associates	Business		18	13	17	5	11	14	
	Associates	Entrepreneurship		6	1	1		0		
	Bachelors	Applied Business Management		15	16	16		3		
	Bachelors	Business		74	67	56	21	20	19	

Bachelors	Entrepreneurship	7	7	5	3			New 2016
Computers & IT		3	122	124	119	23	25	14
Associates	Computer Information Tech	3	8	6	4	1	2	
Associates	Computer Software Engineering	12	12	9	5	1	4	
Bachelors	Computer Information Technology	35	37	43	5	11	7	
Bachelors	Computer Software Engineering	62	57	48	6	8		
Post-graduate Ce	Computer Networking	0	0			1	1	New 2016
Post-graduate Ce	Advanced Software Development	0	0	1		1		New 2016
Post-graduate Ce	Software Development	3	2	2	1			New 2016
Post-graduate Ce	Web Development	1	2	3	1	2		New 2016
Masters	Computer Software Engineering	6	6	7	1			New 2016
Construction Management		4	59	62	65	13	15	19
Associates	Construction Management	23	21	20	3	4	7	
Bachelors	Construction Management	36	41	45	10	11	12	
Dental Hygiene		3	85	80	76	23		
Bachelors	Dental Hygiene	85	80	76	23	25	11	Includes associate degree grads
Engineering Technology		11	207	236	242	49	62	71
Associates	Arch & Bldg Engineering Tech	10	6	6	3	1	3	
Bachelors	Architectural Engineering Tech	28	29	30	0	7	9	
Associates	Computer Engineering Technolgy	7	7	7		4		
Bachelors	Computer Engineering Technology	31	37	26		3	6	
Associates	Civil & Environmentl Engin Tech	30	30	40	13	16	17	
Associates	Electrical Engineering Technolgy	27	18	30	17	15	10	
Associates	General Engineering Tech	4	1	3	5	5	6	
Bachelors	Electrical Engineering Tech	44	40	36	4	5	6	
Bachelors	Electromechanical Engineering T	26	68	64	7	6	14	
Mechanical		4	88	89	71	24	36	22
Associates	Mechanical Engineering Techn	40	39	36	20	20	16	
Bachelors	Manufacturing Engineering Tech	25	27	23	4	8	1	New 2015
Bachelors	Renewable Energy	23	22	10		1	1	New 2015
Bachelors	Mechanical Engineering Techn					6	1	Discontinued
Bachelors	Sustainable Design		1	2		1	3	Discontinued

Equine Studies		0	15	23	35	10	9	4	
Associates	Equine Studies		15	20	27	10	4		Proposed Closure due to continued low enrollment and higher program costs.
Bachelors	Equine Studies			3	8		5	4	Transitioned to Associate Degree
Fire Science & Paramedicine		0	25	24	33	10	3	5	
Associates	Fire Science		13	14	21	2	3	5	Proposed Closure due to continued low enrollment, capital requirements, and limited placement opportunities.
Certificate	Paramedicine		12	10	12	8	0		New in 2016
Nursing		15	357	357	396	262	294	285	
Associates	Nursing		131	133	146	132	140	143	
Bachelors	Nursing		69	69	81	9	16	7	
Certificate	Practical Nursing		157	155	169	121	138	135	
Respiratory Therapy*		2	33	35	31	13	9	11	
Associates	Respiratory Therapy		33	35	31	13	9	11	
Veterinary Tech		1	60	66	68	29	22	27	
Associates	Veterinary Technology		60	66	68	29	22	27	
General Education (including English, math, science)		16	60	40	41				
Bachelors	Undeclared		60	40	41				

*Total faculty count includes program director.

Policy 109 Data Report

Community College of Vermont

College-Wide Summary	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Fall 2016 Headcount Enrollment	Total Degrees & Certificates Awarded 2017-2018	Total Degrees & Certificates Awarded 2016-2017	Total Degrees & Certificates Awarded 2015-2016
	3,035	3,264	3,450	577	571	597

Program Area and Level

2019 Notes

		Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Fall 2016 Headcount Enrollment	Total Degrees & Certificates Awarded 2017-2018	Total Degrees & Certificates Awarded 2016-2017	Total Degrees & Certificates Awarded 2015-2016	
Arts and Communication		111	118	152	15	25	34	
Associate Degree	Graphic Design	18	43	79	11	16	15	Streamlined into Design & Media Studies - 2017
Associate Degree	Design and Media Studies	83	54		1		3	New single program - 2017
Associate Degree	Multimedia Communication	5	13	35		2	8	Streamlined into Design & Media Studies - 2017
Associate Degree	Visual Arts	5	8	38	3	7	8	Streamlined into Design & Media Studies - 2017
Science and Allied Health		695	759	758	137	106	106	
Associate Degree	Environmental Science	61	72	88	14	14	9	
Associate Degree	Medical Assisting	120	151	163	33	28	40	
Associate Degree	STEM Studies	186	204	176	34	23	10	
Certificate	Allied Health Preparation	283	283	292	46	30	31	
Certificate	Health Information Specialist	1	5	20	3	8	16	
Certificate	Medical Billing & Coding	38	35	13	6	3		
Certificate	STEM Studies	6	9	6	1			
Social Sciences		621	660	692	131	121	122	
Associate Degree	Criminal Justice	91	113	110	21	20	18	
Associate Degree	Early Childhood Education	261	297	294	50	42	42	
Associate Degree	Emergency Mgmt & Planning		1	2	1	1	3	Closed - 2015
Associate Degree	Human Services	227	213	243	40	43	48	
Certificate	Childcare	26	23	27	12	4	5	
Certificate	Substance Abuse Services	16	13	16	7	11	6	
Business		496	495	531	66	110	109	
Associate Degree	Accounting	124	120	120	10	22	22	

Associate Degree	Administrative Management	67	72	59	10	10	24	
Associate Degree	Applied Business Practices	1	0	3		3	2	Closed - 2016
Associate Degree	Business	291	303	339	44	71	59	
Associate Degree	Hospitality & Tourism Mgmt			10	2	4	2	Closed - 2016
Certificate	Bookkeeping	13						New - 2018
Technology		124	141	154	25	18	29	
Associate Degree	Computer Asstd Drafting & Design			1			1	Closed - 2014
Associate Degree	Computer Systems Management	73	117	113	18	14	22	Streamlined into Information Technology - 2018
Associate Degree	Digital Marketing			2		1	2	Closed - 2016
Associate Degree	Information Technology	40						New single program - 2018
Associate Degree	Network Administration	5	17	32	7	2	3	Closed - 2016
Certificate	Website Design	6	7	6		1	1	
General Studies		988	1091	1163	203	191	197	
Certificate	Essential Workplace Skills	4	3	3		3	3	
Associate Degree	Liberal Studies	707	780	812	203	188	194	
Associate Degree	Undeclared**	277	308	348				

**Excludes Early College Students (n=143)

ITEM 11:

Vermont Tech Proposal for B.S. in Radiologic Sciences

VERMONT TECHNICAL COLLEGE

Manual of Policy and Procedure

T117 Academic Program Development and Review

Revised July 2007

Revised June 2009

Revised May 2017

Vermont Technical College strives to provide Vermont Tech students and the State of Vermont with academic programs that provide students with the technical, broad educational and focused skills to meet the challenges of career placement and career development in the economic environment of a new century. As the economic realities and career requirements of this environment change, Vermont Tech must modify existing programs, develop new programs and terminate those programs that no longer meet the needs of students or the State. This Policy and Procedure establishes the process and criteria for the development, review and termination of academic degree programs. (Non-degree programs are not addressed in this P&P).

I. NEW PROGRAM DEVELOPMENT PROCESS

New program ideas may arise from the Vermont Tech faculty or staff, from the needs of Vermont business and industry, or from other external sources, such as alumni/ae or sister institutions.

Program Initiation Phase

The ideas are presented to the Dean of Academic Affairs via email for capture in the Dean's Office web-based project management system. The proposer should submit a one-paragraph abstract w/ the program name, degree, department and Champion while noting any new courses or sections needed, if known. The Dean of Academic Affairs provides the proposer with a link to the Idea Questionnaire Survey (Appendix A, <https://www.surveymonkey.com/r/VTCPProgramIdea>).

Program Screening and Review Phase (Certificates and Degrees)

The idea proposer, hereafter referred to as the Champion, researches the idea and completes the Idea Questionnaire. The Development Committee, constituting of the Dean of Academic Affairs (Chair of the committee), Faculty Assembly Academic Affairs Committee Chair, Champion, Dean of Administration, Associate Dean of Enrollment Management, Associate Dean of Industry Relations, Director of Marketing & Communications and other ad hoc members as selected by the Committee, will meet to review the submission for institutional fit, competitive intensity, financial factors, market attractiveness and operations. If the Development Committee recommends that the idea progress, it forwards that recommendation to the President for his or her approval. With the President's approval of the idea, the Council of Presidents (COP) is notified. With approval from the COP, ideas are then categorized as certificate or degree to determine next steps.

If the Development Committee does not recommend the idea, the Champion can revise or rethink the proposal, complete new or supplemental research and complete the Idea Questionnaire for the revised idea.

Certificate Program Screening Process

The Champion must complete a curriculum map, draft the course short descriptions, and develop an operations plan and budget with the support of the Dean of Administration. The Development Committee reserves the right to request additional detailed market research for certificate program ideas. Documentation is submitted for review by the Development Committee. The Committee then approves the idea to move forward to the Governance Phase. The Development Committee can also determine that the idea should not move forward, which ends the college's investigation into the viability of the new program.

If the recommendation is to continue the program development, the Development Committee notifies the Functional Team Leads about the potential new Certificate program. The documentation is submitted to the Program and Curricula (P&C) Committee for their review and revisions as needed.

Degree Program Screening Process

The Champion works with the Dean of Academic Affairs to perform detailed market research with the college's research collaborative. This process can take 8-12 weeks and is managed in a single-file queue. After receiving the detailed market research, the Champion must complete a curriculum map, draft the course short descriptions, and develop an operations plan and budget with the support of the Dean of Administration. This documentation is submitted for review by the Development Committee. The Committee then approves the idea to move forward to the Governance Phase. The Development Committee can also determine that the idea should not move forward, which ends the college's investigation into the viability of the new program.

If the recommendation is to continue program development, the Development Committee notifies the Functional Team Leads about the potential new Degree program. The Champion then completes the VSC Policy 102, Preliminary Approval form (Appendix B). The Policy 102 documentation is submitted to the Program and Curricula (P&C) Committee for their review and revisions as needed.

Program Governance Phase (Certificates and Degrees)

If the P&C Committee concurs with the recommendation of the Development Committee, the Certificate documentation or Degree Policy 102 documentation is submitted to the Faculty Assembly Academic Affairs Committee for review and revisions as needed. The program is then given a First Reading with the Champion by the Faculty Assembly as a whole for its recommendation to the President of the College. Programs are also provided a Second Reading by the full Faculty Assembly before the recommendation is made to the President of the College. Revisions can be made by the Faculty Assembly during their review(s).

The President reviews the program documentation and all changes made during the Governance Phase with the Executive Committee and the Champion. The Executive Committee can make changes to the program during their review. If the Executive Committee approves a Certificate program to move forward, the Dean of Academic Affairs notifies the College of the new program. If the Executive Committee approves a Degree program to move forward, the Final Policy 102 documents are presented to the full Board of Trustees (BOT) for approval and resolution.

If the Executive Committee or the BOT do not approve the program, these decisions end the college's investigation into the viability of the new program.

After all program approvals are awarded, the Champion is provided with the Post-Approval Checklist (Appendix C) for development of the program in collaboration with the various functional teams.

Please see Appendix D for the graphical process map of this policy.

II. PROGRAM REVIEW

Vermont Tech academic degree and certificate programs are reviewed continually by the sponsoring departments, annually by Vermont Tech and Program Advisory Committees, and periodically by VSC Policy 101 and by external accrediting agencies such as the New England Association of Schools and Colleges, Accreditation Board for Engineering Technology, American Veterinary Medical Association, National League for Nursing Accrediting Commission and other program specific accrediting bodies. This P&P addresses the internal Vermont Tech review of academic programs.

Degree and certificate programs are also reviewed by their sponsoring academic departments with input from their Program Advisory Committee, external accrediting agencies and with the benefit of comparison with similar programs in sister institutions. The Dean of Academic Affairs and Dean of Administration provide additional academic cost-analysis data on an annual basis for each program review.

Criteria for continual and annual academic program review:

Program Need:

- Are educational needs of target population being met?
- Are student enrollments, potential enrollments and retention adequate?
- Does the program contribute to the mission of the College?
- Does the program continue to meet a public policy need of Vermont?
- To what extent does the program contribute to the State's economic development?

Program Quality:

- How do current students and recent graduates feel about their educational experience? Did the program meet their needs? Their expectations?
- Are program faculty qualifications appropriate for the program?
- Does the history of resource allocation to the program meet program needs?
- How do employers and prospective employers accept program graduates? Placement history?

Curricular Analysis:

- Is the curriculum sequence meeting the needs of program students, potential employers and industry expectations?
- Are course outlines meeting program requirements and do actual course experiences reflect course outlines?

- Is there a continuous improvement process to assess and improve student performance, program effectiveness and College efficiencies?

Academic Cost Analysis: Two methods of academic cost analysis provide valuable data: full program cost/revenue and yearly program cost/revenue. The full program cost/revenue analysis calculates the cost of the academic program for its full 2- or 8-semester sequence by calculating the instructional cost per student contact hour (or instructional cost per faculty workload credit hour) and the total budgeted cost per student contact hour (or per faculty workload credit hour). The instructional cost (or total budgeted cost) for the program is the sum of all student contact hour costs for all courses required for graduation. This cost is then compared with the total tuition received for the terms of enrollment.

The yearly program cost/revenue data is prepared by the Dean of Administration based on a program budget analysis. All major program costs, including the portion of support department costs directly attributable to students from the major taking the support courses as well as a prorated assignment of academic support costs and capital equipment costs based on FTE students in the major, are calculated for the previous academic year using actual cost data. This yearly cost is then compared to the total tuition revenue for that year generated by students in the major. These data also give the number of FTE students that would be required for student tuition revenue to meet program instructional costs.

Although there is no formal reporting mechanism for continual departmental reviews or the annual review of academic cost analysis data, the Dean of Academic Affairs, Department Chairs may initiate changes based on such reviews. Proposals for program changes are submitted to the P&C Committee for information and response and to the Faculty Assembly for recommendation to the President.

Annual review data is kept on file for use during periodic external evaluations by the VSC, program accrediting bodies, or NEASC.

III. TERMINATION OF ACADEMIC DEGREE PROGRAMS

During the annual or periodic program reviews, when a program is identified as deficient in one or more of the criteria for program evaluation--quality, need, curricular analysis or academic cost analysis--a review for termination may be initiated. Such a termination review begins with a special meeting of the Program Advisory Committee, perhaps augmented with other Vermont Tech faculty who have taught in the program or who have taught support courses for the program. This group will be asked to review all the data from the annual reviews focusing on the same criteria of need, quality, curricular design and academic cost analysis. They should also include consideration of the presence of tenured faculty in the program, application history and enrollment projections, job placement opportunities and the relationship of the geographic location of the opportunities to the geographic flexibility of graduates, and the academic soundness of a program with low enrollments.

This review group will make a recommendation for consideration by the department, the Program and Curricula Committee and the Faculty Assembly. The P&C Committee may make a recommendation to the Faculty Assembly. The Faculty Assembly forwards its recommendation to the President, who in consultation with the Executive Committee, has the final decision.

A decision to terminate an academic degree program is submitted to the VSC Board of Trustees. Any decision to terminate a program must carry with it a plan to allow students currently enrolled in the program a reasonable amount of time to complete the requirements for the degree. Normally this period would be one year after students would be expected to complete the program.

APPENDIX A - QUESTIONNAIRE

Program Idea Review Questionnaire

Demographic Information

1. Contact Information:

Name: **Roger F. Weeden Jr.**

Email Address: **roger.weeden@vtc.edu**

Phone Number: **802-879-5678**

2. What is the name of the program? **BS Radiologic Science (Teach-Out with continuance)**

3. What department or unit does this program fall under? **School of Nursing and Health Professions**

- Agriculture
- Aviation
- Business
- Computers & IT
- Construction Management
- Dental Hygiene
- Engineering Technology
- Fire Science & Paramedicine
- Nursing
- Respiratory Therapy
- Transportation Technology
- Veterinary Technology
- Other (please specify) **School of Nursing and Health Professions**

4. What is the potential location of the program? **Williston (CSJ) & possibly Bennington (SVC)**

- Bennington Extended Site **X**
- Brattleboro Extended Site
- Lyndon Extended Site
- Middlebury Extended Site
- Newport Extended Site
- Randolph Center Campus
- St. Albans Extended Site
- Springfield Extended Site
- White River Junction Extended Site
- Williston Campus **X**
- I need more data to determine
- Other (please specify)

5. Provide a brief description of your idea/program:

Program Idea Review Questionnaire

Institutional Fit

6. Does this program align with a Vermont Tech goal?

- Increased participation by non-traditional students **X**
- Partnership with a Vermont employer **X RRMC, CVMC, Porter, Springfield, Gifford**
- Increasing post-secondary education and training in Vermont high school students
- Increasing women in STEM
- I need more data to determine
- None of the above (please specify)

7. Does this program align with a Vermont State Colleges goal?

- Furthering competence in communication, research and critical thinking **X**
- Fostering creative problem-solving both individually and collaboratively **X**
- Create engaged, effective and responsible citizens **X**
- Develop appropriate workplace skills and an appreciation of work quality and ethics **X**
- Develops in others the joy and necessity of lifelong learning **X**

8. Does this program build on an area of Vermont Tech's academic strength?

- Yes **X**
- No
- I need more data to determine

If yes, please describe the area of academic strength.

A healthcare professional program that strives to help meet the current healthcare workforce needs in Vermont by producing graduates who are academically prepared for workplace success and become life-long learners.

9. Does this program partner with a VSC college or department?

- Yes **X**
- No
- I need more data to determine

If yes, please name the partnering college or department. **Nursing and Health Professions**

10. Have you identified faculty to teach in this program?

- Yes
- No **Partially**
- I need more data to determine

If yes, please name the faculty you have identified.

Program Director; approx. 1 FT and 1 adjunct – CSJ; 3 FT and 1 adjunct with SVC included

Program Idea Review Questionnaire

Competitive Intensity

11. Who are existing providers offering similar programs in the market place?

Competitive program/Institution: **None (If SVC comes to VTC; moves to an outstate locale – MCLA) – CVPH (AS), RVCC (AS), HVCC (NY, AS)**

Competitive program/Institution: **River Valley Community College, Claremont, NH (AS)**

Competitive program/Institution: **Hudson Valley Community College, Schenectady, NY (AS)**

Competitive program/Institution: **CVPH, Plattsburgh, NY (AS)**

Competitive program/Institution:

To provide a list of competitive programs, visit the National Center for Education Statistics database, IPEDS: <http://nces.ed.gov/ipeds/datacenter/Default.aspx>.

A trusted resource for searching US & Canadian College programs in the College Blue book. The current edition is available

online: http://go.galegroup.com/hrt-proxy.libraries.vsc.edu/ps/i.do?p=GVRL&sw=w&u=vol_ccv&v=2.1&it=etoc&id=GALE|4KKN

Also, search Google with your program name + "site:.edu" to return websites from other educational institutions (i.e. Certificate in Welding site:.edu)

12. What are the enrollment and degree conferral trends at competitive institutions?

To provide enrollment and conferral trends, visit the National Center for Education Statistics database, IPEDS: <http://nces.ed.gov/ipeds/datacenter/Default.aspx>

Programs are fully enrolled with conferrals hovering around 20% attrition.

RVCC (AS) – 15

HVCC (AS) – 18/20

CVPH (AS) – 12/15

Program Idea Review Questionnaire

Financial Factors

13. Is this a one-time or ongoing program?

- One-Time
- Ongoing **X**
- I need more data to determine.

14. What is the level of the program?

- Multi-day course
- 1-2 week intensive
- Multi-course certificate
- Associate degree
- Bachelor's degree **X**
- Master's degree
- Other (please specify)

15. What are the equipment needs of the program, if any? **None in Williston regarding CSJ; regarding SVC – they have an ionizing lab and all equipment that would come with the program.**

Does the program require the development of new courses?

- Yes **X**
- No
- I need more data to determine.

Program Idea Review Questionnaire

Market Attractiveness

17. Who is the audience for this program?

- Undergraduate **X**
- Graduate
- Non-degree: High School
- Non-degree: Professional
- I need more data to determine
- Other (please specify)

18. Does your audience need financial aid?

- Yes **X**
- No
- I need more data to determine

19. Which marketing audiences are proposed?

If Local, please specify city or county.

- Local **X**
- Regional **X (South Central Vermont North)**
- National
- I need more data to determine

20. What is the program delivery method?

- On-campus **X (didactic)**
- Off-campus **X (clinical experiences)**
- Online **X (telepresence)**
- Study abroad
- Hybrid (some online/some campus) **X**

21/22. Does the program meet a professional studies industry trend, e.g. job growth or burgeoning field?

- If yes, please describe:
- Yes **X (Bureau of Labor Statistics, ASRT)**
- No
- I need more data to determine

To provide professional studies industry trend, please visit the Business Source Premier data monitor industry reports and browse by feature (i.e. Homebuilding Industry: United States):

<http://search.ebscohost.com.hrt-proxy.libraries.vsc.edu/login.aspx?authtype=ip,uid&profile=bsi>

<https://www.itnonline.com/article/top-trends-medical-imaging-technology>

<https://www.ihirradiology.com/careeradvice/pages/emerging-job-trends-in-radiology>

The two aforementioned sites are examples of current trends within the professional and employment market. The two go hand-in-hand; as trends develop, there is the need for well-educated, trained professionals. The website <http://www.radrounds.com/profiles/blogs/are-there-too-many-rts>; nationally 35% of the current workforce is over the age of 50 and rising incrementally. Vermont's workforce average is slightly higher than the industry average, at 53. When speaking with hiring managers, there is a reliance on travel technologists to fill vacancies due to the lack of qualified technologists. Programs are in demand and with advances in the field, the curriculum dispensed to current students will help regional facilities keep pace and deliver quality medical imaging.

23. What economic trends are influencing demand for programming?

To provide professional studies industry trend, please visit the Business Source Premier data monitor industry reports and browse by feature (i.e. Homebuilding Industry: United States):

<http://search.ebscohost.com/hrt-proxy.libraries.vsc.edu/login.aspx?authtype=ip,uid&profile=bsi>

i.e. New home starts are increasing, creating demand for construction management or the price of beef is on the rise, impacting the farmer's need for product diversity

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3259353/>

Rapidly evolving changes in the way that healthcare is administered, coupled with the amazing recent advances within imaging, has necessitated a review of the way in which radiology should be regarded. Radiology has been a distinct medical specialty with unique technical challenges from its inception. Radiology is now the key diagnostic tool for many diseases and has an important role in monitoring treatment and predicting outcome. Although training programs are repositioning radiology in this way, these developments are now occurring at a much faster rate and demand is up for qualified technologists who possess the knowledge to deliver for Radiologists' diagnoses. Radiology has become the number one economic driver behind outpatient rehabilitation services when it comes to healthcare services fiscal revenue cycles. Radiology is delivering employment opportunities in other areas such as medical coding/billing. Other industries are now seeing value in the curriculum created by the ASRT and licensed technologists are being sought in industries far beyond healthcare; industrial applications, aviation, and foundries.

24. What is the size of the corresponding occupational field and its growth potential?

To provide the size of occupations and their growth potential, please visit the Bureau of Labor Statistics Occupational Outlook Handbook: <http://www.bls.gov/ooh/>

i.e. According to the BLS: for Construction Managers, the number of jobs by 2020 will be 485,000 with an increase of 78,200 jobs, or 16% growth (faster than average)

According to the BLS: for Radiologic Technologists, the number of jobs, 2016 will be 241,700 with 13% growth (faster than average)

25. What are the key educational requirements to enter the field and/or continue in the field?

To provide the educational requirements of occupations and their continuing education, please visit the Bureau of Labor Statistics Occupational Outlook Handbook: <http://www.bls.gov/ooh/>

i.e. According to the BLS: for Construction Managers, the entry-level education is a bachelor's degree. An associate's degree combined with work experience is typical for managers who supervise

smaller projects. Although not required, certification is becoming increasingly important for construction managers.

Radiologic technologists typically need an associate's degree. However, the BS degree offers greater upward mobility within the healthcare environment (supervisory roles/managerial roles).

26. To understand the return on investment for the student, please provide the earnings potential for the corresponding occupational field.

To provide the local earnings potential of occupations, please visit <http://www.careeronestop.org/> and search for occupations by state.

i.e. According to the Vermont Occupational Wages and Projections: for Construction Managers, the median annual salary is \$81,700. Calculating a 36% debt to income ratio, students could afford a monthly repayment of \$2,451 or \$29,412 annually, making their repayment of a 4-year degree (approx. \$98K) achievable within four years accounting for no scholarship or other debt payments.

According to Bureau of Labor Statistics (BLS) the mean wage of Radiologic Technologist, Vermont is \$56,830-\$64,120 for diagnostics and cross-trained technologists earn higher; depending on shift, organization and environment. The BS degree holder typically starts at similar wage as an AS degree holder. However, the BS holder quickly accelerates in earnings and responsibilities within the department of hire. Also, BS holders typically weather downturns in healthcare economies by remaining employed due to perceived value added.

Program Idea Review Questionnaire

Operations

27. Where did the concept for this program originate?

- Faculty, college or department, administration
- Market research
- Staff idea: Talking to students, tracking inquiries
- Employer/corporate client
- Other (please specify) **X – CSJ has sought a teach-out for its students. The VTC Program Director, having built CSJ's program is familiar with the set up and student needs moving forward. The approved AS degree program is a scaled down version of the BS degree (not as many general education requirements as well as two less Radiologic Sciences that are easily built from prior knowledge and experience. SVC is seeking a transfer of sponsorship for its students.**

28. Please describe how the concept of this program originated in more detail: *see #27*

29/30. Are you planning to partner with an outside organization or institution?

- Yes **X (all sites for the AS plus RRMC, CVMC, Porter, Springfield, CHCRR and Gifford)**
- No
- Not sure
- If yes, please name the partner(s)

31/32. Are you planning to partner with an internal department?

- Yes

- No
- Not sure
- If yes, please name the department(s) **X – Nursing; looking at their BSN as a template for the general education requirements and modifying to fit Radiologic Sciences**

Program Idea Review Questionnaire

Miscellaneous

33. Is there anything else you wish to add?

There is an opportunity to increase enrollment through the BS offering. The current AS program set up can be used for the BS with an additional adjunct (1 FT approved, Program Director and adjunct). CSJ has a total of 6 students becoming seniors and an additional 12 accepted into the Radiologic Sciences Program. Allan Rodger's and the Program Director came up with a budget solely for CSJ showing good margins.

We also developed a budget with SVC and CSJ combined.

CSJ requires one location while SVC adds a second location in Bennington, equipment and faculty.

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

Part I: General Information

1. Institution: **Vermont Technical College**
2. Name of new program: **Radiologic Science BS**
 - a) Individual(s) with responsibility for program development: **Roger F. Weeden**
 - b) Academic Department(s): **School of Nursing and Health Professions**
3. Proposed start date of program: **Fall 2019**
4. Title of degree to be conferred (if applicable): **Bachelor of Science**
5. Brief description of proposed program (150 words or less):

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

Part II: Rationale

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

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

The program will have students initially from CSJ from a teach-out agreement; and possibly students from SVC through a transfer of sponsorship.

The Program Director is very familiar with the clinical sites coming with CSJ having completed the affiliation agreements and in the process of transitioning them to VTC as well as transfer of sponsorship.

Should SVC seek a transfer of sponsorship with VTC, their JRCERT accreditation will benefit the AS program as VTC will be getting an 8-year accreditation (technically 4 years) with midterm report due next year and renewal in 4 years from fall start. There is an initial cost for the transference -

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):

Radiologic Technology is expected to grow 13% and sonography at 17% through 2026.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

The Radiologic Science Program is a distinct program expanding the offerings of the VSC system. It allows the VSC system to fill a need within the State of Vermont as the only Radiologic Science offering RT, possibly CT Certification, Mammography certification and sonography (CSJ). The BS degree offers greater upward mobility and higher wage earnings.

Many students within one to two years are in a supervisory role.

Part III: Program Description

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

Career Outcomes:

A graduate of the Radiologic Sciences Program can expect to be employed in various environments where medical imaging is used; orthopedic clinics, community health centers, hospitals, and with industrial applications. Bureau of Labor Statistics indicates radiologic technology at 13% and sonography at 17% growth 2016-26 (faster than average) (www.bls.gov/ooh/healthcare/radiologic-technologists.htm).

The teach-out of CSJ and possible transfer of sponsorship with SVC expands VTC's reach.

Since Radiologic Science encompasses all of medical imaging, the following outcomes are used for both radiography and sonography.

Upon successful completion of the program the graduate will be able to:

Demonstrate well-rounded clinical competency as an entry level technologist and member of the health care team exhibited by

- *Utilizing knowledge of imaging by implementing proper positioning techniques to foster quality diagnostic images.*
- *Employing algorithmic reasoning along with critical thinking of imaging theory to select appropriate technical factors for various patient situations.*
- *Implementing problem-solving skills while imaging patients with physical or cognitive limitations.*
- *Applying critical thinking skills while performing multiple exams on the same patient.*

Communicate effectively and respectfully to ensure that patients are treated with compassion and dignity as exhibited by:

- *Applying developmentally appropriate communication skills.*
- *Implementing accurate and appropriate verbal and nonverbal communication with patients and co-workers.*

Apply knowledge of radiation protection principles to provide a safe medical imaging environment as exhibited by:

- *Following best practice radiation safety principles in the clinical environment.*

The graduate/student will participate in professional activities and life-long learning, as described by the ARRT Code of Ethics, to ensure continued educational development and growth exhibited by:

- *Demonstrating knowledge of the ARRT Code of Ethics specific to continuing education and professional activities.*

Practicing professional ethics, cultural awareness, and social awareness in clinical settings.

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

The program intends to deliver the education via traditional didactic approaches, hybrid (Review Seminar) and clinical experiences. The curriculum is American Society for Radiologic Technology (ASRT) approved and American Registry for Diagnostic Medical Sonography (ARDMS) with guidance from the Council for the Advancement of Higher Education Programs (CAHEP) approved regarding sonography; which, is recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and Joint Review Committee of Diagnostic Medical Sonography (JRCEDMS). The curriculum will help populate general education courses and incorporate liberal studies for a well-rounded graduate. Vermont Technical College Practical Nursing and Associate Degree in Nursing and BSN curricula including its liberal studies were used as a guide for BS Radiologic Sciences. This supports a host of students' interest.

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

CSJ and SVC BS program along with review of VTC's BSN program as well as other BS programs offering medical imaging options

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

Program Assessment will be borrowed from the AS program as it is JRCERT acceptable and borrowed from the BS degree from CSJ. The program shall assess both the didactic and clinical areas given the transformational learning process.

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

The program will follow the American Society for Radiologic Technology (ASRT) Curriculum and American Registry for Diagnostic Medical Sonography (ARDMS), which are the national standards and the American Registry for Radiologic Technology (ARRT) bases its licensure exams on. The Program Director is also a member of the Curriculum Revision Committee with the ASRT and exam committee for the ARRT and has intimate knowledge of current standards and future trends.

Regarding radiography, the program will use the remaining accreditation of the Joint Review Committee on Education for Radiologic Technology (JRCERT) Accreditation. Sonography will continue using the ARDMS guide for ARRT examination. This process will indicate to the college community, those seeking education within the program and other communities of interest, that the program meets the highest standards within the field and its graduates are receiving the latest in knowledge regarding the field and promotes continued education far beyond the classroom (SLO).

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

Course Name & Number	Credits	New or Existing?
<u>RAD1XXX Radiographic Film Critique</u>	<u>3</u>	<u>New</u>
<u>RAD4XXX Pharmacology</u>	<u>3</u>	<u>New</u>
<u>RAD 2XXX Ethical and Legal Issues for the Imaging Technologist</u>	<u>3</u>	<u>New</u>
<u>RAD 2XXXX Imaging Career Preparedness</u>	<u>1</u>	<u>New</u>
<u>RAD3XXX Introduction to Patient Care and Clinical Environments</u>	<u>3</u>	<u>New</u>
<u>SON4XXXX Vascular Sonography</u>	<u>3</u>	<u>New</u>
<u>SON4XXX Seminars in Sonography</u>	<u>3</u>	<u>New</u>
<u>SON4XXX Clinical Education III</u>	<u>8</u>	<u>New</u>
<u>SON4XXX Clinical Education IV</u>	<u>8</u>	<u>New</u>
<u>SON 3XXX Summer Clinical Education</u>	<u>10</u>	<u>New</u>
<u>SON 3XXX Principles of Sonography</u>	<u>4</u>	<u>New</u>
<u>SON3XXX Sonographic A&P I</u>	<u>3</u>	<u>New</u>
<u>SON3XXX Sonographic Principles of OB/GYN I</u>	<u>3</u>	<u>New</u>
<u>SON3XXX Clinical Education I</u>	<u>4</u>	<u>New</u>
<u>SON3XXX Sonographic Physics</u>	<u>3</u>	<u>New</u>
<u>SON3XXX Sonographic A&P II</u>	<u>3</u>	<u>New</u>
<u>SON3XXX Sonographic Principles OB/GYN II</u>	<u>3</u>	<u>New</u>
<u>SON3XXX Clinical Education II</u>	<u>6</u>	<u>New</u>

7. TOTAL CREDITS in proposed program: **66 radiography/62 sonography**
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: **54 rad./58 sono.**
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. **See appendix D**

Part IV: Budget Considerations

1. Expenditures for the proposed program: [See appendix E](#)

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

2. Revenue/sources to meet new expenditures: [See appendix E](#)

	Year One	Year Two
Tuition		
Reallocation		
Other Sources		
TOTAL REVENUES:		

Part V: Enrollment, Marketing and Public Relations Considerations

- a. Projected enrollment for new program: **See appendix E**

	Year One	Three Years Out
Full-Time	68	
As of 3/6/19 these are the totals from SVC and CSJ without transfers out of respective programs		
Part-Time		
In-State		
Out-of-State		

2. Describe how you arrived at these projections:

I spoke with Mrs. Lampier, Program Director SVC, who presented a tally of those students who are currently enrolled in Radiologic (11 juniors becoming seniors, 20 sophomores becoming juniors – entering actual radiology coursework, 14 freshmen becoming sophomores finishing general education). Roger Weeden, Program Director CSJ has a tally of 5 juniors becoming seniors within radiologic technology and 1 junior becoming a senior within sonography along with 13 accepted juniors in radiologic technology and 4 accepted students within sonography.

3. Describe the marketing strategies for the new program.
 Similar to the AS program only now including the greater Bennington area
4. Competition:
 - a. In state and region – None within the state of VT; Radiography=NY – CVPH hospital-based program offering AS; NH - River Valley Community College, Claremont, NH offering AS degree; and both radiography/sonography HVCC located in Schenectady, NY.
 - b. Web-based – N/A for licensure programs (BA/BS degree completion building on AS degree are offered online; usually offered with titles such as Radiology Management)
5. How the program will impact enrollments in existing programs at the College:
 Within the general education offerings, there will be an increase student interest populating the various sections. Being the only program within the state, those seeking the profession may choose VTC; but, will have options addressing budgets, and career goals.
6. How the program will impact enrollments in existing programs at other VSC colleges:

There are no other programs like it located on other VSC campuses. Chancellor of VSC contacted CSC to indicate VTC is the sole holder for Radiologic Sciences.

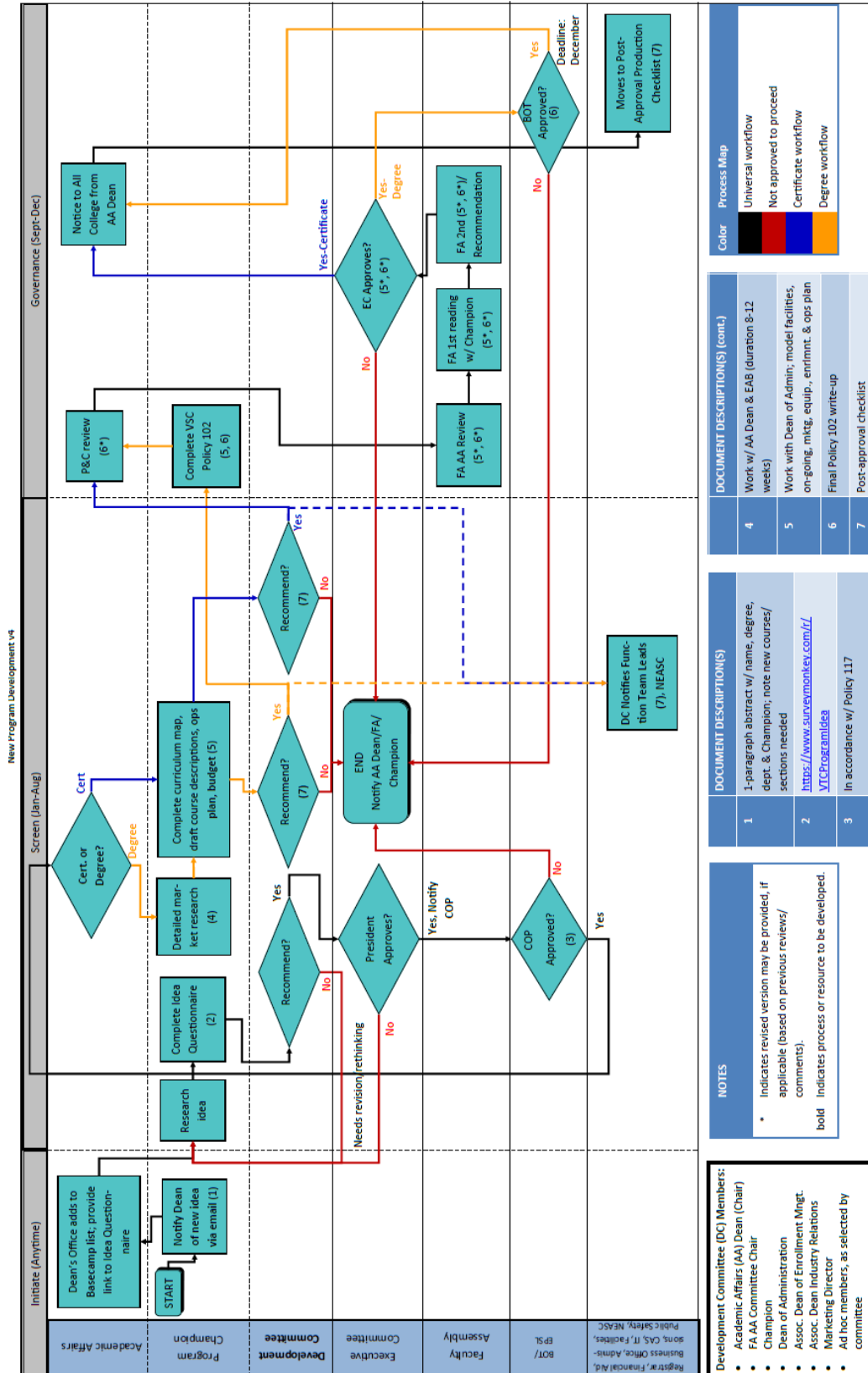
7. How the program will impact existing and/ or future external relations: The impact to external relations will be positive. Vermont Tech already has existing relations and a Radiologic Sciences Program can strengthen those relationships. VTC will maintain a conduit as a source for employees with the latest in technological knowledge, patient care, and more.

rev. 7/21/2016

APPENDIX C – POST PROGRAM-APPROVAL CHECKLIST

Post Program-Approval Checklist		
TASK	Assigned	DURATION
Document curriculum map for Scheduler	Champion	1 days
Provide course outlines	Champion	1 days
Gainful employment application	Financial Aid/Champion	90-180 days
Build/Update registration form	Scheduler	10 days
Include in catalog	Scheduler	2 days
Build tuition rate tables	Student Accounts	10 days
Create new courses	Registrar	1 days
Create new programs	Registrar	2 days
Schedule courses	Scheduler	10 days
Create program profile	Marketing	5 days
Create web page	Marketing	2 days
Identify program champion	Champion	1 day
Admissions update/training on program by champion	Champion/Admissions	1 day
Update inquiry form	Admissions	1 day
Update registration or application form(s)	Admissions	1 day
Update Admissions funnel report	Admissions	1 day
Perform SEO	Marketing	1 day

APPENDIX D – PROCESS MAP (VISUAL)



APPENDIX E – Program Budgets

Budget 1: AS & BS in one location including CSJ students

Parameters & Assumptions	This Plan Assumes One Location			
Retention	80.0%			
Sophomore to Junior Retention	50.0%			
FTE/HC	80.0%			
Aid %	5.0%			
Year 1 Tuition Rate w/fees	\$ 22,500			
Tuition Rate Annual Inflation	3.0%			
Equipment Capitalization	\$ 80,000			20% over current market rate *2
Equipment Life (yrs)	5			
FY16 Cost Ratio (Instruction/All)	58%			
B/E Instructional Margin	74%			
Year				
Enrollment	1	2	3	4
Entering Class	18	18	18	18
Total HC	18	32.4	39.6	45.36
FTE (VTC Admissions)	14.4	25.92	31.68	36.288
FTE (Teach-out) CSJ	9	5	0	0
FTE (ALL)	23	31	32	36
Revenue				
Tuition Rev	\$ 526,500	\$ 716,571	\$ 756,210	\$ 892,190
Financial Aid	\$ (26,584)	\$ (36,181)	\$ (38,183)	\$ (45,048)
Clinic Revenue	\$ -	\$ -	\$ -	\$ -
<i>Net Rev</i>	<i>\$ 499,916</i>	<i>\$ 680,390</i>	<i>\$ 718,027</i>	<i>\$ 847,141</i>
510A : Salaries & Wages				
# of FT Faculty	1	1	1	1
Director	\$ 70,000	\$ 72,275	\$ 74,624	\$ 77,049
FT Faculty	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100
PT Faculty	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927
510B/520 : Benefits				
Group Insurance	\$ 35,000	\$ 36,750	\$ 38,588	\$ 40,517
Other benefits	\$ 28,078	\$ 28,958	\$ 29,866	\$ 30,803
540A : Supplies & Other Services				
53110 : Supplies	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184
53120 : Educational Supplies	\$ 3,500	\$ 3,570	\$ 3,641	\$ 3,714
53130 : Copying	\$ 2,800	\$ 2,856	\$ 2,913	\$ 2,971
53171 : Hazmat Items	\$ -	\$ -	\$ -	\$ -
53210 : Memberships	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273
53220 : Subscriptions	\$ 500	\$ 510	\$ 520	\$ 531
53230 : Hospitality/Meals	\$ 1,800	\$ 1,836	\$ 1,873	\$ 1,910
53261 : General Advertising	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612
53310 : Telephone	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273
53320 : Postage/Shipping	\$ 250	\$ 255	\$ 260	\$ 265
53560 : Repairs-Equipment	\$ 800	\$ 816	\$ 832	\$ 849
53650 : Leases/Rents-Equipment	\$ -	\$ -	\$ -	\$ -
53890 : Miscellaneous	\$ -	\$ 6,000	\$ 2,000	\$ 2,000
53945 : General Profession Services	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306
540B : Travel				
54100 : General/Mileage Reimburse	\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367
540C : Equipment				
55110 : Instructional/Sci	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
<i>Expenses</i>	<i>\$ 250,129</i>	<i>\$ 263,705</i>	<i>\$ 267,544</i>	<i>\$ 275,654</i>
Program Revenue net of Expense	\$ 249,787	\$ 416,685	\$ 450,483	\$ 571,487
<i>Contribution Margin</i>	<i>100%</i>	<i>158%</i>	<i>168%</i>	<i>207%</i>
<i>Target Margin</i>	<i>74%</i>	<i>74%</i>	<i>74%</i>	<i>74%</i>
				\$ 1,688,443.13

Budget 2: AS & BS in two locations including SVC and CSJ students

Parameters & Assumptions	Two Location Model (includes SVC & CSJ)				
Retention	80.0%				
Sophomore to Junior Retention	50.0%				
FTE/HC	80.0%				
Aid %	5.0%				
Year 1 Tuition Rate w/fees	\$ 22,500				
Tuition Rate Annual Inflation	3.0%				
Equipment Capitalization	\$ 160,000				20% over current market rate *2
Equipment Life (yrs)	5				
FY16 Cost Ratio (Instruction/All)	58%				
B/E Instructional Margin	74%				
Year					
Enrollment	1	2	3	4	
Entering Class	18	18	18	18	
Total HC	18	32.4	39.6	45.36	
FTE (VTC Admissions)	14.4	25.92	31.68	36.288	
FTE (Teach-out)	34	20	4	0	Link to tab "Teach Out Finance"
FTE (ALL)	49	46	35	36	
Revenue					
Tuition Rev	\$ 1,093,500	\$ 1,057,707	\$ 841,760	\$ 892,190	
Financial Aid	\$ (55,213)	\$ (53,406)	\$ (42,502)	\$ (45,048)	
Clinic Revenue	\$ -	\$ -	\$ -	\$ -	
Net Rev	\$ 1,038,287	\$ 1,004,301	\$ 799,258	\$ 847,141	
510A : Salaries & Wages					
# of FT Faculty	3	3	2	1	
Director	\$ 70,000	\$ 72,275	\$ 74,624	\$ 77,049	
FT Faculty	\$ 165,000	\$ 169,950	\$ 116,699	\$ 60,100	3 FTE (2 Benn., 1 Williston)
PT Faculty	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	1 adjunct
510B/520 : Benefits					
Group Insurance	\$ 70,000	\$ 73,500	\$ 57,881	\$ 40,517	
Other benefits	\$ 52,113	\$ 53,714	\$ 42,616	\$ 30,803	
540A : Supplies & Other Services					
53110 : Supplies	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	
53120 : Educational Supplies	\$ 3,500	\$ 3,570	\$ 3,641	\$ 3,714	Ins/rad. Mon./markers
53130 : Copying	\$ 2,800	\$ 2,856	\$ 2,913	\$ 2,971	
53171 : Hazmat Items	\$ -	\$ -	\$ -	\$ -	
53210 : Memberships	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	ASRT/ARRT
53220 : Subscriptions	\$ 500	\$ 510	\$ 520	\$ 531	Advance/ASRT/
53230 : Hospitality/Meals	\$ 1,800	\$ 1,836	\$ 1,873	\$ 1,910	
53261 : General Advertising	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612	
53310 : Telephone	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	
53320 : Postage/Shipping	\$ 250	\$ 255	\$ 260	\$ 265	
53560 : Repairs-Equipment	\$ 800	\$ 816	\$ 832	\$ 849	
53650 : Leases/Rents-Equipment	\$ 106,000	\$ 108,120	\$ 110,282	\$ 112,488	SVC space? Move to Nursing?
53890 : Miscellaneous	\$ -	\$ 6,000	\$ 2,000	\$ 2,000	JRCERT Accred. Fee
53945 : General Profession Services	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	Non-ionizing equip.
540B : Travel					
54100 : General/Mileage Reimburse	\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367	
540C : Equipment					
55110 : Instructional/Sci	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000	
Expenses	\$ 541,166	\$ 562,633	\$ 484,220	\$ 404,142	
Program Revenue net of Expense	\$ 497,122	\$ 441,668	\$ 315,039	\$ 442,999	\$ 1,696,827.79
Contribution Margin	92%	79%	65%	110%	
Target Margin	74%	74%	74%	74%	