

TO: Education, Personnel, and Student Life Committee

Jim Masland, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Megan Cluver
Peg Flory
Jesse Streeter

FROM: Yasmine Ziesler, Chief Academic Officer



RE: EPSL Meeting on May 29, 2019

DATE: May 21, 2018

The EPSL Committee of the Board of Trustees is scheduled to meet from 11:00 a.m. to 12:00 p.m. at the Office of the Chancellor.

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**

May 29, 2019

AGENDA

1. Call to order
2. Approval of March 23, 2019 Meeting Minutes
3. Northern Vermont University [Policy 102](#) New Program Proposal: A.S. in Psychology
4. Proposed revisions and system review rubric for [Policy 102](#).
5. New policy proposal: Chosen Name Policy
6. Administrative revisions to FERPA Compliance [Policy 312](#)
7. Informational update: May 22 System Academic Retreat and *Start to Finish* initiative.
8. Other business
9. Comments from the public

MATERIALS

1. March 23, 2019 minutes
2. NVU Proposal for A.S. in Psychology
3. Policy 102 revisions and system review rubric
4. Chosen Name Policy
5. Revisions to FERPA Compliance Policy 312
6. VSCS Academic Retreat 2019 Program

Item 1:

Minutes of the March 23, 2019 Meeting

Jamey Ventura, Associate Dean of Athletics, Northern Vermont
University
Roger Weeden, Program Director, Radiologic Science, Vermont
Technical College

Guests: Richard Dickinson
Chris Macfarlane

1. Call to Order

Acting Chair Dickinson called the meeting to order at 11:15 a.m.

2. Consent Agenda: Approval of Meeting Minutes

- a. August 29, 2018
- b. January 14, 2019
- c. February 25, 2019

Trustee Bombardier moved and Trustee Flory seconded the motion to approve the minutes. The motion was approved unanimously.

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

Dr. Ziesler, Chief Academic Officer, gave a summary of some changes made on the procedures side of how VSCS institutions conduct academic reviews. There have been some new data elements introduced as well as a stronger focus on student success, including “Start to Finish” 15-credit completion.

Trustee Bombardier moved and Trustee Streeter seconded the motion to recommend the Programs for Review in 2019 for approval by the Board of Trustees. The motion was approved unanimously.

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

Dr. Ziesler explained that, along with editorial updates, these changes to Policy 109 are meant to clarify a minimum enrollment threshold to guide board oversight of the college’s annual program enrollment reviews.

Trustee Bombardier moved and Trustee Streeter seconded the motion to recommend for approval the revisions to Policy 109 to the Board of Trustees. The motion was approved unanimously.

5. 2018-2019 Policy 109 Data Reports

Vermont Technical College President Moulton discussed the proposal of VTC to close the Equine Studies Program and Fire Science, with the possibility that the Fire Science program may reopen in future years.

Trustee Flory moved and Trustee Bombardier seconded the motion to accept the 2019 Policy 109 Data Reports and support the closure decisions at Vermont Technical College and recommend the same for approval by the Board . The motion passed unanimously.

6. Approval of Vermont Tech Policy 102 New Program Proposal: B.S. in Radiologic Science

President Moulton and Roger Weeden gave a brief overview of the proposed B.S. in Radiologic Science program at VTC. Due to the closure of the College of St. Joseph there is an accelerated need to develop VTC's program beyond the associate degree to a B.S. to support a teach-out of the College of St. Joseph students and continuation of a bachelor's degree-level Radiologic Science program in Vermont.

Trustee Bombardier moved and Trustee Streeter seconded the motion to recommend to the Board the approval of the B.S. in Radiologic Science at VTC. The motion was approved unanimously.

7. VSCS Faculty Fellow nominations

Northern Vermont University President Elaine Collins enthusiastically recommended Professor Katie Bouley, giving some details about her exemplary research on vaccinations and her position as chair of the Exercise Science Department. Castleton University President Karen Scolforo fully endorsed Professor Reese Boucher as a faculty fellow, stating she has been a flexible and proactive advisor to both students and faculty.

Trustee Bombardier moved and Trustee Streeter seconded the motion to recommend to the Board the approval of Dr. Katie Bouley and Professor Reese Boucher as VSCS Faculty Fellows. The motion was approved unanimously.

8. Honorary Degree nominations from VTC and NVU

President Moulton spoke briefly about the nomination of Patricia Menchini for an honorary Doctorate of Humane Letters. President Collins spoke about the NVU nomination of Cyndi Lauper for an Honorary Degree.

**see appended files for reference

Trustee Bombardier moved and Trustee Streeter seconded a motion to recommend to the Board the approval of the resolutions for Honorary Degrees to Patricia Menchini and Cyndi Lauper. The motion was approved unanimously.

9. Other Business

There was no other business.

10. Comments from the public

There were no comments from the public.

Acting Chair Dickinson adjourned the meeting at 12:09 p.m.

UNAPPROVED

March 7, 2019

Jeb Spaulding, Chancellor
PO Box 7
Montpelier, VT 05601

Dear Chancellor Spaulding:

On behalf of the NVU-Johnson community, it is my sincere pleasure to nominate Ms. Cyndi Lauper as recipient of the Doctor of Letters Honorary Degree (Litt.D). Simply put, Ms. Lauper is a creative genius who demonstrates the highest level of excellence as a songwriter, musician, entertainer, and activist. She is exceptionally worthy of this recognition and meets all the criteria set forth by the VSCS in Policy 107.

The nominee has some attachment/connection with the Vermont State Colleges and the State of Vermont

Ms. Lauper attended Johnson State College from 1973-1974 completing a series of courses in the Art Department.

The nominee has a statewide, national, and a worldwide reputation

Ms. Lauper is a Grammy, Emmy, and Tony award winning artist. Ms. Lauper wrote the original score for the Tony award winning best musical Kinky Boots. Cyndi was the first woman to win solo in the category of original score. She is known for expressing social issues through her music—most notably for her advocacy around gay rights, women’s rights, and ending the HIV/AIDS pandemic. Ms. Lauper’s 30-year career has earned her more than 50 million in global record sales. She recently became a New York Times Best Selling author with autobiography—Cyndi Lauper: A Memoir, published by Simon & Schuster.

The nominee has made significant contributions to a discipline or field of study offered within the Vermont State Colleges

As indicated in the previous paragraph, Cyndi Lauper has made significant and original contributions to her discipline and used her art and entertaining ability to broaden understanding of marginalized populations.

I strongly recommend Ms. Cyndi Lauper for your full consideration as recipient of a Doctor of Letters Honorary degree to be presented at NVU-Johnson’s 1st Commencement in May.

Sincerely,



Elaine C. Collins, Ph.D.
President

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Northern Vermont University Conferral of Honorary Degree

WHEREAS, Ms. Cyndi Lauper attended Johnson State College from 1973-1974 completing a series of courses in the Art Department; and

WHEREAS, Cyndi Lauper is a Grammy, Emmy, and Tony award-winning artist who demonstrates the highest level of excellence as a songwriter, musician, entertainer, and activist; and

WHEREAS, Cyndi Lauper wrote the original score for the Tony award winning best musical Kinky Boots, has earned more than 50 million in global record sales over her thirty-year career, and recently became a New York Times best-selling author with her autobiography, *Cyndi Lauper: A Memoir*; and

WHEREAS, Cyndi Lauper has made significant and original contributions to her discipline and used her art and entertaining ability to broaden understanding of marginalized populations; and

WHEREAS, President Collins has requested that Cyndi Lauper 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 Northern Vermont University to award Cyndi Lauper an honorary Doctor of Letters degree to be presented at NVU-Johnson's 1st Commencement ceremony in May of 2019.

Item 2:

NVU Proposal for A.S. in Psychology

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

Part I: General Information

1. Institution: *Northern Vermont University-Johnson*
2. Name of new program: *Associates Degree in Psychology*
 - a) Individual(s) with responsibility for program development:
G. Mireault, Ph.D. & L. Johnson, Ph.D.
 - b) Academic Department(s): *Behavioral Sciences*
3. Proposed start date of program: *Fall, 2019*
4. Title of degree to be conferred (if applicable): *Associates Degree in Psychology*
5. Brief description of proposed program (150 words or less):

Using existing courses and resources, students will be able to complete a 60-credit Associate's Degree in Psychology. Students will complete the NVU requirements for an Associates Degree shown below, as well as an additional 28 credits in psychology (see page 2), most of which are derived from the core. Thus the AA is comprised of a subset of the BA courses, and provides an accessible credential for students who exit the college prior to reaching the BA.

Requirements for an Associates Degree from NVU

- Completion of at least 60 credit hours of course work (not including basic skills credits).
- A minimum cumulative GPA of 2.00 (on a scale where A equals 4.00).
- At least 15 credits applying toward the degree must be from NVU
- Of the General Ed Core Curriculum:
 - Creative Audience (1 credit)
 - First Year Seminar (3 credits)
 - Communicating in the World: Written Expression (6 credits)
 - Mathematics & Computing in the World (6 credits)
 - Natural & Physical Worlds (4 credits)
 - Being in the World: Society & Behavior (3 credits)
 - Creativity in the World: Art & Aesthetics (3 credits)
 - Diversity in the World: History & Culture (3 credits)
 - Enriched course in Climate Change, Sustainability, or Social Justice (3 credits)

•*Completion of Associate-level Graduation Standards.*

Complete the Following Psychology Courses:

The Psychology Major (1 credit)

Introduction to Psychology (3 credits)

Social Psychology (3 credits)

Developmental Psychology (3 credits)

Research Methods (3 credits)

Personality Theories (3 credits)

Abnormal Psychology (3 credits)

Three Psychology electives (can include 3 credit internship) (9 credits)

Part II: Rationale

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

The program is intended to a) provide a more accessible, affordable credential in psychology, which is currently the largest program at NVU-J, and b) help address retention issues, particularly from the first to the second year. As the largest program at NVU-J, increasing retention stands to have a major impact on the strength of the institution.

With regard to accessibility, this credential is in keeping with the VSC mission to provide affordable and accessible higher education, particularly to Vermonters. The credential is not currently available in the VSC system or in the state of Vermont or, it appears, anywhere except for two online universities. With regard to retention, students may correctly perceive an Associates Degree as a more tangible credential, either for its own merit or en route to the Bachelor's Degree.

An associate's degree will allow psychology students who might otherwise exit with debt but without a credential to exit with a credential that may assist them in securing higher-paying work in a variety of sectors.

Perceived interest was gaged informally from conversations with groups of current B.A. psychology students at NVU-J. Since these were students seeking a BA, their interest in an AA is not necessarily a valid metric. However, they were generally enthusiastic regarding the usefulness of the option.

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):

Retention continues to be an issue in the VSC's 4-year institutions. Many students do not persist because of financial, academic, personal, and other obstacles. Thus they exit the college with debt, but with no credential to show for it. An associate's degree is a lower cost credential for all students that may be especially appealing to first-generation students, and to Early College students who are already on an accelerated path toward the B.A. Thus, an Associates Degree in Psychology will allow more students to persist toward earning a degree that will have economic advantages of securing better employment and accruing less debt.

Because of NVU-J's relationship with NVU-Online (i.e., NVU-Online delivers the entire NVU-J psychology program), students earning an Associates Degree will have additional

access to most of the required coursework in an online format year-round. This allows them to take courses in the summers, for example, or to enroll in online courses that may be difficult to fit into their campus schedule (i.e., given family or employment circumstances) through the regular semester. Since NVU-Online serves a different demographic of students, they may offer the AA in psychology without directly competing with the campus-based program.

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

As stated above, retention continues to be a major challenge in the VSC's 4-year institutions. Many students do not persist because of financial, academic, personal, and other obstacles. An associate's degree may increase retention from the 1st to 2nd year as it is a valid and accessible benchmark for students for whom the four-year degree represents an obstacle to short-term retention, particularly low-income and first-generation college students. Further, an associate's degree may increase retention from the 2nd year to the 3rd and 4th years as students who reach the Associates benchmark by the second year may be encouraged to continue toward the BA benchmark two years later.

This degree in psychology does not currently exist in the marketplace (except for two online universities: U of Phoenix & Ashworth College) so the option doesn't currently exist for VSC students.

Additionally, this program requires no additional resources. It is comprised of courses currently in regular rotation, and typically completed by psychology majors within their first 60-credits. It simply provides students who otherwise might not persist with the option of exiting with a credential &/or the motivation to continue to the Bachelor's degree.

Part III: Program Description

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

The Associate's degree in psychology will primarily be distinguished from the baccalaureate degree by program length and credential, thus the program objectives, learning outcomes and assessments are the same as specified for the NVU-J baccalaureate psychology program, with the potential exception of Professional Development. We have adopted the undergraduate LO's that are recommended by the American Psychological Association for BA psychology majors.

The NVU-J LO's are specified online at:

http://catalog.northernvermont.edu/preview_program.php?catoid=29&pooid=1835&returnto=615

Specifically, from our upcoming PReCIP report:

NVU-J PROGRAM Learning Outcomes Adopted from the APA & aligned with the 3 outcomes above as follows:

1. Knowledge in psychology.
- 2a. Scientific Inquiry & Critical Thinking.
- 2b. Ethical & Social Responsibility in a Diverse World
- 2c. Communication
3. Professional Development

Our recent developmental program assessments have found that specific core courses (e.g., PSY 2410: Research Methods) appear to be most closely associated with specific LO's (e.g., scientific inquiry and critical thinking), so that LO's tend to be reached within the core, and do not require a full 4-year experience.

Arguably, it may be more difficult for AA students to achieve the final LO of Professional Development as most of this occurs within our BA's capstone internship experience. For an AA liberal arts program, professional development is likely not an appropriate or achievable LO given the length of the program and the developmental differences between students after their 2nd year vs. 4th year of undergraduate study. However, students in the Associate's Degree program can elect to complete an internship as part of their 9 elective credits in psychology, so may make progress toward this LO.

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

As with the NVU-J baccalaureate degree in psychology, this Associate's degree will be based firmly in a liberal arts program and is not a "professional studies" or vocational degree. Congruent with the liberal arts mission, students pursuing the Associates degree will earn

more than half of their credits (32) in the GE (as required for an NVU Associate's degree), and the rest of their credits (28) in the psychology core. (NOTE: They will not complete all of the psychology core as this would exceed the 60 credit requirement for an Associate's degree and would greatly diminish their ability to complete the degree in two years, which undermines its purpose.) Students in the baccalaureate psychology program are required to do an internship as part of their capstone experience and career preparation. As stated above, students in the Associate's Degree program can elect to complete an internship as part of their 9 elective credits in psychology.

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

There are no peer programs upon which this program is based. Outside of the VSC, the U of Pheonix and Ashworth College (Georgia) offer online Associate's degrees in psychology.

Within the VSC system, CCV offers an Associate's Degree in Human Services. Note that Human Services is not the same as psychology, either in recognizability, popularity, nor curriculum. Psychology is an empirical discipline recognized by all major universities as one of the Liberal Arts & Sciences (i.e., "social science") that is the scientific study of behavior and mental processes. Human Services is a vocational field that is directly related to Social Work, and specifically to assisting individuals to access resources (e.g., food stamps, WIC) via &/or navigate social systems (e.g., EEE preschool, Probation & Parole), etc. This is best illustrated by the Human Services and Psychology curricular at NVU-L and NVU-J, respectively, which barely overlap despite the number of courses each program offers.

In designing this degree, the faculty have used the NVU AA requirements (32 credits) and have included the key core courses in psychology (28 credits) to remain within the 60 credit boundary. The only core psychology courses not required for this degree are PSY 4010: Biological Psychology (3 credits), PSY 4810: Internship in Psychology (3 credits), and PSY 4710: Senior Seminar in Psychology. Biological Psychology is a challenging upper level course only offered in the fall semester, thus AA students would be required to take it in their 3rd semester, while most BA students enroll in their 7th semester. This would likely serve as an impediment to degree completion for AA students. Some material from Biological Psychology is also covered in Intro Psychology and Developmental Psychology, so students do get some exposure to those concepts.

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

Within the baccalaureate psychology program, we currently employ systematic assessments at the course-level, at the program exit level, at the capstone level, and across the program (e.g., developmental comparisons). Capstone and developmental assessments are made using

assessment tools published and made available by the American Psychological Association. The Associate's level psychology program will be assessed the same way, with the exception of capstone and developmental assessments as students will not reach the 4th year capstone, and will spend only half of the time in the program compared to baccalaureate students, making developmental assessments less sensitive. However, we will assess retention and persistence rates for students in the Associates vs. baccalaureate programs, as this is one major purpose of introducing this new program.

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

The program is based on the new NVU GE and the current (but recently revised in 2016-2019 according to APA recommendations) NVU-J psychology program. There is no licensure or certification. The program will undergo regular PReCIP and program review as part of internal VSC and external (NECHE) accreditation processes.

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

There are no new courses. The AA is comprised of a subset of the BA course as well as the NVU GE requirements for an AA as follows:

Requirements for an Associates Degree from NVU

- Completion of at least 60 credit hours of course work (not including basic skills credits).
- A minimum cumulative GPA of 2.00 (on a scale where A equals 4.00).
- At least 15 credits applying toward the degree must be from NVU
- Of the General Ed Core Curriculum:
 - Creative Audience (1 credit)
 - First Year Seminar (3 credits)
 - Communicating in the World: Written Expression (6 credits)
 - Mathematics & Computing in the World (6 credits)
 - Natural & Physical Worlds (4 credits)
 - Being in the World: Society & Behavior (3 credits)
 - Creativity in the World: Art & Aesthetics (3 credits)
 - Diversity in the World: History & Culture (3 credits)
 - Enriched course in Climate Change, Sustainability, or Social Justice (3 credits)
- Completion of Associate-level Graduation Standards.

Complete the Following Psychology Courses:

- The Psychology Major (1 credit)*
- Introduction to Psychology (3 credits)*

Social Psychology (3 credits)
Developmental Psychology (3 credits)
Research Methods (3 credits)
Personality Theories (3 credits)
Abnormal Psychology (3 credits)
Three Psychology electives (can include 3 credit internship) (9 credits)

Course Name & Number	Credits	New or Existing?
<i>N/A; existing courses will provide the entire basis for this degree</i>		

7. TOTAL CREDITS in proposed program: 28
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 32
9. TOTAL CREDITS for the degree: 60
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

SEMESTER 1 (13.5 credits)

PSY 1010: Introduction to Psychology (*GE: Being in the World*) (3)
 PSY 1035: The Psychology Major (1)
 GE: *Communicating in the World* (3)
 GE: *Mathematics & Computing in the World* (3)
 GE: First Year Seminar (3)
 INT 1001: Creative Audience (.5)
 GRS: TILT (0)

SEMESTER 2 (16.5 credits)

PSY 2070: Developmental Psychology (*GE: Being in the World*) (3)
 PSY 2040: Social Psychology (*GE: Being in the World*) (3)
 GE: *Communicating in the World* (3)

MAT 2021: Stats 1 (rec'd) (*GE: Mathematics & Computing in the World*) (3)

GE: Natural & Physical Worlds (4 credits)

INT 1001: Creative Audience (.5)

SEMESTER 3 (15 credits)

GE: Creativity in the World: Art & Aesthetics (3 credits)

GE: Diversity in the World: History & Culture (3 credits)

PSY 2410: Research Methods (3 credits)

PSY 3010: Personality Theories (3 credits)

Psychology Elective (3 credits)

SEMESTER 4 (15 credits)

GE: Enriched course in Climate Change, Sustainability, or Social Justice (3 credits)

PSY 3070: Abnormal Psychology (3 credits)

Psychology Elective (3 credits)

Psychology Elective (3 credits)

Any elective (3 credits)

Part IV: Budget Considerations

1. Expenditures for the proposed program:

N/A. The program consists of existing courses already delivered in a sequence that makes them easily available for completion within a two-year time frame. Thus, the program can be run under the existing budget.

	Year One	Year Two
Faculty		
Admin/Other Staff		
Facilities/Equipment		
Library/Other Materials		
Other Costs (e.g. accreditation/licensure expenses)		
TOTAL COSTS:	<u>\$0</u>	<u>\$0</u>

2. Revenue/sources to meet new expenditures

N/A. There are no new expenditures. However, there may be new revenue from attracting students interested in an Associates Degree in Psychology, and/or in retention of students in the baccalaureate program who exit prior to graduating with a B.A., i.e., those students may decide to stay to complete their AA degree.

	Year One	Year Two
Tuition	\$48,000	\$144,000
Reallocation		
Other Sources		
TOTAL REVENUES:	<u>\$48,000</u>	<u>\$144,000</u>

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	(97) 4	12
Part-Time	(4) <1	0
In-State	(89) 3	9
Out-of-State	(12) <1	3

2. Describe how you arrived at these projections:

It is difficult to calculate these projections, and these are thus conservative. The projections are based on a percentage of current FT psychology student enrollments, which are indicated in parentheses (N=101). These figures are based on the reasonable estimate that we may attract 4% more students, across the breakdown of categories.

3. Describe the marketing strategies for the new program.

The program will be marketed by the NVU Admissions and Marketing departments, highlighting several attractive features including:

- affordability*
- exclusivity to NVU-J*
- usefulness of the credential for employment*
- accessible benchmark toward the BA in psychology – or another AA degree given the shared GE*

It will also be used as a retention tool in advising students who are exiting the program and/or considering exiting.

4. Competition:

a. In state and region:

None. CCV offers an AA in Human Services, as noted above, but this is not a similar degree to NVU-J's proposed AA in psychology. In addition, the NVU-J affiliation may be more attractive to students seeking an AA, particularly as they can use it as a benchmark toward the BA in psychology should they decide to continue.

b. Web-based:

Two programs offer the AA in psychology: U of Pheonix and Ashworth College. NVU-J's AA in psychology could potentially compete with those programs via NVU-Online which currently delivers the same BA as NVU-J (i.e., should NVU-Online decide to offer the AA). Our program will be more affordable than the two existing online programs for Vermont students.

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

This degree program is not expected to impact other, existing programs at the College. However, it may increase the overall retention rate in psychology, which is NVU-J's largest program. By default, it would increase enrollments in the GE, although not beyond levels that can be sustained.

This degree is expected to primarily impact the existing psychology program. Specifically, it may increase retention in the psychology program from the 1st to 2nd year, as it is a valid and accessible benchmark for students for whom the four-year degree represents an obstacle to short-term retention.

An associate's degree may also increase retention in the existing psychology program from the 2nd to the 3rd and 4th years as students who reach the Associates benchmark by the second year may be encouraged to reach the BA benchmark two years later.

Since all Associates degrees at NVU share a common GE core, students who earn the AA in psychology may decide to earn an additional AA in another program at NVU.

Since the associate's degree in psychology can be offered using no additional resources, it will not detract from other programs by placing additional financial demands on the College.

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

An associate's degree in psychology is not offered by CCV (or any of the other VSC institutions), and therefore may encourage students toward NVU-J, but it will not compete directly with other VSC programs.

As stated above, the NVU-J affiliation may be more attractive to students seeking an AA, particularly as they can use it as a benchmark toward the BA in psychology should they decide to continue.

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

It remains unclear as to how or if the AA will impact external relations, although it should play a role in credentialing more Vermonters for the work force.

Thank you for considering this proposal.

POLICY 102

RUBRIC FOR CHANCELLOR and COP EARLY NOTIFICATION REVIEW OF NEW PROGRAMS

	CONTRA-INDICATION	CONCERN / FOR FURTHER DEVELOPMENT	STRENGTH	AA/AS Comments
1. What are the regional market needs and initial enrollment projections for the program?	Unclear, unsubstantiated, or anecdotal.	Information doesn't exist to support robust projection.	Identified regional market partners with concrete, grounded projections.	This AA is designed for current NVU-J psychology students in mind; there is no existing similar program, so no market competition.
2. How likely is the program to achieve enrollment of 25+ students within five years?	Not likely based on enrollments in comparable programs.	Enrollment yield dependent on multiple, uncontrollable, or unknown factors.	Clear demand from early analyses or experience in comparable programs.	Unlikely – but it should help decrease the number of students who exit NVU-J without a degree
3. Does the enrollment projection include any anticipated internal enrollment shifts and academic program restructuring at the institution?	Program's impact on other programs within the institution likely and/or not evaluated.	Potential for impact recognized but not discussed.	No evidence of potential impact, or any potential impacts are recognized and program implementation planning addresses them.	None anticipated. The degree is designed to increase retention. There may be some positive synergy with NVU-OL.
4. Is the program serving any unmet state or regional needs?	No, and the program would not be recognized as adding any other value/benefit for Vermont or the region.	The program defines a potential need that is not yet, or not widely recognized.	Yes, there is a clear need and strong support from stakeholders for the proposed program to meet the need.	The AA is designed to ensure a NVU-J psychology students exits with at least an AA – a requirement for some entry-level positions. It will also make reentry to higher education easier and eventual completion of a higher degree more attainable.
5. Is the curriculum and delivery model in alignment with other programs in the VSCS to maximize enrollment and	No, the curriculum design or other factors would preclude transfer opportunities within the system.	The program anticipates transfer pathways, but these do not maximize access for a diverse population of potential students.	The program anticipates transfer pathways and delivery modalities that maximize access for all students, including low-income students and working adults.	The courses in this program will be largely offered face-to-face to serve the on-campus NVU-J psychology

transfer opportunities for all types of students, including low-income dual enrollment/early college students and working adults?				students. It is not designed for working adults. Other VSCs traditional students could easily transfer into the program.
6. What are the likely enrollment competition risks within the system?	There is a similar program in the system serving a similar population of students currently at risk of not sustaining minimum size.	The program is likely to result in some competition, with students able to exercise choice (i.e. based on location, cost, delivery modality, campus culture), but overall enrollments likely to be sustained above minimum size for both programs.	No competition risk or risk not significant enough to threaten other programs sustaining a minimum size.	The closest degree in the system is the AS in Behavioral Sciences at CCV. That degree has a much broader focus. The proposed AA is specific to psychology.
7. Is the program the best fit (mission, scope, capacity to deliver) within the system for the institution that is proposing it?	The program appears to have potential stronger fit with a different VSC institution, or a similar program already exists where there is a clear best fit.	Best fit is unclear, or there are multiple institutions within the system with potential fit.	The institution proposing the program is the clear best fit.	NVU-J offers a BA in PSY – the AA is a subset of the BA.
8. What are the likely corollary benefits to the institution and system (e.g., new sources of external funding, enhanced external relations) of adopting the program?	There are no clear benefits, as the program raises external relations concerns or is not projected to generate net new enrollments at the system level.	Benefits to the system are unclear and may be offset by other risks.	The program is likely to elevate the profile of the system as a whole, attract new funding, and/or generate net new enrollments at the system level.	The AA is designed to provide an exit credential for NVU-J psychology students who are not able to complete the BA.
9. What is the scope of institutional investment risk associated with launching and sustaining the program?	The program requires immediate institutional investment, regardless of initial revenue projections, that is substantial (total cost, multi-year commitment needed, etc.) Or, the program will require a high level of ongoing resource commitment that	The program requires moderate or substantial investment but is supported by conservative revenue projections, or there is modest initial investment and moderate revenue projections that indicate long-term sustainability.	The program requires minimal or discretionary investment and ongoing resources supported by conservative revenue projections.	The program requires no investment nor does it pose financial risk to the institution. The program can be delivered in full with existing resources.

	cannot be sustained based on the most conservative case revenue projections.			
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Item 3:

Policy 102 revisions and system review
rubric



Manual of Policy and Procedures

Title <p style="text-align: center;">APPROVAL OF NEW DEGREES AND MAJORS</p>	Number <p style="text-align: center;">102</p>	Page <p style="text-align: center;">1 of 6</p>
	Date <p style="text-align: center; color: red;">XX/XX/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 local, state, regional, national, and global needs. In addition, the policy:

1. links the development of new programs directly to institutional and system priorities and strategic planning,
2. encourages early program planning collaboration across VSC colleges,
3. requires proposed new programs to identify student learning outcomes and begin to plan for their assessment,
4. maintains flexibility for colleges to respond to market demands, and
5. streamlines and accelerates the program approval process.

The VSC supports the development of new academic programs that meet the changing educational needs of students and the State. This policy affects proposals for new degrees, new majors, and new fully online, distance-delivery, or low-residency programs.

CRITERIA FOR REVIEW

At a minimum, a new academic program will:

1. align with and support the mission of the VSC and the college,
2. support institutional and system strategic planning directions,
3. assist in meeting State needs and/ or serve a new student market,
4. provide a clear and viable career path for program completers, and
5. strengthen the fiscal stability/ health of the college.

In addition, a new academic program will complement, extend and/ or diversify the educational offerings of the VSC, as well as contribute to the fiscal stability of the system.

PROPOSAL AND REVIEW PROCESS

Step 1: ~~Early Notification~~ Preliminary Review

- The President of the college initiating the program idea sends an electronic message to the Council of Presidents.
- The message provides a brief ~~notification~~ **summary** of the program planning idea, **an initial assessment based on the Policy 102 Step 1 Rubric**, and an invitation to collaborate across colleges.
- The message also provides an opportunity for other VSC presidents and/or the Chancellor's Office to voice reservations or endorse the program idea.
- **The Chancellor, in collaboration with the presidents, will use the Policy 102 Step 1 Rubric to determine whether or not the proposal is endorsed for further development.**

Step 2: Proposal Development

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

Step 3: Proposal Review

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

Signed by:

POLICY 102
RUBRIC FOR STEP 1 PRELIMINARY REVIEW OF NEW PROGRAM PROPOSALS

	CONTRA-INDICATION	CONCERN / FOR FURTHER DEVELOPMENT	STRENGTH
1. What are the regional market needs and initial enrollment projections for the program?	Unclear, unsubstantiated, or anecdotal.	Information doesn't exist to support robust projection.	Identified regional market partners with concrete, grounded projections.
2. How likely is the program to achieve enrollment of 25+ students within five years?	Not likely based on enrollments in comparable programs.	Enrollment yield dependent on multiple, uncontrollable, or unknown factors.	Clear demand from early analyses or experience in comparable programs.
3. Does the enrollment projection include any anticipated internal enrollment shifts and academic program restructuring at the institution?	Program's impact on other programs within the institution likely and/or not evaluated.	Potential for impact recognized but not discussed.	No evidence of potential impact, or any potential impacts are recognized and program implementation planning addresses them.
4. Is the program serving any unmet state or regional needs?	No, and the program would not be recognized as adding any other value/benefit for Vermont or the region.	The program defines a potential need that is not yet, or not widely recognized.	Yes, there is a clear need and strong support from stakeholders for the proposed program to meet the need.
5. Is the curriculum and delivery model in alignment with other programs in the VSCS to maximize enrollment and transfer opportunities for all types of students, including low-income dual enrollment/early college students and working adults?	No, the curriculum design or other factors would preclude transfer opportunities within the system.	The program anticipates transfer pathways, but these do not maximize access for a diverse population of potential students.	The program anticipates transfer pathways and delivery modalities that maximize access for all students, including low-income students and working adults.
6. What are the likely enrollment competition risks within the system?	There is a similar program in the system serving a similar population of students currently at risk of not sustaining minimum size.	The program is likely to result in some competition, with students able to exercise choice (i.e. based on location, cost, delivery modality, campus culture), but overall enrollments likely to be sustained above	No competition risk or risk not significant enough to threaten other programs sustaining a minimum size.

		minimum size for both programs.	
7. Is the program the best fit (mission, scope, capacity to deliver) within the system for the institution that is proposing it?	The program appears to have potential stronger fit with a different VSC institution, or a similar program already exists where there is a clear best fit.	Best fit is unclear, or there are multiple institutions within the system with potential fit.	The institution proposing the program is the clear best fit.
8. What are the likely corollary benefits to the institution and system (e.g., new sources of external funding, enhanced external relations) of adopting the program?	There are no clear benefits, as the program raises external relations concerns or is not projected to generate net new enrollments at the system level.	Benefits to the system are unclear and may be offset by other risks.	The program is likely to elevate the profile of the system as a whole, attract new funding, and/or generate net new enrollments at the system level.
9. What is the scope of institutional investment risk associated with launching the program?	The program requires immediate institutional investment, regardless of initial revenue projections, that is substantial (total cost, multi-year commitment needed, etc.)	The program requires moderate or substantial investment but is supported by conservative revenue projections.	The program requires minimal or discretionary investment.
10. What is the scope of institutional commitment necessary to sustain the program?	The program will require a high level of ongoing resource commitment that cannot be sustained based on conservative case revenue projections.	The level of ongoing resource commitment needed is sustainable with conservative revenue projections.	Conservatively projected revenues will be sufficient to generate a net contribution margin for the institution, inclusive of direct and indirect expenses.

Item 4:
Chosen Name Policy



Manual of Policies and Procedures

Title <h3 style="text-align: center;">Chosen Name Policy</h3>	Number 315	Page 1 of 2
		Date 6/20/19

PURPOSE

It is the purpose of this Policy that any student, faculty, or staff in the Vermont State Colleges System may choose to be identified within the VSCS community with a chosen first name that may differ from the individual’s legal first name.

SCOPE

This policy applies to all VSCS students, faculty, and staff. A VSCS community member’s use of a chosen first name will be recognized and applied across as many VSCS systems as practicable, wherever an individual’s legal name is not required by law or VSCS business process, and as long as it is not used for the purposes of misrepresentation or fraud, as determined by the VSCS.

STATEMENT OF POLICY

The mission of the VSCS is to provide affordable, high-quality, student-centered, accessible education for the benefit of Vermont. The VSCS is committed to an environment that is inclusive and that encourages self-expression. The VSCS recognizes that faculty, staff and students may use first names other than their legal name to identify themselves (Chosen Name). These may include, but are not limited to, people who use their middle name instead of their first name, people who use nicknames, people who use an anglicized name, or people who use a name that affirms their gender identity.

IMPLEMENTATION

Students who would like to use a Chosen Name should initiate this process through their home institution registrar’s office and employees through their human resources director.

A person’s Chosen Name will appear instead of, or in addition to, the person’s legal first name in VSCS-related systems and documents where it is technically feasible and where the use of the legal first name is not required or necessary by VSCS business processes or any legal need, such as payroll records, financial aid records, or student transcripts.

Individuals should give serious consideration to the request to use a Chosen Name, as this choice will be reflected on a number of internal and external VSCS systems such as the Portal, web services, learning management system, email. Inappropriate use of the preferred name policy (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request and possibly grounds for further discipline. The VSCS reserves the right to deny or revoke a Chosen Name if the VSCS determines the name or request was used inappropriately or for inappropriate reasons.

Under VSCS Policy 312: *Compliance with the Family Educational Rights and Privacy Act (FERPA)*, both Chosen Names and legal names are identified, along with other items, as directory information and may be disclosed to the public without the student’s consent unless the student opts not to permit the disclosure of directory information.

Signed by: _____ Jeb Spaulding, Chancellor
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Date	Version	Revision	Approved By
6/20/2019	1.0	Adopted	VSCS Board of Trustees

Item 5:

Revisions to FERPA Compliance Policy 312



Manual of Policy and Procedures

Title COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	Number 312	Page 1 of 7
	Date 6/20/19	

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PURPOSE

The Family Educational Rights and Privacy Act of 1974 (“FERPA”) affords students certain rights with respect to their educational records. The primary rights afforded to each student include, but are not limited to, the right to inspect and review their education records, the right to request amendment of records, and the right to limit disclosure of information from the records.

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In accordance with federal law and regulations issued by the U.S. Department of Education, the Vermont State Colleges System (“VSCS”) has adopted the following policies and procedures for each of its Institutions. The purpose of this VSCS policy is to set forth the rights of inspection and requesting amendment, and the prohibitions against unauthorized dissemination of educational information. This Policy incorporates and is to be read consistent with, and not in addition to, all the definitions, rights and requirements contained in 20 U.S.C. §1232g and 34 C.F.R. Part 99.

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Deleted: The Colleges within the VSC are: Castleton State College, Lyndon State College, Vermont Technical College, Johnson State College and The Community College of Vermont.

POLICY

I. STUDENT ACCESS TO EDUCATION RECORDS

- A. Students have the right to inspect and review their education records.

“Student” means any individual who is or has been in attendance at one of the VSCS Institutions and whose educational records are maintained thereby.

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“Education records” means records maintained by the VSCS that are directly related to a student. Education records may be found in papers, files, tapes, machine readable materials, documents, computer databases or any other written or recorded matters, regardless of physical form or characteristics. Education records DO NOT include: notes or records which are not accessible or revealed to other personnel and are in the sole possession of the maker; law

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enforcement or campus security records that are solely for law enforcement purposes; employment records relating to employment by the institution (unless employment is contingent on student status); records relating to treatment provided by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and disclosed only to individuals providing treatment, and records of alumni created after they are no longer a student at a member college.

Parents' financial statements (including FAFSA) are also education records. Under FERPA, however, the VSC need not allow the student to review them.

B. Procedure for Student Inspection and Review of Their Education Records

1. Students shall submit to the Institution's Registrar a written request identifying as precisely as possible the record(s) to be inspected.
2. The registrar or other appropriate record custodian will make the needed arrangements for student access as promptly as possible and will notify the student of the time and place where the record(s) may be inspected. Access will be provided within 45 days or less from the receipt of the written request.
3. The following documents shall be removed from an education record before the student views the record unless the sensitive information contained therein can be cloaked or otherwise kept from viewing:
 - (a) information that pertains to another student,
 - (b) financial records of the student's parents, and
 - (c) confidential letters of recommendation and confidential statements of recommendation in accordance with 34 C.F.R. §99.12 (b) and (c).

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II. PUBLIC ACCESS TO STUDENT INFORMATION

A. The VSC may NOT disclose Personally Identifiable Information from education records unless the disclosure meets one or more of the requirements of subsections B or C of this section.

“Personally Identifiable Information” (PII) includes but is not limited to the student’s name, address, student identification numbers, social security number, other personal identifiers, ethnicity, race, nationality, and gender; name and address of student’s parent or other family members; and a list of personal characteristics or other information that would make the student’s identity easily traceable.

B. The VSC may disclose Directory Information without prior written consent of the student.

1. “Directory information” means information which would not generally be considered harmful to the student or an invasion of privacy, if disclosed. For the purposes of this policy, directory information includes the following: name, Chosen Name, home and college address, telephone listing, email address, date of birth, major, enrollment status (full-time or part-time), enrollment level (undergraduate or graduate), dates of attendance, degrees and awards received, weight and height of athletic team members, photographs, most recent and previous educational institutions attended, and participation in officially recognized activities and sports.

2. Release of directory information is permitted but not required under FERPA. The decision to disclose directory information will be made at the discretion of the appropriate school official.

3. Students may opt out of the release of all directory information by submitting a Request to Withhold Directory Information form. Upon receipt of this form, the VSCS shall release no directory information to any external third party without prior student consent except as may be otherwise permitted by law.

C. VSCS may choose to release PII from education records to the student and, under the following circumstances and consistent with FERPA, to third parties:

1. Where the student consents to the release by signing and dating a written statement of consent before disclosing protected information.

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The written consent must specify: the record(s) to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure must be made.

2. Where the disclosure is to school officials with legitimate educational interest. For the purposes of this section, “school officials” include persons employed by the VSCS in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff). “School officials” also include persons, companies or agencies with whom the VSCS has contracted to provide services (i.e., attorney, auditor, collection agent, educational service provider etc.), a person serving on the board of trustees, and a student serving on an official committee or assisting another school official in performing his or her own tasks. For the purposes of this section, “Legitimate Educational Interest” means: (a) the record or information requested is relevant and necessary to the accomplishment of some task or determination; (b) the task or determination is an employment or contractual responsibility for the inquirer or is properly assigned subject matter for the inquirer’s task or determination; and (c) the task or determination is consistent with the purpose for which the record or information is maintained.
3. Where special circumstances are present including the following as well as any other circumstances permitted under 34 C.F.R. §99.31(a):
 - a. Upon request by officials of another school in which a student seeks or intends to enroll. A member Institution may, at its discretion, forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for the purposes related to the student’s enrollment or transfer or to the student’s dual enrollment;
 - b. To certain federal, state, or local education officials in connection with state or federally supported educational programs;
 - c. To authorized representatives of the Comptroller General of the United States, the Secretary of Education or State educational authorities, or authorized representatives of the Attorney General for law enforcement purposes;
 - d. To organizations conducting certain studies/research for or on behalf of the VSCS;

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- e. To comply with a judicial order or a lawfully issued subpoena or IRS summons after making a reasonable effort to notify student in advance;
- f. To appropriate parties in a health and/or safety emergency;
- g. When an Institution has found, in the event of disciplinary proceedings against a student who is an alleged perpetrator of a violent crime (18 USC section 16) or non-forcible sex offense, that the student committed a violation of Institution rules or policies, the final results of such disciplinary proceedings may be released. However, the Institution may only release the name of the student, violation committed, sanction imposed, and the name(s) of other student(s) involved, such as the victim or witness, but only with the prior written consent of the other student(s).
- h. To the parents of a student under the age of 21 where the VSCS has determined that the student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance;
- i. To the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1986;
- j. To accrediting organizations in order to conduct accrediting functions;
- k. To an authorized representative of institutions from which a student has received financial aid or the student had applied for financial aid.
- l. In accordance with the Solomon Amendment. The Solomon Amendment (32 CFR 216) requires institutions to provide specified information about individual students to representatives of the U.S. Department of Defense for military recruiting purposes unless the student has formally requested the school to withhold directory information from all third parties under B above. The specified “student recruiting information” includes student name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution attended.

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With the exception of the mandatory reporting of student recruiting information under Solomon, disclosure without consent in these special circumstances is permitted but not required. The decision to disclose any information in these special circumstances will be made at the discretion of the appropriate school official.

The VSC shall maintain records of requests and disclosure of non-directory information under this section C3 above. ~~Generally, the person~~ or agency making a request for disclosure must submit a letter stating: the name of the student, name of the person making the request, the names of the parties to whom the information may be disclosed, the legitimate interest of the party making the request and the legitimate interest of the party who may receive the information. All requests for disclosure should be submitted to ~~the Registrar of the student's~~ Institution.

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III. AMENDMENT OF EDUCATION RECORDS

Students have the right to ask to have record(s) corrected that they believe are inaccurate, misleading, or in violation of their privacy rights.

A. Procedure to Amend Education Record(s)

1. A student must submit a written request to the Institution Registrar to amend a record. In so doing, the student should identify the part of the record she/he wants changed and specify why she/he believes it is inaccurate, misleading or in violation of his/her privacy rights.
2. VSCS member Institutions have the authority to accept or reject any requests. If a member Institution decides not to comply, the VSCS will notify the student of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request for a hearing, the VSCS member institution will arrange for a hearing and notify the student of the date, time, and place of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the VSCS member Institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend his/her education record(s).
5. The VSCS member institution will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
6. If the VSCS member institution decides that the challenged information is not inaccurate, misleading, or in violation of the student's privacy rights, it will notify the student that she/he has a right to place in the

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record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

7. The student's statement will be maintained as part of the student's education records as long as the contested portion of the educational record is maintained. If the VSCS member Institution discloses the contested portions of the records, it must also disclose the statement.
8. If the VSCS member Institution decides that the information is inaccurate, misleading or in violation of his/her privacy rights, it will amend the record and notify the student, in writing, that the record has been amended.

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IV. STUDENT COMPLAINTS REGARDING ALLEGED FERPA VIOLATIONS

A student may file a complaint with the Department of Education Family Compliance Office regarding an alleged violation under the Act: Family Compliance Office, U.S. Dept. of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-4605.

V. ANNUAL COLLEGE NOTIFICATION

- A. Each VSCS member Institution annually shall notify students currently in attendance, of their rights under the 20 U.S.C. §1232g and 34 C.F.R. Part 99.
- B. The notice must inform students that they have the right to:
 1. Inspect and review the student's education records;
 2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
 3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the 20 U.S.C. §1232g and 34 C.F.R. [§ 99.31](#) authorize disclosure without consent; and
 4. File with the U.S. Department of Education a complaint under 34 C.F.R. [§§ 99.63](#) and [99.64](#) concerning alleged failures by the member college to comply with the requirements of FERPA and its implementing regulations.
- C. The notice shall include all of the following:
 1. The procedure for exercising the right to inspect and review education records.
 2. The procedure for requesting amendment of records under [§ 99.20](#).

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3. A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

D. The member Institution may provide this notice by any means that are reasonably likely to inform the students of their rights and shall effectively notify students who are disabled.

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Signed by:

Jeb Spaulding, Chancellor

<u>Date</u>	<u>Version</u>	<u>Revision</u>	<u>Approved By</u>
<u>10/31/2016</u>	<u>1.0</u>	<u>Adopted</u>	<u>VSCS Board of Trustees</u>
<u>6/20/2019</u>	<u>2.0</u>	<u>General Update</u>	<u>VSCS Board of Trustees</u>

Item 6:

VSCS Academic Retreat 2019 Program

VSCS Academic Retreat 2019

Building Student Momentum

May 22, 2019
Northern Vermont University – Lyndon Campus

Keynote Speaker: Nikolas Huot, Strategy Director, Complete College America

The Momentum Year (Alexander Twilight Theater: ACT 133)

In this year's keynote address, Nikolas Huot will share examples and present new evidence from around the country on the key efforts that increase new students' success. These "momentum year" components include building student awareness of the 15/semester 30/year credit enrollment needed for on-time completion; using degree maps and data-driven proactive advising strategies; fostering students' sense of purpose and choice of degree; and developing students' "productive academic mindset."

About Our Speaker

Prior to joining Complete College America, Nikolas worked as the Associate Director for First-Year and Transition Programs with the Office of Student Success at [Georgia State University](#), where over the past decade the graduation rate has risen by 23 points. In this role, he coordinated, assessed, and scaled all success and retention initiatives for incoming first-year students, including learning communities, structured schedules, summer bridge, peer mentors, first-year seminar, and first-generation students. As Nikolas writes in a [recent blog post](#) about his own path to becoming an English major as a first-generation, low-income, and native French speaker, guidance is critical to ensuring students make progress to complete a degree.

Retreat Schedule Overview

- 9:00 Arrival, coffee, informal networking
- 9:30 Welcome and Keynote: The Momentum Year
- 11:00 Morning Concurrent Sessions: "Momentum Year" Pieces
- 12:00 Lunch and Update from the Chancellor
- 12:45 – 1:30 Plenary Discussion: Putting the Momentum Year Pieces Together
- 1:45-2:45 Afternoon Concurrent Sessions
- 2:45 – 3:00 Closing Evaluation

All Day Canvas Drop-In Clinic at the Academic Retreat

Stop by for one-on-one assistance from Canvas Transition Team members, whether you are just getting started with Canvas, have questions about working with your converted Moodle courses in Canvas, or would like to see demonstrations of Canvas's features.

RSVP Now: Summer Canvas Training June 13th 12:30-4:30 in Montpelier

Looking for dedicated quiet time and personal assistance with a Canvas trainer this summer?

RSVP to yasmine.ziesler@vsc.edu

Morning Concurrent Sessions 11:00-12:00

START TO FINISH ACROSS THE VSCS – ASAC 214

An “Unconference”

Facilitated by Gretchen DeHart (CCV) and Sara Kinerson (NVU)

What is at the top of your mind and experience with this past year’s Start to Finish efforts to increase student credit attainment to 15/semester or 30/year at your institution? What are the challenges you see? What is working well? Join members of the VSCS Start to Finish Team in a participant-driven “unconference” exploration of topics to be determined by the group.

“ON PLAN” PROACTIVE ADVISING – ASAC 216

From On-time Graduation Maps to Leveraging Student Success Indicator Data

Facilitated by Dr. Kathleen Brinegar (NVU), with guest presenters Nikolas Huot and Dr. Joshua Powers, VPAA for Student Success, Indiana State University

Across the VSCS, there have been new efforts to develop clear degree maps to guide students’ course-taking choices in support of on-time/on-plan graduation. Participants will reflect on current use of degree maps at their own institutions and learn how Indiana State University and Georgia State University used these tools and developed related indicators to facilitate proactive outreach to “off map” students and significantly increase retention and graduation rates.

PURPOSEFUL CHOICE & EXPERIENCES – Moore Community Room

Roundtable Discussion: Engaging First-Year Students in Team-Based Projects In and Out of the Classroom

Discussion facilitated by James Noyes and Stephanie Giese, NVU

The purpose of this roundtable discussion is to share ideas about how we as educators, programs leaders, and institutions are engaging our first-year students both in and out of the classroom. The Chronicle of Higher Education recently published a story about the [University of New Hampshire’s First-Year Innovation and Research Experience \(FIRE\)](#) which highlights some interesting ways in which the school connects incoming students to their peers, faculty mentors, and alumni to create a strong early institutional bond and support system. How might we create a program that not only supports first-year students in and out of the classroom, but also prepares them for their next steps as they progress through our respective programs, ideally via a central team-based project that reflects a challenge facing the industry or field they will be entering? Please join to share your thoughts, successes, and offer insight that might benefit all of us!

PRODUCTIVE ACADEMIC MINDSET – Alexander Twilight Theater

Building a Productive Academic Mindset

Dr. Anita Long, EMC² Project Director, Dr. Daisy McCoy (NVU), Dr. Gillian Galle (CU), and Rachel Repstad (VTC)

Using an interactive approach to model growth mindset principles, this presentation will provide participants an opportunity to engage in growth mindset and productive struggle. Participants will draft a “hook” activity and sketch a unit lesson for content learning in their own course. The model is based on a new math course co-designed this year by VSCS math faculty, Essential Math for College and Careers (EMC²), that will be piloted in Vermont high schools this fall. The course is designed to prepare students to be ready to be successful in college-level math courses at the VSCS, in part by supporting students’ “productive struggle” leading to a growth mindset.

Afternoon Plenary Session 12:45 – 1:30

The Momentum Year: Putting the Pieces Together – Moore Community Room

Facilitated by Nikolas Huot

Each institution in the VSCS has taken important steps to increase student success in recent years. The greatest impact will come from achieving a comprehensive approach appropriate to each institution. In a discussion led by Nikolas Huot, we'll review together the most significant points of progress and identify the most fruitful new areas of effort for the coming year.

Afternoon Concurrent Sessions 1:45-2:45

Canvas Showcase – Moore Community Room

Sponsored by VSC-Teaching & Learning Technologies Group. Presenters Sarah Chambers (CU), Ted Pappadopoulos (CCV), and Jeremy Vaughn (CCV)

The Canvas Showcase session will highlight many of the useful tools and resources in Canvas—leveraging Modules to create a consistent flow through a course, creating assignments with multiple student groups, and mobile apps for faculty and students. The Showcase will provide a wide view of an instructor's course, intentional choices for displaying course content, and explore how this is received and interpreted by students.

Developing and Sustaining Integrative Learning – ASAC 214

Presented by the Castleton Integrative Learning Committee: Rich Clark, Christopher Boettcher, Angela Brande, Dennis Proulx, Patricia van der Spuy, and Phil Whitman

In 2016, Castleton University was awarded a three-year grant from the Davis Educational Foundation to enhance integrative learning on our campus. In pursuit of this effort, we established the Integrative Learning (IL) Steering Committee to move this work forward. After three years of study, the IL Steering Committee will reflect on the following aspects of our grant project: (a) a review of scholarly work and campus-wide self-study that explores the impact of integrative learning and best practices; (b) the process we employed to be inclusive of faculty and staff and the backward design to suggest curriculum changes; and (c) an account of the work of our three sub-groups to sustain integrative learning on our campus, including building a center for teaching and learning, developing an integrative-learning pathway through the curriculum, and integrating the curriculum with co-curricular learning.

Lovely, Dark, and Deep:

The Vital Role that Compelling Humanities Courses Play in Retention – ASAC 216

Collin Lee (CCV) and Philip Crossman (CCV)

The main objective of this workshop is to focus some attention on what can be vital but often neglected parts of student retention, namely the minds, imaginations, and hearts of students in Humanities related classes. The workshop will serve as a catalyst for discussion between faculty who teach “career oriented courses” and those who teach “career related” and “totally career unrelated” courses about what gives the study of Humanities in general and experiences in specific Humanities courses in particular “retention value.”

Suiting Up: Lessons for the Classroom from a Professional Business Environment

Cindy Hill, Esq. (CCV) – ASAC 319

Dress your course for success by applying fundamentals of business communication and project administration to your classroom. Learn how handshakes, agendas, and course roadmaps help generate an atmosphere of respect and professionalism and boost your students' sense of self-worth and responsibility for learning.