VERMONT
— STATE COLLEGES SYSTEM —

TO: Education, Personnel and Student Life Committee
Aly Richards, Chair
Jim Masland, Vice-Chair
Shavonna Bent
Janette Bombardier
Lynn Dickinson
Karen Luneau

FROM: Yasmine Ziesler, Chief Academic Officer

RE: EPSL Meeting on January 14, 2019

DATE: January 8, 2019

The EPSL Committee of the VSC Board of Trustees will meet on Monday, January 14th at 3:00 p.m. in the Chancellor's office in Conference Room 101. Materials for the meeting are attached.

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

Thank you.

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

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

January 14, 2019

AGENDA

1. Call to order

2. Approval of the August 29, 2018 minutes

3. Presentation: Essential Math for College and Careers (EMC[2]) Partnership with VSAC and VT Agency of Education

4. Policy 102 New Program Approvals:

   a. Northern Vermont University: M.A. in Leadership Studies
   b. Northern Vermont University: A.S. in Mountain Resort Management
   c. Castleton University: B.S. in Archaeology, Geography, & Applied Anthropology
   d. Vermont Tech: A.S. in Radiography

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

6. Approval to relinquish Castleton University radio license

7. Approval of Policy 101 ("PreCIP") Programs for Review in 2019

8. Update on Castleton University Colleges and Schools Structure

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

10. Other business

11. Comments from the public

MATERIALS

1. August 29, 2018 minutes
2. Introducing EMC[2] brochure
3. NVU Proposal for M.A. in Leadership Studies
4. NVU Proposal for A.S. in Mountain Resort Management
5. CU Proposal for B.S. in Archaeology, Geography, & Applied Anthropology
6. VTC Proposal for A.S. in Radiography
7. Policy 301 revisions
8. Memo on Castleton University radio license
9. Policy 101 Programs for Review in 2019
10. Castleton University Colleges and Schools Organizational Chart
11. Department of Education Summary of Proposed Title IX Regulation

Item 1:
Approval of August 29, 2018 Meeting 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 EMC^2 (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

VSCS Board of Trustees
EPSL Committee Meeting
Vermont State Colleges System Board of Trustees
EPSL Committee Meeting Minutes
August 29. 2018 - UNAPPROVED

January 14, 2019

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:
EMC^2 Brochure

Student and Teaching Practices

Built into the EMC^2 curriculum are NCTM's Teaching Practices and the Common Core Math Practices.

Students:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Teachers:

1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

January 14, 2019

Introducing EMC²

Essential Math for College & Careers

For more information contact:

Anita Long, Academic Support Coordinator
VSAC, Vermont GEAR UP

Phone: **877-961-4369**

E-mail: **long@vsac.org**

Fax: **802-654-3765**

Vermont Student Assistance Corporation
10 East Allen Street
PO Box 2000
Winooski, VT 05404

Practices

Vermont GEAR UP is facilitating a collaboration between the Agency of Education (AOE) and the Vermont State Colleges (VSCS).

This group is creating an innovative high school math course which will be collaboratively designed by Vermont GEAR UP with high school teachers and post-secondary faculty. EMC[2] will provide high school juniors or seniors who are below proficiency in math with an opportunity to improve their skills and alleviate the need for remediation in college.

The VSCS has agreed that successful completion of this course will qualify students to enroll in credit bearing college math at any VSCS school without the need for remediation or an Accuplacer test score.

16 Essential Concepts

1. Together, irrational numbers and rational numbers complete the real number system, representing all points on the number line.

2. Quantitative reasoning includes, and mathematical modeling requires, attention to units of measurement.

3. Expressions can be rewritten in equivalent forms by using algebraic properties, including properties of addition, multiplication and exponentiation, to make different characteristics or features visible.

4. Finding solutions to an equation, inequality or system of equations or inequalities requires the checking of candidate solutions, whether generated analytically or graphically to ensure that solutions are found and that those found are not extraneous.

5. The structure of an equation or an inequality (including, but not limited to, one-variable linear and quadratic equations, inequalities and systems of linear equations in two variables) can be purposefully analyzed (with and without technology) to determine an efficient strategy to find a solution, if one exists, and then to justify the solution.

6. Expressions, equations and inequalities can be used to analyze and make predictions, both within mathematics and as mathematics is applied in different contexts—in particular, contexts that arise in relation to linear, quadratic and exponential situations.

7. Functions shift the emphasis from a point-by-point relationship between two variables (input/output) to considering an entire set of ordered pairs (where each first element is paired with exactly one second element) as an entity with its own features and characteristics.

8. Graphs can be used to obtain exact or approximate solutions of equations, inequalities, and systems of equations and inequalities—including systems of linear equations in two variables and systems of linear and quadratic equations (given or obtained by using technology).

9. Functions can be described by using a variety of representations: verbal descriptions, algebraic expressions and equations, mapping diagrams, function notation (e.g., $f(x) = x2$), recursive definitions, tables, and graphs.

10. Functions can be represented graphically, and key features of the graphs, including zeros, intercepts, and, when relevant, rate of change, and maximum/minimum values, can be associated with and interpreted in terms of the equivalent symbolic representation.

11. Functions model a wide variety of real situations and can help students understand the processes of making and changing assumptions, assigning variables, and finding solutions to contextual problems.

12. Distributions of quantitative (continuous or discrete) in one variable should be described in the context of the data with respect to what is typical (the shape with appropriate measures of center and variability, including standard deviation) and what is not (outliers) and these characteristics can be used to compare two or more subgroups with respect to a variable.

13. Scatterplots, including plots over time, can reveal patterns, trends, clusters, and gaps that are useful in analyzing the association between two contextual variables including the differentiation of correlation and causation.

14. Data-analysis techniques can be used to develop models of contextual situations and to generate and evaluate possible solutions to real problems involving those contexts. Contextual situations may come from the use of the three main types of study designs which are: sample survey, experiment, and observational study. The role of randomization and bias will be recognized in each type of study design.

15. Areas and volumes of figures can be computed by determining how the figure might be obtained from simpler figures by dissection and recombining.

16. When an object is the image of a known object under a similarity transformation, a length, area, or volume on the image can be computed by using proportional relationships.

Item 3:
NVU Proposal for M.A. in Leadership Studies

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

PART I: GENERAL INFORMATION

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

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

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

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

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

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

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

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

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

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

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

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

PART II: RATIONALE

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

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

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

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

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

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

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

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

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

2. **What specific student, educational and/or employment need(s) will be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of**

supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research)?

The *MA Leadership Studies* degree program addresses three well-established needs in higher education--graduate programming, online programming, and leadership studies---and one emergent need that directly aligns with the NVU mission--interdisciplinary study.

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

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

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

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

Enrollment trends indicate that online learning is in demand.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PART III: PROGRAM DESCRIPTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PART IV: BUDGET CONSIDERATIONS

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

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

2. Revenue/sources to meet new expenditures:

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

PART V: ENROLLMENT, MARKETING AND PUBLIC RELATIONS CONSIDERATIONS

1. Projected enrollment for new program: MA.LDR

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

Policy 102: NVU-Johnson; MA.LDR

9

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Item 4:
NVU Proposal for A.S. in Mountain Resort Management

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Northern Vermont University - Lyndon

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

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

   b) Academic Department(s):
      Mountain Recreation Management

3. Proposed start date of program: Fall 2019

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

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

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

Part II: Rationale

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

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

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

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

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

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

2

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

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

2. Specific student, educational and/or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

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

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

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

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

3

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

Part III: Program Description

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

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

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

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

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

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

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

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

4

MRM 2855 Summer Mountain Operations
MRM 2050 Outdoor Emergency Care

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

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

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.
There is no additional need to maintain licensure, certification, or accreditation standards with external entities.

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

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

7. TOTAL CREDITS in proposed program: 30-31

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

9. TOTAL CREDITS for the degree: 61-63

5

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

Part IV: Budget Considerations

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

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

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

6

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

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

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

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

2. Describe how you arrived at these projections:

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

3. Describe the marketing strategies for the new program.

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

7

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

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

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

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

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

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

8

Item 5:
CU Proposal for B.S. in Archaeology, Geography & Applied Anthropology

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL

Part I: General Information

1. *Institution:* Castleton University

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

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

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

   (*b*) *Academic Department(s)*

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

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

4. *Title of degrees to be conferred:*

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

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

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

1

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

Part II: Rationale

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

A. Relates to Institutional Mission

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

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

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

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

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

2

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

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

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

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

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

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

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

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

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

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

3

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

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

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

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

B. Relates to institutional priorities

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

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

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

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

4

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

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

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

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

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

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

C. Existing Programs

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

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

5

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

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

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

D. Perceived Interest

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

- *The South Champlain Historical Ecology Project*

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

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

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

6

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

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

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

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

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

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

7

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

- *The Vermont Geographic Alliance*

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

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

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

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

8

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

2. *Specific student, educational and/or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national, or global (attach documentation of need in the forms of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):*

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

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

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

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

---

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

9

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

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

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

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

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

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

---

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

10

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

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

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

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

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

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

11

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

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

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

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

Part III: Program Description

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

A. Program Mission and Goals:

The Archaeology, Geography, & Applied Anthropology Program will:

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

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

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

12

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

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

B. Learning Outcomes:

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

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

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

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

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

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

C. Career Outcomes:

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

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

2. Experience in collaborative research and presentation.

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

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

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

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

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

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

13

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

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

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

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

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

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

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

14

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

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

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

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

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

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

MAJOR REQUIREMENTS

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

15

Core Courses (9 credits)
Majors complete each of these courses, preferably within their first year of study.

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

Electives (15 credits)
Majors complete five of the following courses. To emphasize an interdisciplinary perspective, students must complete at least two courses from each of Anthropology/Archaeology (ANT) and Geography (GEO).

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

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

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

Capstone Seminar (3 credits)
Majors complete a collaborative capstone seminar analyzing and evaluating their internship and program experiences. Majors present the results of their work in an annual symposium and report published by the program.

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

PROGRAM CERTIFICATES

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

Certificate in Archaeological Methods

16

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

Requirements: 12 credit hours.

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

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

Certificate in Applied Geographic Information Systems

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

Requirements: 12 credit hours required.

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

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

17

Certificate in Applied Anthropology

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

Requirements: 12 credit hours required.

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

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

Certificate in Cultural Landscape Studies

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

Requirements: 15 credit hours required.

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

18

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

Program Courses

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

New Course Descriptions

19

ANT 2xxx Field School in Archaeology

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

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

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

ANT 3xxx Applied Anthropology

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

GEO 2xxx Cartography

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

GEO 2xxx Time and Space in North America

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

GEO 3xxx Applied Geographic Information Systems

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

GEO 3xxx Reconstructing Past Landscapes

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

GEO 3xxx Conservation, Planning, and the Environment

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

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

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

A. TOTAL CREDITS in proposed program: _____33_____

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

C. TOTAL CREDITS for the degree: _____122_____

21

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

Program Map for Incoming Students

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

22

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

Part IV: Budget Considerations

1. *Expenditures for the proposed program:*

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

Notes on Program Expenditures:

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

23

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

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

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

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

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

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

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

2. *Revenue/sources to meet new expenditures*

	Year One	Year Two
Tuition	7 in-state + 3 out-of-state = $159,864	14 in-state + 6 out-of-state = $319,728
Reallocation	-	-

24

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

Notes on Program Revenues:

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

Part V: Enrollment, Marketing and Public Relations Considerations

1. *Projected enrollment for the new program:*

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

25

Full-time Out-of-State	3	6

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

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

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

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

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

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

26

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

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

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

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

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

   Vermont Technical College offers trainings in GIS.

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

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

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

27

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

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

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

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

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

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

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

We anticipate a minimal impact on other VSC colleges.

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

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

28

Item 6:
VTC Proposal for A.S. in Radiography

New Program – Radiologic Sciences Policy 102

Executive Summary

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

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

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

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

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

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

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

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

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

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

Part I: General Information

1. Institution: Vermont Technical College

2. Name of new program: Radiologic Science

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

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

3. Proposed start date of program: Fall 2019

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

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

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

Vermont Technical College - T117 Academic Program Development and Review

Part II: Rationale

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

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

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

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

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

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

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

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

As of May 2017   Page 12

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

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

Vermont Technical College - T117 Academic Program Development and Review

Part III: Program Description

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

Career Outcomes:

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

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

Programmatic Outcomes (Appendix A)

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

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

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

Vermont Technical College - T117 Academic Program Development and Review

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

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

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

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

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

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

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

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

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

Vermont Technical College - T117 Academic Program Development and Review

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

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

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

7. TOTAL CREDITS in proposed program: 50

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

9. TOTAL CREDITS for the degree: 75 (Clinical Education raises the total credits)

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

Vermont Technical College - T117 Academic Program Development and Review

Part IV: Budget Considerations

1. Expenditures for the proposed program: See appendix E

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

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

	Year One	Year Two
Tuition		
Reallocation		
Other Sources		
TOTAL REVENUES:		

Vermont Technical College - T117 Academic Program Development and Review

Part V: Enrollment, Marketing and Public Relations Considerations

    a.   Projected enrollment for new program: See appendix E

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

2.   Describe how you arrived at these projections:

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

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

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

    3.   Describe the marketing strategies for the new program.
       Spoke with Amanda Chaulk, Director of Marketing & Communications; there are plans to use inquiry management and digital advertising. Also, marketing will be similar to other programs with outreach to career centers (Green Mountain Technical Center) area high schools, info session at Williston Campus, word of mouth in surrounding communities, partnering with UVMMC and NMC.
    4.   Competition:
    a.   In state and region - NY – CVPH hospital-based program offering AS with an articulation agreement with SUNY Empire; College of St. Joseph in Rutland, VT offering a BS degree and using Central Vermont facilities, NY and NH facilities; River Valley Community College, Claremont, NH offering AS degree and using Vermont sites overlapping CSJ at times; Southern Vermont College, Bennington, VT, offering BS degree.
    b.   Web-based – N/A for licensure programs (BA/BS degree completion building on AS degree are offered online; usually offered with titles such as Radiology Management)

Vermont Technical College - T117 Academic Program Development and Review

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

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

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

rev. 7/21/2016

Sample Curriculum

Associate Degree in Radiologic Technology

First Year

Fall Semester		Credits		*Spring Semester*		Credits
PSY 1050	Human Growth & Development	3		ENG 1061	English	3
BIO 2011	Anatomy & Physiology I	4		BIO 2012	Anatomy & Physiology II	4
RAD ____	Procedures I	4		RAD ____	Procedures II	4
RAD ____	Science I	3		RAD ____	Science II	3
RAD ____	Clinical Education I	4		RAD ____	Clinical Education II	4
	Total	18			Total	18

Summer I

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

Second Year

Fall Semester				*Spring Semester*		
MAT 1040	Mathematics for Allied Health	2		ENG 2080	Technical Communication	3
RAD ____	Pathology	3		RAD ____	Radiobiology	3
RAD ____	Procedures III	3		RAD ____	Review Seminar	1
PSY 1010	Intro to Psychology	3		RAD ____	Specialized Imaging	2
RAD ____	Clinical Education III	4		ELE XXXX	Arts & Humanities/Social Elective	3
	Total	15		RAD ____	Clinical Education IV	4
					Total	16

Total for Degree 75 credit hours

Parameters & Assumptions

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

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

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

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

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

COPLEY HOSPITAL

12-12-18

Copley Hospital
528 Washington Highway
Morrisville, Vermont 05661

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

Dear Mr. Weeden,

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

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

Sincerely,

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

NMC
NORTHWESTERN MEDICAL CENTER

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

November 19, 2018
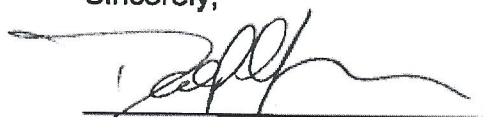
Roger:

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

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

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

Sincerely,

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

Entergy

To: Mr. Roger Weeden

From: Rod West, Group President

Re: Vermont Technical College's Radiologic Science Program

Date: December 5, 2018

Dear Mr. Roger Weeden,

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

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

Thank you again for your time.

Sincerely,

Rod West
Group President, Utility Operations

GENERAL DYNAMICS
Bath Iron Works

To: Roger F. Weeden, Director Radiologic Sciences

From: ADM, Dirk Lesko

Date: November 28, 2018

Re: Learning Experiences/Internships

Hello Roger;

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

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

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

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

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

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

Respectfully,

Dirk Lesko

ADM, Dirk Lesko
President, General Dynamics Bath Iron Works

Item 7:
Policy 301 Revisions

VSC
VERMONT STATE COLLEGES

Manual of Policy and Procedures

Title	Number	Page
POLICY ON DETERMINATION OF IN-STATE RESIDENCY FOR TUITION PURPOSES	301	1 of 3
	Date **March 2~~3~~4, 201~~9~~8**	

PURPOSE

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

STATEMENT OF POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

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

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

    a. After January 1, 2015, the student has earned:

        i. a high school diploma; or

        ii. a secondary school equivalency certificate based on successful completion of General Education Development tests;

    and

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

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

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

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

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

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

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

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

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

| Signed by: |
| Chancellor |

Item 8:
Memo on Castleton University radio license

Castleton University

December 21, 2018

Yasmine Ziesler
Vermont State Colleges System
PO Box 7, 575 Stone Cutters Way
Montpelier, VT 05601

Dear Yasmine:

Castleton University wishes to relinquish the license to broadcast from radio station WIUV 91.3 FM. Castleton will continue to "broadcast" a student run radio station via the internet. Funding for the station comes from the Castleton University Student Government Association. The license is owned by the Board of Trustees for the Vermont State College System. There are currently three other licenses held by the BOT for stations at UNV-Lyndon, UNV- Johnson, and VTC.
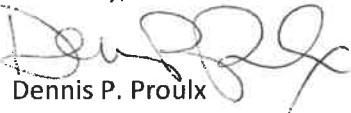
WIUV has operated successfully since obtaining the license in 1977. The current license will expire in 2022. Through the renewal process for licensing in 2012 it was discovered that the public file had not been properly maintained and disclosed this to the FCC resulting in a Consent Decree stipulating specific sanctions and fine. All fines were paid, the sanctions carried out over four years were completed. The cost of the process approximated $7000, most of which were fees for legal counsel. Should WIUV be found in violation in the future there could be retroactive fines and sanctions.

During the Fall semester there has been much discussion with the current leadership of the station, faculty of the Communications and Media Department, and the President's Cabinet. All are in agreement with the decision to transition to be on-line radio only under a new brand.

There are three main reasons to end broadcast. A limited leadership to run the station has resulted in a few dedicated students attempting to run the station and keep it in compliance. The Faculty of Communication and Media do not "teach" radio as they once did, nor are there plans to invigorate it as part of the curriculum. Potential fines would be the responsibility of SGA who believe the risks outweigh the benefits for broadcast.

Legal Counsel for the VSCS has mapped the pathway to relinquish the license. We seek the support of the Board of Trustees prior to doing so. Actual ending date and time is to be determined.

Sincerely,

Dennis P. Proulx
Dean of Students

Item 9:

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
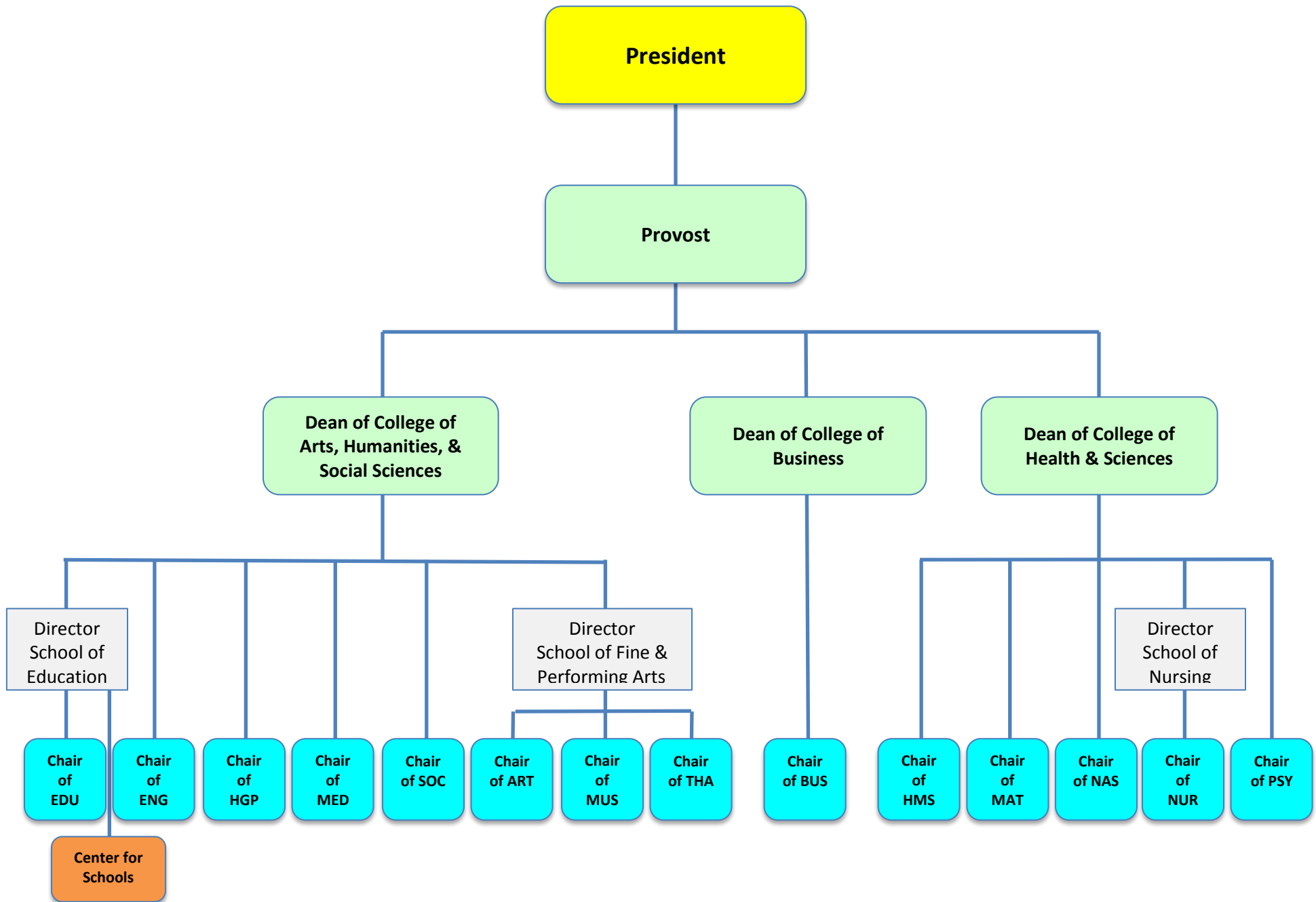CCV: AS in Behavioral Sciences *(new)*
CU: BA Psychology
NVU-J: BA in Psychology
NVU-J: MA Counseling
NVU-L: AS and BS in Applied Psychology and Human Services

Item 10:

Castleton University Colleges and Schools Organizational Chart

Item 11:

Department of Education Summary of Proposed Title IX Regulation

BACKGROUND

- **Title IX protects every student's right to educational opportunities and benefits free from sex discrimination**. Every student has the right to attend school without fear of sexual harassment or assault. Every student has the right to attend school without fear of being determined responsible for sexual harassment or assault without due process protections.

- Title IX regulations on the books since the 1970s require schools to have a non-discrimination policy and disseminate that policy to its students and employees, have a grievance process that provides for the "prompt and equitable" resolution of sex discrimination complaints, and designate at least one employee to serve as a Title IX Coordinator to handle complaints of sex discrimination. However, **Title IX regulations have never addressed sexual harassment or assault, specifically, or the need for due process protections in Title IX grievance processes related to sexual harassment.**

- In a 1998 decision (*Gebser*), the U.S. Supreme Court held that *teacher-on-student* sexual harassment could constitute sex discrimination under Title IX, and in a 1999 decision (*Davis*) the Supreme Court held that *student-on-student* sexual harassment could constitute sex discrimination.

- Since the mid-1990s, the Education Department has treated sexual harassment (and sexual assault, referred to together as "sexual harassment") as a form of sex discrimination under Title IX, but has addressed it only through guidance – never through regulation. A result has been unpredictable Title IX sexual harassment systems under which complainants and respondents have been thrust into inconsistent grievance proceedings that often deprive both parties of a fair process. Such systems too often overlook the importance of a school offering supportive measures to a complainant reporting sexual harassment when the reporting complainant does not wish to participate in a grievance process, and ignore the need to avoid punishing an accused person without first reaching a factual determination of responsibility in an impartial proceeding.

- This Administration's regulation of sexual harassment under Title IX is therefore an historic process, for the first time treating the problem of sexual harassment with the gravity it deserves – through **notice and comment rulemaking** so stakeholders and the public can voice their perspectives on this topic that carries such high stakes for survivors, accused persons, and schools. **It is a serious process for a serious subject.** Survivors often struggle or fail to continue their educations due to emotional and physical suffering in the wake of sexual harassment. Persons accused face the prospect of ruined reputations and derailed educational opportunities when punishments are imposed based on allegations without an impartial fact-finding process. Schools have an obligation to protect all their students from sex discrimination by responding supportively to survivors while giving due process protections to respondents.

- As context for what this proposed Title IX regulation does and does not address, it is helpful to keep a few reference points in mind.
  - First, the two principal objectives of Title IX are to prevent federal dollars from flowing to schools that deny students access to educational opportunities on the basis of sex and to provide individuals with effective protections against such discriminatory practices; Title IX is not a prohibition on sexual misconduct or sexual crimes per se.
  - Second, Title IX is directed at schools themselves – not at students or faculty. Title IX does not punish people who commit sexual harassment – it penalizes schools that respond to sexual harassment in a way that amounts to subjecting students to sex discrimination.
  - Third, Congress passed Title IX under its Spending Clause authority, and the Supreme Court has observed (e.g., in *Gebser*) that this means that as part of the "contract" a school enters into by accepting federal funding, the government can only hold schools accountable for things that are within the school's knowledge and control.
  - Fourth, because sexual harassment can constitute sex discrimination under Title IX, the proposed regulation does not attempt to relieve schools of responsibility to address sexual harassment by, for example, permitting schools to discharge their response obligations simply by "calling the

police." Instead, complainants retain three independent avenues for pursuing redress for sexual harassment:

(1) Reporting their experience to their school and receiving supportive measures whether or not they also choose to file a formal complaint asking their school to discipline the alleged perpetrator;
(2) Filing a civil lawsuit against the alleged perpetrator; and/or
(3) Pursuing criminal prosecution of the alleged perpetrator.

- Overall, the existing regulations prohibiting sex discrimination remain intact and the proposed regulation adds new sections specific to sexual harassment. In broad strokes **the proposed regulation describes three things**:

(1) *What constitutes sexual harassment* for purposes of rising to the level of a civil rights issue under Title IX;
(2) *What triggers a school's legal obligation to respond* to incidents or allegations of sexual harassment; and
(3) *How a school must respond*.

- The proposed regulation **requires schools to respond meaningfully to all sexual harassment reports** of which the school becomes aware without requiring every report to activate the school's grievance process. The regulation **encourages schools to offer students supportive measures** designed to restore or preserve a complainant's access to the school's education program and activities (e.g., no-contact orders, changes in class schedules or dorm room assignments, or counseling) **even when the reporting complainant does not want to file a formal complaint**, empowering complainants with greater control over the type of school response that will best serve their needs.

- When a formal complaint is filed (either by the complainant or the Title IX Coordinator), the school **must investigate and apply certain due process safeguards** so that whatever a school decides to do with respect to disciplining a respondent and providing remedies to a complainant is based on a fair determination of the facts.

- Within due process guardrails, the thousands of different K-12 schools, colleges and universities across the country retain pedagogical control over their educational environments. For example, the regulation **does not** demand any particular type of discipline against offenders, **does not** prevent (or require) a school from using affirmative consent in the school's code of conduct, and **does not** prevent a school policy from prohibiting sexual behavior that does not meet the Title IX definition of harassment. The regulation **leaves flexibility** for a school to pursue informal resolutions, designate its own reasonable time frames, conduct investigations through the school's own employees or by outsourcing that function, coordinate with law enforcement as appropriate, and decide whether to offer a school-level appeal.

- The proposed regulation promotes Title IX policies and procedures that are more transparent, consistent and reliable in their outcomes, recognizing that schools exist to educate their students in a safe, nondiscriminatory environment and premised on Secretary DeVos' commitment that a "better way forward" under Title IX means both ensuring that **every survivor is taken seriously <u>and</u> that every person accused knows responsibility is not predetermined**.

- The proposed regulation describes the Title IX legal obligations to which the Department will vigorously hold schools, colleges and universities accountable. Identifying the root causes and reducing the prevalence of sexual harassment across our nation's schools and campuses remains within the province of schools, colleges, universities, advocates and experts.

SUMMARY OF PROPOSED TITLE IX REGULATIONS

Proposed Section 34 CFR 106.44(e)(1)
Defining Sexual Harassment. Sexual harassment can mean a wide variety of things in common parlance. The proposed regulation defines sexual harassment *actionable under Title IX* to mean any of three types of behavior:

> (1) A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called **quid pro quo harassment**); or
> (2) Unwelcome conduct on the basis of sex that is so **severe, pervasive and objectively offensive** that it effectively denies a person equal access to the school's education program or activity, or
> (3) **Sexual assault** as that crime is defined in the Clery Act regulations.

- Taking all three parts together, this definition is intended to ensure that only objectively serious behavior that, if left unaddressed by the school would jeopardize a student's access to education, is actionable under Title IX.
- The second prong of this definition is imported directly from the Supreme Court's *Davis* decision and promotes protection of free speech and academic freedom in a way that the more expansive and subjective definition of harassment used in Department guidance has not. At the same time, quid pro quo harassment and sexual assault would constitute sexual harassment without also meeting the *Davis* definition because even a single instance of such serious conduct may jeopardize equal access to education.
- It is important to note that including criminal sexual assault as a form of sexual harassment is not intended to imply that schools should become criminal courts putting alleged rapists on trial; rather, it is recognizing that sexual assault is an extreme form of unwelcome sexual conduct such that if a school ignores a sexual assault, the school might be subjecting its students to sex discrimination. In other words, schools are not supposed to replace the criminal justice system and prosecute sexual assault, but just because a type of serious sexual harassment is also a crime does not excuse a school from addressing it as discrimination under Title IX.

Proposed Section 34 CFR 106.44(a)
What Triggers A School's Obligation To Respond. The proposed regulation creates a Title IX framework in which a school's obligation to respond is triggered only when certain conditions are met.

- *First*, the school itself must have **actual knowledge** of sexual harassment (or allegations) because the Supreme Court has held that under Congress' Spending Clause authority a school can only be held liable for conduct of which it knows and has control. Under the proposed regulation, **reporting sexual harassment to a Title IX Coordinator will always give the school actual knowledge**. In K-12 schools, reporting student-on-student harassment to any teacher at that school gives the school actual knowledge. For all schools, colleges and universities, the test for whether reporting to any other school employee gives the school actual knowledge is whether the person given notice of the report is "an official with authority to take corrective action," a standard imported directly from Supreme Court case law (e.g., *Gebser*). *See also* Proposed Section 34 CFR 106.44(e)(6).
- *Second*, the alleged harassment **must involve conduct that occurred within the school's own program or activity** because Title IX by its own text applies to discrimination occurring "under any education program or activity" receiving federal funds. It is important to note that this **does not create an artificial bright-line between harassment occurring "on campus" versus "off campus."** Geography does not necessarily determine whether the harassment is under the school's program or activity; rather, situations are fact-specific and schools should look to factors such as whether the harassment occurred at a location or under circumstances where the school owned the premises, exercised oversight, supervision or discipline over the location or

participants, or funded, sponsored, promoted or endorsed the event or circumstance where the harassment occurred.

- *Third*, the alleged harassment must have been perpetrated against a person "in the United States" (affecting, for example, **study abroad programs**); this is a necessary condition because the text of the Title IX statute limits protections to "person[s] in the United States."

Proposed Section 34 CFR 106.44(a)-(b)

How A School Must Respond. Schools must treat seriously all reports of sexual harassment (that meet the definition of harassment and the conditions of actual knowledge and jurisdiction discussed above), whether or not the complainant files a formal complaint. The proposed regulation adopts the rationale used by the Supreme Court to hold a school liable under Title IX only when the school knows of sexual harassment allegations and responds in a way that is **"deliberately indifferent."** The proposed regulation tracks the Supreme Court's *Davis* decision explaining that "deliberately indifferent" means **"clearly unreasonable in light of the known circumstances."**

- The Supreme Court's rationale for adopting this standard is persuasive: a school must "do something" when faced with allegations that a student is suffering sexual harassment, so that no sexual harassment can be swept under a rug even when institutional reputational and financial interests incentivize a school to do so. At the same time, the federal government should not second-guess a school's response to every sexual harassment situation in a manner that improperly pressures schools to take particular disciplinary actions against offenders or unreasonably holds schools accountable for unpredictable actions of perpetrators.
- The proposed regulation requires a school to **respond meaningfully to every report** of sexual harassment (of which the school has actual knowledge and that concerns conduct within the school's program or activity). A school must, however, activate its grievance process to potentially punish a perpetrator when a formal complaint is filed. Every school must have a Title IX Coordinator standing by to intake both reports and formal complaints, and to coordinate effective implementation of supportive measures. A formal complaint can be filed by a complainant or by the Title IX Coordinator. *See also* Proposed Sections 34 CFR 106.44(e)(2)-(5).
- A school must investigate every formal complaint (unless the alleged conduct does not meet the definition of sexual harassment, or did not occur within the school's own program or activity). If a school follows grievance procedures consistent with the proposed regulation then the school has a **safe harbor** against a finding of deliberate indifference with respect to the school's response to the formal complaint. *See also* Proposed Section 34 CFR 106.44(b)(1).
- Where no formal complaint is filed and thus the school does not have to investigate, the school must still "do something," and the most natural "something" is to **offer the complainant supportive measures**. Colleges and universities that respect the wish of a complainant to not file a formal complaint, yet offer the complainant supportive measures, get a **safe harbor** against a finding of deliberate indifference. The same safe harbor is not offered to K-12 schools in recognition that elementary and secondary schools need to protect younger students in ways that may more often require the Title IX Coordinator to file a formal complaint even when a young victim does not want to file. Either way, schools, colleges and universities are incentivized to offer supportive measures with or without a formal investigation. *See also* Proposed Section 34 CFR 106.44(b)(3).
  - o The proposed regulation **describes supportive measures** as non-disciplinary and non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge, to protect the safety of all parties and deter sexual harassment. Where a complainant reports a sexual harassment incident but does not wish to file a formal complaint, supportive measures provide a go-to response for a school to demonstrate it is responding to the reported incident in a manner that is not clearly unreasonable, without punishing the alleged perpetrator absent a determination of responsibility. Supportive measures are available to both complainants and respondents to preserve each party's equal access to their education pending the outcome of the investigation. *See also* Proposed Section 34 CFR 106.44(e)(4).

- To address possible serial predator or repeat offender situations, the proposed regulation requires the Title IX Coordinator to file a formal complaint to investigate a possible pattern of harassment (even where no reporting complainant wants to file a formal complaint). Where the school then follows its grievance procedures, the school has a **safe harbor** against a finding of deliberate indifference. *See also* Proposed Section 34 CFR 106.44(b)(2).

Proposed Section 34 CFR 106.45(a)-(b)(1)

Schools must have grievance procedures to handle each formal complaint of sexual harassment (that meets the definition of harassment and the conditions of actual knowledge and jurisdiction discussed above). School grievance procedures must contain certain protections for the parties including:

- A **presumption of innocence** for the respondent throughout the grievance process;
- The school must **objectively evaluate all relevant evidence** including inculpatory and exculpatory evidence;
- All Title IX Coordinators, investigators and decision-makers **must not have conflicts of interest or bias** for or against complainants or respondents;
- **Training materials** for Title IX Coordinators, investigators and decision-makers must foster impartial determinations without relying on sex stereotypes;
- **Reasonably prompt timeframes** for the grievance process, where extensions of timeframes are allowed for good cause;
- A respondent cannot face discipline without due process protections;
- Where a respondent is found responsible the complainant must be given **remedies designed to restore or preserve equal access to education** (these remedies may be similar to supportive measures in place during the investigation).

Proposed Section 34 CFR 106.45(b)(2)-(b)(3)

Upon the filing of a formal complaint the school must give **written notice** to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a **factual investigation**. When investigating, the school must:

- Ensure the **burden of proof** and burden of gathering evidence rest on the school, not on the parties;
- Provide **equal opportunity for both parties** to present witnesses and evidence;
- Not restrict the ability of either party to discuss the allegations or gather relevant evidence (e.g., **no "gag orders"**);
- Provide the parties with the same opportunity to be accompanied at all phases of the grievance process by an **advisor of the party's choice** (who may be an attorney);
- Give **written notice** of any interview, meeting, or hearing at which a party is invited or expected to participate;
- Provide **equal access to review all the evidence** that the school investigator has collected, including the investigative report, giving each party equal opportunity to respond to that evidence before a determination is made;
- For K-12 schools, a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination.
- For colleges and universities, a final determination must be made at a live hearing, and **cross-examination must be allowed (with rape shield protections against asking about a complainant's sexual history) and must be conducted by each party's advisor (i.e., no personal confrontation allowed).**

Proposed Section 34 CFR 106.45(b)(4)

- After investigation, a **written determination** must be sent to both parties explaining for each allegation whether the respondent is responsible or not responsible including the facts and evidence on which the conclusion is based. The determination must be made by a decision-maker who is not the same person as the Title IX Coordinator or investigator (this requirement would thus **prohibit Title IX systems in K-12 schools and colleges and universities from using a "single-investigator" or "investigator-only" model**). The determination must be made

by applying **either the preponderance of the evidence standard or the clear and convincing evidence standard**; however, a school can use the lower preponderance standard only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. Further, schools must use the same standard of evidence in cases against student respondents that it uses in cases against employee respondents, including faculty.

- Where a finding of responsibility is made against the respondent, the written determination must describe what **remedies the school will provide to the survivor** to restore or preserve equal access to the school's education program or activity, and any sanctions imposed on the respondent.

Proposed Section 34 CFR 106.45(b)(5)
Under the proposed regulation, if a school chooses to offer any appeal, it **must allow both parties to appeal**. The appeal decision-maker cannot be the same person who served as the Title IX Coordinator, investigator or decision-maker and must be free from bias or conflicts of interest. Appeals must be resolved within reasonable time frames. Each party must have the opportunity to submit written arguments for or against the outcome. While a complainant has no right to demand a particular disciplinary sanction against a respondent who was found responsible the complainant can challenge on appeal the adequacy of the remedies designed to ensure the complainant's equal access to education. Such remedies, unlike supportive measures, can burden a respondent who was found responsible, e.g., a no-contact order requiring the respondent to leave a common area where the complainant arrived first.

Proposed Section 34 CFR 106.45(b)(6)
As long as the process is voluntary for all parties after being fully informed and written consent is provided by both parties, a **school may facilitate informal resolution** of a sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution.

Proposed Section 34 CFR 106.45(b)(7)
Schools must create and maintain **records documenting every Title IX sexual harassment investigation** and determination of responsibility, including any informal resolution or appeal, and all materials used to train their Title IX Coordinators, investigators and decision-makers. ***Parties may request copies of these records pertaining to their own case.*** Schools must further keep records regarding the school's response to every *report* of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive measures offered and implemented for the complainant. The school's documentation must include the facts on which it bases its conclusion that it was not deliberately indifferent to the allegation of sexual harassment. This will assist parties in holding their schools accountable and assist the Department in enforcing Title IX.

Proposed Section 34 CFR 106.3
The proposed regulation clarifies that the Department will not assess damages against a school as a remedy for a violation of these regulations. This recognizes that the Department is not a court of law equipped to assess damages to compensate a victim for harms such as emotional distress and will focus enforcement efforts on securing equitable relief to bring schools into compliance with Title IX.

Proposed Section 34 CFR 106.6
The proposed regulation expressly states that nothing in these regulations requires any school to restrict rights that are protected under the First Amendment, the Due Process Clauses or any other constitutional provision, and that employees' rights under Title VII are unaffected.

Proposed Section 34 CFR 106.12
The current regulation requires faith-based institutions to submit a statement to the Assistant Secretary in order to claim the religious exemption contained in the Title IX statute. The proposed regulation dispenses with that requirement and states that an institution that qualifies for the religious exemption can raise that exemption in response to a Department investigation, with or without previously submitting a statement to the Assistant Secretary. The Title IX statutory religious exemption is rooted in First Amendment rights and the Department believes it should not burden that constitutional protection.