CASTLETON UNIVERSITY
COMMUNITY COLLEGE OF VERMONT
NORTHERN VERMONT UNIVERSITY
VERMONT TECHNICAL COLLEGE

VERMONT
— STATE COLLEGES SYSTEM —

OFFICE OF THE CHANCELLOR
PO BOX 7
MONTPELIER, VT 05601
P (802) 224-3000

TO: <u>Education, Personnel, and Student Life Committee</u>
Jim Masland, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Megan Cluver
Peg Flory
Izzy Gogarty

FROM: Yasmine Ziesler, Chief Academic Officer

RE: EPSL Meeting on December 2, 2019

DATE: November 28, 2019

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

Please note that first on the agenda are action items which, pending the committee's review and recommendations, are included as potential action items for the full board meeting in the afternoon. The remainder of the committee's time will be devoted to a presentation and discussion the first of several topics charged to EPSL by the Long Range Planning Committee as outlined in the Chancellor's October 28, 2019 memo. A draft schedule of topics to be addressed at upcoming meetings is included in the materials.

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

Thank you.

Cc: VSC Board of Trustees
Council of Presidents
Chief Academic Officers
Student Affairs Council

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

December 2, 2019

AGENDA

1. Call to order

2. Approval of October 21, 2019 Meeting Minutes

3. Policy 102 New Program Proposals:
   a. Vermont Tech: B.S. in Interdisciplinary Studies
   b. Northern Vermont University: BA in Professional Writing, Editing, and Publishing
   c. Northern Vermont University: BA in Collaborative Performance Studies: Theatre, Music, Dance and Immersive Design

4. Proposed new policy: Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

5. Discussion: Review of transfer policies and practices in the VSCS

6. Informational Item: Draft schedule of meeting topics charged to EPSL by LRPC

7. Other business

8. Comments from the public

MATERIALS

1. October 21, 2019 minutes
2. VTC New Program Proposal: B.S. in Interdisciplinary Studies
3. NVU New Program Proposal: BA in Professional Writing, Editing, and Publishing
4. NVU New Program Proposal: BA in Collaborative Performance Studies: Theatre, Music, Dance and Immersive Design
5. Proposed Policy 316: Protection of Minors and Mandatory Reporting of Child Abuse and Neglect
6. Transfer Practices within the VSCS
7. EPSL Draft Schedule of Meeting Topics

Item 1:

Minutes of the October 21, 2019 Meeting

Minutes of the VSCS Board of Trustees Education, Personnel, and Student Life Committee meeting held Monday October 21, 2019 at the Chancellor's office, Conference Room 101, Montpelier, VT - UNAPPROVED

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

The VSCS Board of Trustees Education, Personnel, and Student Life Committee met on Monday, October 21, 2019 at the Chancellor's Office, Montpelier, Vermont.

Committee Members present: Jim Masland (Chair), Karen Luneau (Vice Chair), Janette Bombardier (via phone), Megan Cluver, Peg Flory, Izzy Gogarty

Other Trustees Present: Churchill Hindes, Lynn Dickinson, Linda Milne

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

Chancellor's Office Staff:	Jeb Spaulding, Chancellor
	Tricia Coates, Director of External & Governmental Affairs
	Jen Porrier, Administrative Director
	Sophie Zdatny, General Counsel
	Yasmine Ziesler, Chief Academic Officer
From the Colleges:	Tom Mauhs-Pugh, Provost, Castleton University
	Maurice Ouimet, Dean of Enrollment, Castleton University
	Angie Smith, Director of the School of Nursing, Castleton University (via phone)
	Peter Kimmel, Dean of College of Health & Science, Castleton University (via phone)

1. Call to Order

Chair Masland called the meeting to order at 4:03 p.m.

2. Consent Agenda: Approval of August 26, 2019 Meeting Minutes

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

3. Policy 102 New Program Proposals

    a. CU: A.S. in Occupational Therapy Assistant

Castleton University Provost Tom Mauhs-Pugh stated that both the OTA and PTA programs are geared towards addressing the shortage of licensed personnel in the fields. The two A.S. programs do require some start up time and cost but if both programs are implemented at the same time there can be a crossover in personnel, requiring four full time faculty in total. These programs are related to current strengths at CU in the Health Sciences and won't require substantive changes at the accreditation level.

> b. CU: A.S. in Physical Therapy Assistant

CU has gotten commitments from Physical Therapy offices in Vermont to hire all the graduates of the PTA program as well permission to use some of their facilities for simulation training. All three of these programs will be first of their kind in Vermont.

> c. CU: M.S. in Nursing

Mr. Mauhs-Pugh explained that this program is completely online with two separate tracks: Nurse Educator and Clinical Nurse Leader. CU is developing this program to help address the critical nursing shortage in Vermont and this program will educate the Nurse educators. This program will address an immediate and significant need.

Trustee Flory moved and Trustee Luneau seconded the motion to recommend to the Board the approval of the A.S. in Occupational Therapy Assistant, the A.S. in Physical Therapy Assistant and the M.S. in Nursing. The motion was approved unanimously.

4. Information Item: Policy 311/311A Training and investigations update

General Counsel Sophie Zdatny reminded the Committee that Policy 311 addresses Non-Discrimination And Prevention Of Harassment And Related Unprofessional Conduct and Policy 311A addresses Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, And Stalking. Ms. Zdatny provided an update to the Committee on the number and nature of Policy 311 and Policy 311-A investigations during the 2018-2019 academic year. In addition, she reported that the Investigator at the Chancellor's office conducted 24 different trainings across the system during the 2018-2019 academic year. Such trainings involved athletic departments, public safety, investigators, students and other groups.

5. Discussion item: Proposed policy related to sexual abuse of minors

Ms. Zdatny informed the Committee that the VSCS's insurer, United Educators, is requiring its insureds to have policies in place to protect minors. Ms. Zdatny shared a preliminary draft of VSC Policy 316 – Protection of Minors, plus its four appendices, with the Committee. The goal is to provide a final version to the Committee and the Board for approval at their December 2, 2019 meetings.

6. Other Business

Trustee Bombardier questioned if it was the role of the EPSL committee to ensure smooth transfer and acceptance of credits across Institutions. Chief Academic Officer Yasmine Ziesler shared that there are a number of policies in the system that addresses this and that there is a single transcript policy so transfers are not needed. Ms. Zdatny reminded the Committee that the VSCS has shared governance with the faculty over curricular policy. Chair Masland stated he would follow up with Dr. Ziesler on a plan for further discussion with EPSL.

7. Comments from the public

   There were no comments from the public.

Chair Masland adjourned the meeting at 4:45 p.m.

Item 2:

VTC New Program Proposal: B.S. in Interdisciplinary Studies

VERMONT TECH

MEMORANDUM

FROM: Patricia Moulton, President
               Vermont Technical College

TO: VSC Council of Presidents
               Chancellor Spaulding
               Yasmine Ziesler

CC: Jeff Higgins
               Ana Gaillat
               Maureen Hebert

DATE: September 10, 2019

SUBJECT: Proposed Bachelor of Science Degree in Interdisciplinary Studies

Vermont Technical College seeks endorsement from the Chancellor and Council of Presidents to continue development of our proposed BS in Interdisciplinary Studies.

Attached for your consideration is our assessment of how the proposed BS ranks in the Policy 102 rubric.

I also note how the proposed BS meets the Board of Trustees "Six Priorities to Support the Mission of the Vermont State Colleges." In our view, this program meets all of the 6 priorities.

Also below is a brief analysis of how this degree meets the goals of "Advance Vermont" whose goal it is to have 70% of Vermont's workforce obtain a credential of value by 2025.

Lastly, I will repeat the reasons I do NOT believe this degree will compete with, or harm, any existing similar degree. Each BA in either inter or multi-disciplinary studies at NVU or CU are customized to the student with approval of the Dean or a Faculty member. The big difference with us, is we will not be recruiting first year students in to this degree.

Strategy 1: Increase the continuation rate of high school students on to postsecondary education.

- This program provides an "additional flexible academic pathway into" our degrees programs. It provides a flexible pathway to obtain a degree for a high school grad.
- The students in our Career & Technical Teacher Education Program (CTTEP) includes students who only have a high school diploma or associates degree. Most in our employer apprenticeship programs do not have any education beyond high school. This provides a path to postsecondary education.

Strategy 2: Improve the retention and graduation rates at our colleges.

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VERMONT TECH

- The new degree provide a new delivery model for degree completion. Students begin in an employer sponsored education program where they can accumulate credits. The BS enables them to complete a Bachelor of Science on-line in a blended way.
- It will enhance graduation rates.

Strategy 3: Be recognized as an attractive destination for Vermont high school graduates

- Vermont Tech is a recognized higher education institution by employers who wish to educate and train incumbent workers and new hires. This proposed degree further accentuates Vermont's Tech value in the workforce education and training arena by providing a path to a degree at a reduced cost.

Strategy 4: Serve well more working age Vermonters.

- The proposed BS hits this strategy right between the eyes! It "Improves and expands flexible ..delivery of programs"…"to increase the number of degree programs available to students statewide."
- It responds to student and employer needs by providing a path for new CTE teachers to complete a bachelorette degree.
- It provides a path to enable working adults to obtain a degree if they are in one of our existing CTTEP or employer specific programs.
- This BS enables students to remain in the workforce to obtain their degree. That supports the employers who are supporting the students.

Strategy 5: Operate as a more integrated system to expand student opportunities and achieve operational efficiencies.

- By enabling students to access existing courses at Vermont Tech as well as the other VSCS colleges, it reduces "barriers to expand the diversity of student academic and co-curricular learning opportunities"
- There is no financial risk to Vermont Tech or other VSCS institutions as all courses are existing and available on-line.

Strategy 6: Increase state financial support and other supplemental revenues.

- While this degree does nothing to provide greater state financial support, it will generate revenue to all of the colleges in the system where students can access on-line courses to complete their BS.IS.
- There is no additional cost to the system, only new tuition dollars and more graduates.

ADVANCE VERMONT:
GOALS:
- ➢ Promote awareness of career pathways and the value of postsecondary education and training.
  - o The path to a degree will be clearly articulated to CTTEP students and students in our employer sponsored training. Student will have a choice to opt in.
- ➢ Expand access to postsecondary education and training to students of all ages.
  - o Clearly this provides a path to working adults to obtain a degree.
  - o It enables to CTE teachers to enhance their earning capacity.

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VSCS Board of Trustees
Education, Personnel and Student Life Committee
December 2, 2019

VERMONT TECH

Office of the President
PO Box 500
Randolph Center, Vermont 05061

Tel: 802 728 1252
Email: president@vtc.edu

- o Most students in the program will not have a degree of any sort. The BS.IS will enable a flexible pathway to a degree.
- ➢ Increase completion of postsecondary education and training programs by ensuring that Vermonters have the supports they need to succeed.
  - o This degree directly supports the students need to obtain a degree to enhance earning capacity.
  - o The degree was developed in direct response to requests from students.
- ➢ Maximize partnerships across and within sectors to achieve State workforce development and education goals.
  - o Students in this program can access on-line programs at NVU, CCV and CU as needed for electives and general education.

WHY THIS DOES NOT COMPETE WITH EXISTING BS IN IS ELSEWHERE IN THE SYSTEM:

1. This is for existing students in our Career & Technical Teacher Education (CTTEP) program as well as students currently in industry specific apprenticeship or other training programs taught by Vermont Tech on site at the employer. Students in these programs are earning credits from Vermont Tech. CTTEP students are practioners/subject matter experts in their technical field who need to learn how to teach their field at Career & Tech Ed. Centers (CTE).
2. We will NOT be recruiting new students in to this program as first year students. All students applying for this degree MUST be in either the CTTEP or employer specific training. This is just like our existing AS in interdisciplinary studies. Looking at the Bachelor of Arts degrees in either Interdisciplinary Studies or Multidisciplinary studies at NVU and CU, I see they are customized as well. And you do recruit new first year students in to those programs. We will not be recruiting first year students.
3. This is for students interested in a Bachelor of Science degree. Not a Bachelor of Arts.
4. CTTEP students are adult students interested in earning a BS to increase their earning potential at their CTE. Just like the VSC system, teachers at CTE earn more with a higher degree.
5. We can do this program with ZERO additional costs. Students in the BS would access existing courses.
6. This builds on our existing AS in interdisciplinary studies known as our "General Engineering Technology" degree which we have had for many years. That AS targets the same population.
7. Students in this program are technical, non-traditional students. We already have 8 very interested as a means to increase their earning potential at their CTE. It is their pathway to a degree that is specific to their needs.

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VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL

Part I: General Information

1. Institution: Vermont Technical College

2. Name of new program: Interdisciplinary Studies

   a) Individual(s) with responsibility for program development:
      Jeffrey Higgins, Ed.D

   b) Academic Department(s): EHSS

3. Proposed start date of program: January, 2020

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

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

   Description: An interdisciplinary major can broaden academic knowledge and equip graduates with an array of skills relevant for entry into many occupations. Employers value critical-thinking, teamwork, and solid communication skills. They seek employees who can handle complex information and solve real-world problems. The Interdisciplinary Studies degree is customizable to meet a variety academic goals within the parameters of degree requirements and prerequisites.

   BS.IS degree is a 120-credit hour program. Students customize a degree plan to meet their academic goals and their intended career path.

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:

While there may be many markets interested in the BS.IS degree, our initial focus will be on the teacher-candidates in Vermont Tech's Career and Technical Teacher Education program. Up until this point in time, there has not been a path to a Bachelor's degree for many teachers currently practicing in the 17 Career and Technical Education centers across the state of Vermont. Often, instructors for career and technical education classes are recruited from industry and those practicing in the industry may not have baccalaureate degrees but, instead have years of industry certification hours earned. This degree program will build upon each prospective student's completion of the 24-credit ROPA approved teacher licensure program at Vermont Tech. This degree program is consistent with Vermont Tech's mission: We provide career-focused technical and professional education in a caring community which prepares students for immediate workplace success and continued learning.

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 most glaring educational need being addressed by this completion program is the lack of a Bachelor's degree opportunity anywhere in the state for teachers who desire (or need) this degree. It would seem that, eventually, those in a position of hiring instructors in the field of Career and Technical Education will require, rightly so, that applicants have a minimum of a Bachelor's degree in a program that prioritizes the practices, skills and dispositions related to Career and Technical Education. This program is intended to make such a degree program available to those who need it.

There is another educational need being addressed by this program; that of the secondary school students in our care. They deserve the best teachers in their classrooms and we have a duty and responsibility to assure that those teachers can move along the continuum of professional development that should include a Bachelor's degree and ultimately, a Master's degree in their chosen field.

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The employment need can be seen in a number of areas. Teachers with a Bachelor's degree in Career and Technical Education are clearly more marketable when positions become available, both here in Vermont and elsewhere if they find a need to relocate. Those earning an advanced degree have higher retention rates in schools as they are in positions to move up the salary scale and have less of a desire to leave for other positions. Some positions in the Career and Technical Education field already require a Bachelor's degree.

For a broader analysis Vermont Tech reached out to EAB Global, a market research firm under contract with the college. Here is a summary of their findings.

"Leadership at Vermont Technical College approached the Forum as they considered launching a new bachelor's-level interdisciplinary studies program. Through quantitative data analytics, interviews with administrators of comparable programs, and secondary research, the Forum sought to assess the market demand for an interdisciplinary studies program. EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Regional and national employers both demonstrate increased demand for bachelor's-level interdisciplinary professionals between September 2016 and March 2019. Regional employer demand for bachelor's-level interdisciplinary studies professionals increased 137 percent between September 2016 and March 2019 (i.e., from 20,525 to 48,557 job postings). Between September 2016 and March 2019, national employer demand for bachelor's-level interdisciplinary studies professionals increased 149 percent (i.e., from 193,572 to 482,594 job postings). Emsi Analyst™ projects the five most commonly sought occupations for bachelor's-level interdisciplinary studies professionals will all experience above-average regional and national growth in employment between 2018 and 2028. Two of four profiled college programs report growing enrollment in bachelor's-level interdisciplinary studies programs over the last five years."

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):

This is an area in which the proposed completion program offers much of its benefits. Many of the teachers working in Vermont's 17 Career and Technical Education settings currently do not have a path to a Bachelor's degree if that degree is needed or desired. This completion program greatly strengthens the instructional system by providing a purposeful path to that degree by connecting work done in previous academic and instructional settings with the licensure work completed at Vermont Tech, and in the completion of the Assessment of Prior Learning Program at the Community College of Vermont. There is no questioning the benefits of Career and Technical Education and it is incumbent on us here in the state to provide the students enrolled in those programs to have the best and brightest instructors in those classrooms and to provide those instructors with professional development opportunities to improve and hone their skills in their field.

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Part III: Program Description

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

Program Objectives: To provide an appropriate individually designed academic experience for those students whose interests in vocational aims are not satisfied by conventional discipline-based programs. To provide an appropriate academic program for those adults in the community who are limited in their advancement by their lack of a college degree but for whom a discipline-oriented major program is not the best answer.

Career Outcomes: Career advancement within six months of graduation.

Learning Outcomes for Students:
A baccalaureate graduate from Vermont Tech will be able to:
1. Effectively speak, write, and communicate with a team
2. Exhibit effective scientific and quantitative reasoning and problem-solving skills appropriate to their program field
3. Prove effective qualitative and algorithmic reasoning skills
4. Demonstrate an informed personal, civic, and social awareness
5. Exhibit an informed aesthetic and cultural awareness
6. Establish effective and ethical decision making skills
7. Find and critically consider information from a wide range of sources
8. Demonstrate essential skills and duties expected of professionals in their program field
9. Continuously acquire new concepts, skills, and technologies in their program field

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

The curriculum is separated into 40 credits of general education, 40 credits of technical/career emphasis, and 40 credits of electives.

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

Vermont Tech's Associate in Applied Science with a major in General Engineering Technology was the model given its flexibility in both curriculum and delivery that specifically serves working adults pursuing a degree part-time. The AAS in GET was also developed and is administered by Dr. Jeffrey Higgins, the faculty member with primary responsibility for developing the BS.IS degree.

Dr. Higgins also researched several Bachelor of Science with a major in Interdisciplinary Studies programs throughout the country, which had similar curriculum templates.

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

All of Vermont Tech's baccalaureate programs measure the effectiveness of achieving the required student learning outcomes within the courses required for the respective major. Even though the BS.IS degree will be individualized by student, the curriculum must have courses that assess the required student learning outcomes listed in section Part III, subsection 1, Learning Outcomes for Students.

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 are no specific licensure, certification, or accreditation standards specific to a major in Interdisciplinary Studies.

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

Course Name & Number	Credits	New or Existing?
No New Courses Are Necessary		

7. TOTAL CREDITS in proposed program: _____80____

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 40_____

9. TOTAL CREDITS for the degree: __120_____

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

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General Education (40 credits)

Depending on specific program requirements, each bachelor's degree student completes a minimum of the following general education requirements plus any other general education courses required to meet the 40 credit minimum:

- 3 credits of English (composition, writing, and research)
- 3 credits of information technology
- 3 credits of technical communication
- 6 credits of other general education courses
- 6 credits of mathematics
- 7 credits of natural or physical sciences
- 12 credits of arts/humanities and social sciences (3 credits minimum at the 3000 level)

Electives (40 credits)

- 15 credits minimum at the 3000-4000 level

Program Courses (40 credits)

- A combination of technical courses based on the degree emphasis is required. These courses must have the following characteristics:
- Lab or hands-on components when practicable; these experiences build troubleshooting and problem-solving skills as well as providing exposure to course topics;
- Integration of theoretical topics with practical skills;
- At least one multi-course sequence; the program shouldn't contain only introductory courses (typically, there are 1000-level courses followed by 2000-level courses which lead to more advanced issues; prerequisites are established and reinforced);
- 12 credits minimum at the 3000-4000 level;
- A capstone experience (typically a senior project course) which requires students to call upon the comprehensive skills/knowledge gained in the program.

Example,

EDU 2051 Teaching Methods I (3)

EDU 3051 Teaching Methods I (continued) (3)

EDU 2061 Teaching Methods II (3)

EDU 3061 Teaching Methods II (continued) (3)

EDU 2135 Instruction for Students with Special Needs (3)

PSY 2110 Educational Psychology (3)

EDU 2200 Assessment in the CTE Classroom (1)

EDU 3115 Issues & Trends in Technical Education (3)

EDU 4650 Education Capstone (1)

EDU 2802 Externship I (1)

EDUxxxx Credits for Teaching Experience (16)

TOTAL CREDITS   40

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Part IV: Budget Considerations

1. Expenditures for the proposed program:

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

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	**10 students for APL**	**10 students for APL**
	= $8,130	**= $8,130**
	10 student @VTC for a 3 credit course = $17,880	**10 student @VTC for a 3 credit course = $17,880**
Other Sources		
TOTAL REVENUES:	**$26,010**	**$26,010**

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Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time		
Part-Time	20	40
In-State		
Out-of-State		

2. Describe how you arrived at these projections:

Based on the number of CTTE current students and recent graduates who do not have a bachelor's degree.

3. Describe the marketing strategies for the new program.

Internal and embedded into the college's overall marketing plan.

4. Competition in Region:

Franklin Pierce University, Bachelor of Science in Integrated Studies, accessed April 2019
Paul Smith's College, Bachelor of Science/Bachelor of Arts in Integrative Studies, accessed April 2019
Plymouth State University, Bachelor of Science/Bachelor of Arts in Interdisciplinary Studies, accessed April 2019

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

There may be minimal cross-over of adults in existing bachelor's degree programs who have determined that they either cannot or do not need to complete the current discipline major for career advancement.

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

Similar to the potential impact on Vermont Tech existing programs, there may be minimal cross-over of adults in existing bachelor's degree programs who have determined that they either cannot or do not need to complete the current discipline major for career advancement.

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

We anticipate and extremely positive response from Vermont CTE centers and from the Vermont Agency of Education.

rev. 7/21/2016

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

	Vermont Tech BS in Interdisciplinary Studies
1. What are the regional market needs and initial enrollment projections for the program?	STRENGTH The graduates of Vermont Tech's Teacher Certification Program who do not have a Bachelor's degree. Projection: 10 part-time students in Year One. CTTE graduates 14-18 teacher candidates each year; 75% do not have a Bachelor's Degree. Passed graduates will enroll in the BS.IS as well.
2. How likely is the program to achieve enrollment of 25+ students within five years?	NOT LIKELY It is our goal to have part-time students with transfer credits enter and exit (graduate) rapidly. Students will access existing courses so small enrollment is not a problem.
3. Does the enrollment projection include any anticipated internal enrollment shifts and academic program restructuring at the institution?	STRENGTH No.
4. Is the program serving any unmet state or regional needs?	STRENGTH Yes. CTE teachers without Bachelor's degree cannot advance within their school.
5. Is the curriculum and delivery model in alignment with other programs in the VSCS to maximize enrollment and transfer opportunities for all types of students, including low-income dual enrollment/early college students and working adults?	STRENGTH Yes. CCV online courses will be utilized for 1000-2000 level general education and elective credits. NVU online will be utilized for 3000-4000 level general education and elective credits.
6. What are the likely enrollment competition risks within the system?	STRENGTH None. The students already have 25% of their credits from Vermont Tech so it will be more efficient (less time, less cost) for them to get their BS from Vermont Tech.

7. Is the program the best fit (mission, scope, capacity to deliver) within the system for the institution that is proposing it?	STRENGTH Yes, career focused professional and technical education. Students are engaged in technical fields seeking a BS.
8. What are the likely corollary benefits to the institution and system (e.g., new sources of external funding, enhanced external relations) of adopting the program?	STRENGTH Enhancing Vermont Tech's relationship with CTE centers and the Agency of Education.
9. What is the scope of institutional investment risk associated with launching the program?	STRENGTH Zero. No additional costs are needed for this degree program.
10. What is the scope of institutional commitment necessary to sustain the program?	STRENGTH Since there is no cost to deliver the program, the college will continue to provide this opportunity as long as we continue with the CTTE program and manufacturing apprenticeships that carry college credit (a secondary audience).

Bachelor of Science with a major in Interdisciplinary Studies

Curriculum for Graduates of Vermont Technical College's Career and Technical Teacher Education Vermont State Teacher Licensing Program

General Education (40 credits)

Depending on specific program requirements, each bachelor's degree student completes a minimum of the following general education requirements plus any other general education courses required to meet the 40 credit minimum:

- 3 credits of English (composition, writing, and research)

- 3 credits of information technology

- 3 credits of technical communication

- 6 credits of other general education courses

- 6 credits of mathematics

- 7 credits of natural or physical sciences

- 12 credits of arts/humanities and social sciences (3 credits minimum at the 3000 level)

Electives (40 credits)

- 15 credits minimum at the 3000-4000 level

Program Courses (40 credits)

Career and Technical Teacher Education Program Courses

- EDU 2051 Teaching Methods I (3)
- EDU 2802 Externship (1)
- EDU 2052 Teaching Methods II (3)
- EDU 2135 Instruction for Students with Special Needs (3)
- PSY 2110 Educational Psychology (3)
- EDU 2200 Assessment in the CTE Classroom (1)
- EDU 3051 Teaching Methods III (3)
- EDU 3061 Teaching Methods IV (3)
- EDU 3115 Issues & Trends in Technical Education (3)
- EDU 4650 Education Capstone (1)
- EDUxxxx Credits for Teaching Experience (12-16) through Assessment of Prior Learning
- EDU3xxx Education Elective (if necessary)

TOTAL CREDITS   40

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BS.IS Career and Technical Teacher Education Program Outcomes

Program Outcomes

A student with a Bachelor of Science in Interdisciplinary Studies with a program focus on Career and Technical Education will be able to:

PO.1: Use an understanding of learning theory and development theory (in areas such as cognitive, linguistic, social emotional or physical) to design appropriate learning experiences.

PO.2: Use an understanding of individual differences to design inclusive learning experiences.

PO. 3: Use an understanding of diverse cultures and communities to design inclusive learning experiences.

PO.4: Design learning environments that support individual learning marked by active engagement.

PO.5: Design learning environments that support collaborative learning marked by positive social engagement.

PO.6: Accurately communicate central concepts of the discipline they teach.

PO.7: Accurately address common misconceptions of the discipline they teach.

PO.8: Engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues).

PO.9: Integrate cross- disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.

PO.10: Implement multiple methods of assessment to monitor learning progress to inform and adjust instructional practice.

PO.11: Plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.

PO.12: Plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.

PO.13: Use a variety of instructional strategies to make the discipline accessible for diverse learners.

PO.14: Use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.

PO.15: Engage in ongoing professional learning.

PO.16: Practice their profession in a legal and ethical manner.

PO.17: Collaborate with learners, families, colleagues, other school professionals, and community members to ensure student learning.

PO.18: Advance the profession through advocacy, leadership, and/or action research.

2

Assessment of Program Outcomes:

Program Outcomes are assessed through the Vermont Licensure Portfolio.

Requirements for an initial Vermont teaching license are established by the Vermont Standards Board for Professional Educators (VSBPE). One requirement is the creation of a licensure portfolio. The portfolio provides evidence of professional competence as an educator. Evidence is collected throughout the coursework in the Career and Technical Teacher Education Program (CTTEP). The licensure portfolio is submitted to two readers for review. Both must approve the portfolio before the student will be recommended for a Vermont education license.

Assessment of Educated Person Outcomes:

Educated Person Outcomes	Assessment
1. Effectively speak, write, and communicate with a team	Within ENG2080 or equivalent
2. Exhibit effective scientific and quantitative reasoning and problem-solving skills appropriate to their program field	Within Science Courses
3. Prove effective qualitative and algorithmic reasoning skills	Within Mathematics Courses
4. Demonstrate an informed personal, civic, and social awareness	Within Social Science Course(s)
5. Exhibit an informed aesthetic and cultural awareness	Within Arts/Humanities Course(s)
6. Establish effective and ethical decision making skills	Vermont Licensure Portfolio
7. Find and critically consider information from a wide range of sources	Within ENG1061 or equivalent
8. Demonstrate essential skills and duties expected of professionals in their program field	Vermont Licensure Portfolio
9. Continuously acquire new concepts, skills, and technologies in their program field	Vermont Licensure Portfolio

3

Item 3:

NVU New Program Proposal:

BA in Professional Writing, Editing, and Publishing

VERMONT STATE COLLEGES

POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

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

2. Name of new program: **Professional Writing, Editing, and Publishing**

   a) Individual(s) with responsibility for program development: **Jensen Beach, Elizabeth Powell, Tyrone Shaw and Daniel Towner**

   b) Academic Department(s):**Department of Writing and Literature**

3. Proposed start date of program: **Fall 2020**

4. Title of degree to be conferred (if applicable):**Bachelor of Arts**

5. Brief description of proposed program (150 words or less):
Professional Writing, Editing and Publishing is an interdisciplinary major designed to prepare students for a wide variety of careers in the writing and publishing field. Students graduating with a degree in Professional Writing, Editing, and Publishing from NVU will do so with skills critical to the publishing profession: writing in many genres including grounding in journalism and literary nonfiction, graphic design, the art of literary editing, technical skills needed to format manuscripts for commercial presses and an understanding of the literary marketplace. Courses in the core of this program cross disciplinary lines, incorporating the tangible benefits of both liberal arts and career training. For all students in the program, a capstone course will develop a book from initial manuscript submission and acceptance through to the editing and design phases, culminating with actual publication and distribution through a new imprint, Northern Vermont University Press.

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:

NVU's mission states, "Northern Vermont University (NVU) fosters the intellectual, creative, and personal growth of every student in a community committed to diversity and inclusion. We provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global citizens." This new program, while grounded in mastery of the written word, focuses on developing employment skills and knowledge needed to flourish in an ever-expanding and changing marketplace requiring the intellectual dexterity inherent in a liberal arts education. One of four priorities assumed by the school heads for this year as a result of NVU's academic restructuring is the generation of three new academic degree programs. Professional Writing, Editing, and Publishing is one of them.

Overall, this is a program that answers a key question for parents and students alike: how will this degree program provide durable employment opportunities for its graduates? Given that our students will experience numerous career shifts in their working lifetime (a dozen according to College Board. org), this program prepares them to flourish in a rapidly changing landscape.

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)

According to the BBC: "LinkedIn's research on the most sought-after job skills by employers for 2019 found that the three most-wanted "soft skills" were creativity, persuasion and collaboration." This is precisely what we will teach in this major. There are creative writing workshops, which by nature are highly collaborative as well as analytical; editing courses (persuasion), and multiple publishing courses that are also highly collaborative.

We are proposing discontinuing the freestanding B.A. Journalism major while leaving most of that program's offerings intact under the larger umbrella of this new program. A holistic look at the types of jobs available within the publishing industry suggests that a program equipping students with the skills to meet a wider variety of job demands and opportunities within that industry will serve them better than the more narrowly focused B.A. in Journalism.

While career pathways in journalism are well established, those opportunities have both changed and diminished because of disruptive technologies, shifting economic models of media ownership, and audience preference. According to surveys conducted yearly by the Grady School of Journalism at the University of Georgia, undergraduate B.A. Journalism programs across the country continue to show declining enrollments (NVU is no exception), reflecting in part the loss of conventional journalism jobs. (See Appendix A) While those surveys offer data only to 2014, that trend has accelerated. A 2017 Texas Tech survey of undergraduate journalism programs nationwide showed that enrollment declined by more than 16% between 2013 and 2015. A number of other studies, including one by *Journalism and Mass Communication Educator* (See Appendix B) echo these findings. Not coincidentally, according to the Pew Research Center, newsroom jobs declined by 25% between 2013 and 2018. (See Appendix D)

In a personal communication with Tyrone Shaw (9/24/19), Dr. Tudor Vlad, director of the Cox Center for International Training at the Grady School of Journalism, noted the following: "The decline in the number of students enrolled in print journalism (news/editorial) especially after the global crisis – reflecting the turmoil in the industry - has been compensated for by the increase in the number of students with a public relations or advertising specialization (mostly women). It is fair to say that, if journalism and mass communication programs had not embraced the public relations and advertising specializations, many of the schools would have been closed by now." (See Appendix C)

The data show, in other words, that freestanding B.A. journalism degree programs continue to face mounting enrollment pressures, reflecting commensurate pressures within the newsroom.

On the other hand, according to the US Bureau of Labor Statistics, employment opportunities throughout the publishing industry in general remain robust. For example, overall employment throughout the industry stood at 743,400 (estimated) in August, an increase from the May figures of 730,000. Breaking down these figures somewhat, the following picture emerges for 2018:

    Advertising sales agents: 32,170 positions with a median income of $52,630.
    Editors: 46,680 positions with a median income of $65,890
    Graphic Designers: 16,900 positions with a median income of $50,350.
    Reporters: 19,500 positions with a median income of $46,470
    (See Appendix E)

Professional Writing, Editing, and Publishing is a response to these changing dynamics, as well as emerging opportunities in the publishing field. Certainly, journalism jobs will continue to be available, but given the realities of the marketplace, a more diverse major will most certainly serve our students better.

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):

First, while Champlain College offers an extensive program in professional writing, NVU would be the only program of its kind in the VSCS specializing in literary publishing, including all genres of journalism and the broad spectrum of functions within the publishing marketplace. From design and writing (journalism, creative writing, editing, and graphic design skills) to the more technical professional skills such In Design, HTML, Photoshop, CSS, this program offers many opportunities for our students in both print and digital publishing. It also presents opportunities for rich collaboration with our sister campus's offerings in both graphic design and strategic communications.

While this new program is definitely career oriented, it nevertheless is firmly based in the liberal arts and therefore supports the COPLAC designation of NVU-Johnson, the only institution within the system to have that status.

Clearly, a program providing well-paying and important employment opportunities to residents of Vermont is a plus for the state as a whole with a number of these opportunities applicable to publishers within Vermont, not to mention employment needs within state government. While a B.S. in Digital Communications is offered at NVU-Lyndon, and Castleton offers a B.S. in Communications and Media, this proposal is the only one geared primarily towards literary publishing, including but not limited to content generation and acquisition. Certainly, the skills to be learned in this program can be applied to strategic communications, but the emphasis is elsewhere.

Finally, this will be the only degree program within the system to host a university imprint, Northern Vermont University Press. It will join its sister publishing entities – *Basement Medicine*, *Pamplemouse*, and *Green Mountains Review* – in maintaining and expanding the university's public presence and that of the Department of Writing and Literature.

Part III: Program Description

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

This program will prepare students for a wide range of career options within the publishing industry from writing to editing to management and editorial positions in literary agencies and publishing houses. Specific objectives include but are not limited to the following:

Students will demonstrate proficiency in editorial tasks such as copy-editing, line-editing, proofreading, submission management, HTML and CSS coding, social media marketing, distribution channels, and other publishing software and tools.

Students will demonstrate proficiency in editing fiction, poetry, and non-fiction for clarity, style, and publication.

Students will demonstrate proficiency in journalism, its ethics, history, and best practices in both print and web.

Students will demonstrate proficiency in the production of fiction, poetry, narrative nonfiction for publication.

Students will demonstrate competence in layout and design as they pertain to news publications, magazines, and books.

Students will develop stylistic versatility, being able to adapt voice to a variety of professional audiences and platforms.

Students will demonstrate proficiency in collaboration under varied situations.

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

Professional Writing, Editing, and Publishing leverages the skills inherent in a liberal arts education with the more technical foci of career training. Most if not all of the courses within the program feature elements of both: for example all of the publishing classes involve both the "softer" skills of critical thinking, creative problem solving, persuasion, and effective collaboration with the technical skills needed for layout and design that require some degree of mastery with industry-current software. Other courses focus on literary aesthetics (the three workshops and Form Theory of nonfiction, Practical Grammar, and The Art of Editing) or principles of design and their successful execution (Graphic Design.)   It is designed to equip students with both the inherent "soft" liberal arts skills with the technical

knowledge essential to some of the jobs in the publishing field.   Important too is the complementary synergy linked to the general education curriculum, which includes a number of the courses within this program.

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

Much of this program's evolution stemmed initially from the already-created Professional Writing, Editing, and Publishing minor. Beyond that, we looked at programs from Concordia University, University of North Carolina, University of New Orleans, University of Central Florida, Purdue University, SUNY Plattsburgh, SUNY Cortland, and Columbia College Chicago.

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

Assessment will be conducted on multiple levels. On a macro level, Value Rubrics developed by the Association of American Colleges and Universities (AACU), will be deployed to evaluate the effectiveness of the learning outcomes of the program as a whole, while on a micro level, individual courses will be assessed using similar rubrics over a period of several years to assess student work in conjunction with both course and program goals: authentic artifacts will include journalistic work, stories, poems, final portfolios, tri-level evaluations of internships, and overall competence as demonstrated through the four publishing practica: *Basement Medicine*, *Pamplemouse, Green Mountains Review*, and The Book Project. (See Appendix)

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.

Through regular assessment not only of the individual courses that comprise this major, but also rigorous review of the program itself – student learning outcomes, its capstone, etc. – we will ensure that the program aligns with current standards. The faculty in this program are all working writers with extensive knowledge of the publishing industry in a number of different areas. And as we have several publications here on campus, each of which is seamlessly integrated into the program, we can be sure that current standards are met.

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

ENG 2051: Introduction to Journalism: This course focuses on the process, forms and functions of contemporary journalism with an emphasis on the fundamentals of news writing for print and web. .Students learn to conduct basic journalistic research, best practices for interviewing, and to approach all of their work ethically.	3	existing
ENG 2101: Creative Writing: Students analyze and practice the techniques of poetry and prose fiction. In poetry, students work with imagery, metaphor, tone and diction, and experiment with traditional and contemporary verse forms. In prose fiction, students work with plot, setting, point of view and characterization. (Taken from catalog)	3	existing
ENG 2052: News Publishing: Students in this course produce a bi-weekly Newspaper, Basement Medicine. Students will learn best practices for news gathering and reporting as well as the fundamentals of newspaper layout and design. _____ Eng 3020: Advanced News Publishing:Students in this course assume editorial positions on the Basement Medicine staff, continuing to refine their writing, editing, and layout skills.	3 3	existing existing
ENG 3435: Practical Grammar. Goals: to enhance readers' appreciation of elegance of expression in literature; to expand available rhetorical choices for writers; to increase the precision and efficiency of students' own written expression; and to help prospective teachers of English respond to student writing with thorough, accurate, and helpful instruction.	3	existing
ENG 3022: Feature Writing Workshop: Students in this course study a variety of journalistic genres beyond straight news reporting. In this workshop, students will present profiles of people and places, entertainment reviews, news analyses, travel pieces, as well as editorial commentary, with peer critiques during most classes. Students must revise their submissions based on peer feedback.	3	existing

ENG: Magazine Publishing (Pamplemouse) This course teaches students about literary magazine publishing, both online and in print. In this experiential class, students produce a high end literary journal that features writers from across the country in fiction, nonfiction, and poetry. In addition, students learn about the history and art of literary magazines throughout the 19th, 20th and 21st centuries. Students learn interviewing skills, presentation skills, client skills, copyediting and line editing, and the writing of book reviews.	3	existing
ENG: Advanced Magazine Publishing (Green Mountains Review) This course continues to teach students the basic principles and fundamentals of literary magazine editing and production. This includes the fundamentals of editorial selection, the processing and managing of submissions, editorial discussions of submitted material and visiting writers' books, editorial correspondence (rejections and acceptances), ordering of the final manuscript, and preparation of the electronic manuscript. We will also be focusing on copyediting, basic HTML, CMS maintenance, Wordpress, and editorial/marketing workflows in the world of small press publishing. This will include but not be limited to press releases, submission maintenance, *GMROnline* maintenance, copyediting, web design, literary community membership, and social media.	3	existing
ART 2XXX: Graphic Design* This course provides a broad overview of the principles and practice of graphic design, including a comprehensive look at typography and its evolution over the centuries. Students will be introduced to the most influential designers past and present and gain understanding about the demands and rewards of graphic design within the publishing professions. Students will also acquire a basic knowledge of software currently the industry standard, including Adobe Illustrator.	3	New
ENG:4XXX The Art of Editing Goals: This course builds on the skills developed in Practical Grammar by providing practice in line-editing to enhance readability, efficiency, and style. It facilitates commerce between writer and reader and enables the student to understand, and help writers deliver, the mysterious quality of *voice*. As such, it provides practice documents for students to examine and analyze for appropriate audience connection. Activities will include practice passages for editing, short writing assignments that the whole class will discuss, textbook readings, and preliminary shaping of a submitted manuscript.	3	New

ENG 3120/30/40: Poetry, Fiction or Nonfiction workshop. Student work serves as the basis and focus of this advanced writing workshop. Intensive and extensive writing is expected, and revisions of all drafts are required. Students also study the works and theory of contemporary writers to discover how their own work fits into the contemporary literary tradition.	3	Existing
ENG 4030: Form and Theory of Nonfiction: This seminar explores the major genres of literary nonfiction, including the classical and contemporary essay, memoir, and literary journalism. The focus will be on the history, art and craft of this important part of our literary landscape.	3	Existing
ENG3XXX: Writing in the Professions: This intensive course provides a comprehensive overview of style and rhetoric geared specifically to writing about and for the arts, science, and business. Students will also learn the salient points of grant writing and other formal proposals, crafting effective memos, and writing for public relations.	3	New
ENG 4020: Internship: In this intensive, hands-on, experiential class, students work with local businesses, non-profits, and media outlets using the skills they have acquired in the professional writing program. Students can choose from a variety of organizations including Stowe Reporter; News and Citizen, Saint Albans Messenger, Vermont Woman, VT Digger, Green Writers' Press, Vermont Studio Center, Chelsea Green Publishing, Vermont Electric Co-Op, Union Bank, Clarina Howard Nichols Center.	3	Existing
ENG 4XXX: The Book Project: This highly collaborative capstone course produces a book ready for commercial release through Northern Vermont University Press by semester's end. Work on the accepted manuscript will begin the previous semester as part of the Art of Editing class. The final editing, proofreading, promotion and distribution strategy, design of the book and formatting for the commercial press will occupy much of the semester's time. The book will be produced in partnership with Ingram's distribution and production branches.	3	New

TOTAL CREDITS in proposed program: ____45_____

7. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: __40-42_____

8. TOTAL CREDITS for the degree: _120_____

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

Semester 1: Creative Writing and Intro to Journalism
Semester 2: Magazine Publishing (Pamplemouse) and News Publishing
Semester 3: Graphic Design* and Advanced News Publishing
Semester 4: Advanced Magazine Publishing (GMR) and an upper-level creative writing workshop
Semester 5: Practical Grammar and Feature Writing
Semester 6: Form and Theory of Nonfiction and Writing in the Professions*
Semester 7: Art of Editing*/Internship
Semester 8: The Book Project*
 * New course

NOTE: Representative 4-year graduation plan is attached in appendices.
A list of recommended electives includes but is not limited to the following courses, many of which also are part of the General Education Program:
Introduction to Digital Media
Advanced Digital Media
Web Design
Media Ethics
Form and Theory of Poetry
Form and Theory of Fiction
Literature Survey Courses
Principles of Marketing

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty **No new faculty until year 2**	**$0**	**$5K**
Admin/Other Staff **N/A**	**$0**	**$0**
Facilities/Equipment **Two additional computers with appropriate software: e.g. InDesign, Illustrator, Photoshop for starters**	**$4K**	**$0**
Library/Other Materials **N/A**	**$0**	**$0**

Other Costs (e.g. accreditation/licensure expenses) **N/A/**	**$0**	**$0**
TOTAL COSTS:	**$4K**	**$5k**

2. Revenue/sources to meet new expenditures

	Year One	**Year Two**
Tuition	**$65K**	**$156K**
Reallocation	**$0**	**$0**
Other Sources	**$0**	**$0**

TOTAL REVENUES:	**$65K**	**$156K**

Part V: Enrollment, Marketing and Public Relations Considerations

    a. Projected enrollment for new program:

	Year One	**Three Years Out**
Full-Time	5	20
Part-Time		
In-State	3	15
Out-of-State	2	5

2. Describe how you arrived at these projections:

Projections are based on multiple elements. Partly they reflect existing enrollment trends in both the BA in Communications and Community Journalism and its successor program, the B.A. Journalism program at NVU over the past decade. (The current program would be absorbed by Professional Writing, Editing, and Publishing). Data from the Cox Center for International Training and conversations with admissions have confirmed the trend of declining interest in stand-alone journalism programs while acknowledging building interest in professional writing programs that go beyond strict journalism offerings. These projections are also based on the apparent health of other professional writing programs that while by no means identical to this one, are indicative of a positive recruitment climate. That said, we have been deliberately conservative in our estimations, beginning with year one.

3. Describe the marketing strategies for the new program.

In keeping with the revised NVU marketing strategies, this program will be marketed aggressively via multiple media outlets including Vermont and regional media, print, digital, and broadcast as well as via social media on multiple platforms. In addition the new program will be featured on the NVU website and in literature developed by admissions and marketing. Obviously, the program will be featured in the extensive visits by the NVU admissions team during its travels.

4. Competition:
   a. In state and region
   b. Web-based

We expect little competition, as noted elsewhere in this application, either in Vermont, regionally, or online. To begin with, Professional Writing, Editing, and Publishing is distinct from other professional writing programs, which mostly focus on public relations. Given this program's solid foundation in journalism, literature, creative writing, and the nuts-and-bolts of literary publishing, it offers a distinctly different approach to professional writing curricula, one we believe is justified by opportunities in the marketplace and reflects NVU's commitment to the liberal arts.

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

The design of this program draws heavily from existing courses in the Creative Writing, English, and Journalism degree programs. We believe the new program will therefore enhance enrollment in many of the Department of Writing and Literature's offerings.

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

We do not expect this program to compromise enrollment in existing programs at our sister institutions, particularly given the distinct focus of Professional Writing, Editing, and Publishing. This program will complement existing programs, not compete with them.

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

The new program will enhance our visibility and viability externally. *Green Mountains Review*, for example, is already an acclaimed national literary publication, and its enhanced position within the new major will further contribute to greater visibility locally and beyond. The journalism program, graduates of which are well represented in Vermont's media (Stowe Reporter, News and Citizen, VT Digger, St. Albans Messenger) will continue mostly intact under this larger umbrella. The new degree program will expand external internship opportunities, and the resumption of our state-wide essay contest for high-school students as part of the Professional Writing, Editing, and Publishing program would afford greater recognition regionally. Within the NVU community the program could well provide added opportunities for students on our sister campus enrolled in other programs.

rev. 7/21/2016

POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING NVU-JOHNSON

APPENDIX A

https://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment_2012/Enrollment_2012_Page.php

2012 Enrollment Report: Enrollments Decline for Second Year in a Row

By

Lee B. Becker, Tudor Vlad and Holly Simpson

Abstract

Enrollments in journalism and mass communication programs in the United States have declined over the last two years, reversing a pattern of growth that has sustained the field for twenty years. It is a decline at a time of continued growth in enrollments at universities generally. It is a decline at a time when enrollments have been growing in the instructional field of communication of which journalism and mass communication education is a part. The data indicate the decline, based on degrees granted, which is a reflection of enrollments. Communication has been growing consistently, but the journalism and mass communication subfield has been flat and is now declining as the 2012 Annual Survey of Journalism and Mass Communication Enrollments demonstrates.

Because of restrictions included in the Copyright Agreement with Sage Publications, we cannot post here the published version of the report. This is the version submitted to Sage for publication in *Journalism & Mass Communication Educator, 68 (4): 305-334 (2013)*. The agreement allows us to distribute this version. Click here for PDF file.

Click here to go to Sage Publication site for published version of the 2012 Enrollment Report.

For the entire survey cited here, go to
https://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment_2012/Enroll12Merged.pdf

POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING NVU-JOHNSON

APPENDIX B

http://journalismresearchnews.org/article-enrollments-journalism-programs-declining/

ARTICLE: Enrollments in journalism programs are declining

Published: 13 Apr 2017
By: JRN

Enrollments in the undergraduate and master's level journalism programs are declining, write **Melissa R. Gotlieb**, **Bryan McLaughlin** and **R. Glenn Cummins**, all of Texas Tech University. This trend has continued for a few years now. The authors analyse data from the 2015 Survey of Journalism and Mass Communication Enrollments and the Annual Survey in 2013.

The results show that traditional journalism degrees don't seem particularly marketable. The authors encourage journalism and mass communication programs to demonstrate the value and applicability of a journalism degree, as well as provide evidence of career opportunities.

Even though enrollments in journalism have decreased, other communication subjects, such as public relations, have seen some growth after 2013. Also online degree programs and online course offerings seem to offer possibilities to growth among journalism and mass communication programs.

The article "2015 Survey of Journalism and Mass Communication Enrollments: Challenges and Opportunities for a Changing and Diversifying Field" was published by *Journalism & Mass Communication Educator*. It is available online (abstract free).

**POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING
NVU-JOHNSON**

APPENDIX C

Personal Communication from Tudor Vlad, Sept. 24, 2019

From: Tudor Vlad <tvlad@uga.edu>
Sent: Tuesday, September 24, 2019 9:28 AM
To: Shaw, Tyrone A. <tyrone.shaw@northernvermont.edu>
Subject: RE: stats on undergrad journalism programs

This message is from an external sender. Please be careful when clicking on links and attachments.
Dear Tyrone,

I apologize for the delayed answer. We had our granddaughter here and I took a day off. The enrollment data are available
at: https://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment.php
The problem is that the last year when we conducted the survey was 2014 (data for 2013). What the data have shown consistently (and I have no reason to think that things have changed since) is that the number of students enrolled in journalism and mass communication programs have not changed significantly across time. The decline in the number of students enrolled in print journalism (news/editorial) especially after the global crisis – reflecting the turmoil in the industry - has been compensated by the increase in the number of students with a public relations or advertising specialization (mostly women). It is fair to say that, if journalism and mass communication programs had not embraced the public relations and advertising specializations, many of the schools would have been closed by now.

I hope this helps a little.

Cu drag,

Tudor

Dr. Tudor Vlad
Director
James M. Cox Jr. Center for International
Mass Communication Training and Research
Grady College of Journalism and Mass Communication
University of Georgia
Tel: 706-542-5023
fax: 706-542-5036
Email: tvlad@uga.edu
www.grady.uga.edu/coxcenter

POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING NVU-JOHNSON

A P P E N D I X   D

https://www.pewresearch.org/fact-tank/2019/07/09/u-s-newsroom-employment-has-dropped-by-a-quarter-since-2008/

JULY 9, 2019

U.S. newsroom employment has dropped by a quarter since 2008, with greatest decline at newspapers

BY ELIZABETH GRIECO

Newsroom employment in the United States declined 25% between 2008 and 2018

Number of U.S. newsroom employees in news industries, in thousands
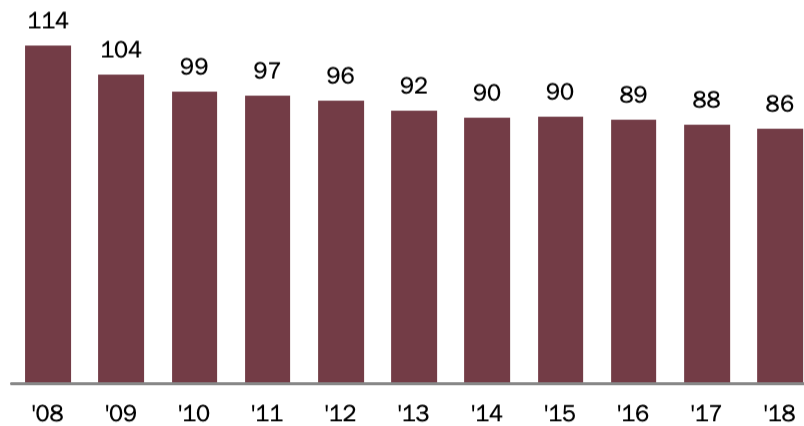
Note: The OES survey is designed to produce estimates by combining data collected over a three-year period. Newsroom employees include news analysts, reporters and correspondents; editors; photographers; and television, video and motion picture camera operators and editors. News industries include newspaper publishers; radio broadcasting; television broadcasting; cable and other subscription programming; and other information services, the best match for digital-native news publishers.
Source: Pew Research Center analysis of Bureau of Labor Statistics Occupational Employment Statistics data.

PEW RESEARCH CENTER

POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING NVU-JOHNSON

APPENDIX E
https://www.bls.gov/iag/tgs/iag511.htm

Media and Communication Occupations

Employment of media and communication occupations is projected to grow 4 percent from 2018 to 2028, about as fast as the average for all occupations, which will result in about 27,600 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

The median annual wage for media and communication occupations was $57,530 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

Media and communication equipment workers had a median annual wage of $46,270 in May 2018, higher than the median annual wage for all occupations in the economy.

Employment by Occupation

Data series	Employment, 2018
Advertising sales agents	32,170
Editors	46,680
Graphic designers	16,990
Reporters and correspondents	19,530

(Source: Occupational Employment Statistics)

Earnings by Occupation

Data series	Wages, 2018			
	Hourly		Annual	
	Median	Mean	Median	Mean
Advertising sales agents	$20.81	$25.30	$43,290	$52,630
Editors	$26.66	$31.68	$55,450	$65,890
Graphic designers	$21.77	$24.21	$45,290	$50,350
Reporters and correspondents	$17.24	$22.38	$35,860	$46,550

(Source: Occupational Employment Statistics)

POLICY 102
RUBRIC FOR CHANCELLOR and COP EARLY NOTIFICATION REVIEW OF NEW PROGRAMS
Northern Vermont University
Professional Writing, Editing, and Publishing

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

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

Item 4:

NVU New Program Proposal: BA in Collaborative Performance Studies: Theatre, Music, Dance and Immersive Design

VERMONT STATE COLLEGES

POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Northern Vermont University

2. Name of new program:
COLLABORATIVE PERFORMANCE STUDIES: THEATRE, MUSIC, DANCE, AND IMMERSIVE DESIGN

    a)   Individual(s) with responsibility for program development:
    Isaac Eddy, *Assistant Professor*, Theatre and Drama, NVU-Johnson
    Justin Rito, *Assistant Professor*, Music, NVU-Johnson

    b)   Academic Department(s): Performing Arts

3. Proposed start date of program: Spring 2020

4. Title of degree to be conferred (if applicable): Bachelor of Art in Performance Studies
(with a specified concentration: Music, Dance, Theatre, and Immersive Design)

5. Brief description of proposed program (150 words or less):
 A first of its kind in the country at the undergraduate level, *COLLABORATIVE PERFORMANCE STUDIES* is a program that focuses on interdisciplinary, student-led collaboration to create and show new performance experiences. Student designers, musicians, dancers, theater makers, and actors work together with faculty advisors to engage in the creation of entirely new approaches to the generative arts and the creation of new works as well as reinterpretations of the classics. These pieces are performed each year and then archived for future performances with each student and faculty member involved listed as an author. Students of **music**, **theatre**, **dance**, and **immersive design** study and create work together within our core course offerings and then delve deeper into their specific concentration. Here they learn history, criticism, analysis, and production of classical and contemporary works; and professional preparation for each field. This bachelor's degree culminates in a thesis project that is an original solo or collaborative performance piece shown on campus or at a professional venue.

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:

There are two core reasons why we are proposing this program. To serve our performing arts students best we are focusing on the primary skill that we believe is the most valuable for jobs within and outside of the performing arts: collaboration. The ability to articulate your own thoughts and listen to others while creating new work is reported as being at the top of higherable skills in the evolving job market. Joseph Stanhope Cialdella in a recent article in *Inside Higher Ed* lists these four specific skills as being the most important: 1) communicating with multiple audiences/stakeholders, 2) project management, 3) actively listening to hear, absorb and incorporate the ideas of colleagues, and 4) compromising to reach shared outcomes[1]. Creating and producing shows naturally engage students in all four of these and this new program will focus on them even more.

The second reason is that this new program, which would utilize every single full time Performing Arts professor and others from other departments, is that we believe it is the best way to shore up our resources and attract new students. By funnelling musicians, dancers, theater makers, and designers into one major we will naturally benefit from cross-discipline collaboration and innovation. We also are able to efficiently add two new majors (through the form of concentrations) that we have not had before: Dance and Design. The design concentration is based on theatrical design but we are exploring all multimedia and interactive elements as well and calling it Immersive Design. This could attract students interested in video game designer, physical computing, and the creation of immersive experiences in theater, advertising, and film. These are areas of design that core elements of User Experience (UX) Design that is in very high demand in the job market right now[2]. Because of this and because of the focus on creating new works each year we plan on attracting an entirely new set of students. With our department's resources focused in this manner, we believe we will better serve our students interested in more traditional approaches to theater and music as well.

Innovative Education

A key component of the NVU mission is to provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global

[1] Stanphone, Joseph. *Collaboration as Career Value, Inside Higher Ed.* accessed Sept 1, 2019 https://www.insidehighered.com/advice/2019/08/26/knowing-and-articulating-how-you-collaborate-others-can-be-asset-job-market

[2] Lee, Sophia. *The Parallels Between Designing Immersive Theatre and User Experience, Medium.* Accessed Sept 1, 2019 https://medium.com/@sophiapglee/the-parallels-between-designing-immersive-theatre-and-user-experience-543f32e07b5d

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citizens. Our core courses in this new program focuses primarily on this mission. Students will learn introductory skills in design, performance, and collaboration and then master these skills by creating new works together as an ensemble. The biggest question when creating these new pieces is, "What is the story we want to tell? How is the best way to tell it?" By giving each student a proverbial and literal stage to express their own narrative it naturally places them at the forefront of global citizenship. This program also provides the opportunity for collaboration between departments and new innovative ways to teach courses. There are a few courses that could be team taught, with sections presented by different professors from different fields. The student-led project model that is at the center of this program provides an opportunity for professors to work as collaborators with our students rather than the antiquated one-way instructive model. These professors and teaching artists can be housed on both campuses and multiple departments while they advise students in project development. This will encourage new forms of teaching innovation that will fostered by our unification and our university's new school system.

Community Leadership

While there are many programs on the graduate level that focus on multidisciplinary collaboration to create new performance works (we will be referencing them later), this program will be the first of it's kind on the undergraduate level. The fact that we are given the opportunity to create this at NVU is exciting and newsworthy. There is a high potential for growth in terms of the different departments in the humanities and the sciences we collaborate with and incorporate into the program; as well as building a BFA and an MFA degree, artist residencies built to incorporate students, and a devoted "maker space" on campus. We are facing a time where students who attend predominantly low income and rural liberal arts schools do not want to major in the performing arts because there is no guaranteed job after graduation. We are reshaping our department with the program to meet the demands of the contemporary NVU student artist: a training in the collaborative skills for our creative world within and outside of the performing arts.

Transformative Student Experience

Students exposed to the performing arts is transformative in and of itself. The existence of a chorale, concert band and other music ensembles, dance groups, and the presentations of licensed dramatic and musical theater is crucial for any liberal arts campus. But with the CCP program we are adding another element: student-created work that incorporates movement, sound and music, text and staging, and immersive multimedia design to tell new stories in new ways. This will bring high-impact learning to a new level in our department and could be transformative for the whole NVU and surrounding community as well.

A Vibrant, Thriving Campus

We believe that this program will retain the types of students already enrolling in our performing arts programs as well as attract many more. As stated above, we will be adding design and dance majors with this program that haven't existed yet. Professors Rito and Eddy have both

found that some of the most exciting presentations on campus have been with our improvisational ensembles: *Con Temp* our contemporary music ensemble, and the improv comedy ensemble built out of the *Improvisation for Actors* course. There is an ownership and pride that exist in these ensembles that is a special ingredient for campus vibrancy. The same goes for the dance club which is one of the largest clubs on campus and hosts *Danceland*, the most sold out night in Dibden each semester. We are leaning into this concept of student ownership with this new program and we believe the effect on campus will be palpable.

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):

CCP will be an on-campus program to begin with but we are interested in building a hybrid/low-residency version after the launch. This would be so that we could attract working artists, more students from out of state, and also integrate more of NVU-Lyndon's resources into the program. The believe that the needs for this program are both local and state as well as national.

In Larry Livingston's paper, *Teaching Creativity in the Classroom*, he states:
> College students live in this world of access, in an ever-expanding sea of material. Networking second-by-second is central to their zeitgeist. The result is far more than social. Interaction and collaboration are now important in most workplaces, and are expected to be even more important in the future. Higher education needs to use its natural resources in ways that develop content knowledge and skills in a culture infused at new levels by investigation, cooperation, connection, integration, and synthesis. Creativity is necessary to accomplish this goal.[3]

We have built the IPS program to focus on collaboration and creativity: to better prepare our students for jobs within the performing arts and for jobs in all other fields as well.

Although the program itself is new, we are basing it on many successful courses, programs, and degrees both graduate and undergraduate from around the country.

DEVISED THEATRE AND OTHER COLLABORATIVE MODELS
Whitman College, a liberal arts institution in Washington state, has a popular *Devised Theater* course. Devised Theatre is the term for acting ensembles creating new works based on research, improvisation, and text exploration. It became a mainstream theatre model thanks in part to the popularity of the play *The Laramie Project* by the Tectonic Theatre company that was

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[3] Livingston, Larry. *Teaching Creativity in the Classroom,* Accessed Sept 1, 2019
https://www.tandfonline.com/doi/abs/10.1080/10632910903455884?journalCode=vaep20

released in the year 2000. The multitude of collaborative strategies discovered in devised theatre is the basis for the IPS program except we are adding musicians, dancers, and designers to the creative table as well. Professor Jessica Cerullo who created the Devised Theatre course at Whitman College explains why this model is so important for a liberal arts education:

> "It's being able to embody [the student's] education. They have to stand up on the stage in the light and say, or sing, or represent, and they have to do it in real time witnessed by other people. There's a wonderful thing that's learned by writing a paper or even writing some of the script but to actually *live* it in front of people takes a certain commitment, vulnerability, and willingness, that makes learning happen *fast*."[4]

Bucknell College has a series of *Extreme Creativity* courses that are built from a model that author Toni Morrison created for Princeton University. These are multi-disciplinary generative arts courses that have musicians, writers, and theater makers creating work together. We are taking elements of this model to create not just a series but an entire program that will be the flagship for Dibden Center for the Arts.

The highly successful experimental theatre ensemble, Pig Iron, has teamed with the University of the Arts in Philadelphia to create an MFA in devised theatre.[5] The accreditation and admissions is through the university but all the classes, rehearsals, and performances are within the Pig Iron studio space.

Columbia University has an MFA in European Devised Performance Practice. [6]

NYU TISCH offers a BFA in "Collaborative Arts" which is described as:

> A course of study designed for a diverse group of motivated, versatile, curious, and enterprising undergraduate students. Students in the Collaborative Arts BFA are required to practice and learn a variety of artistic disciplines as they explore the process of working together in groups. These students are seeking a curriculum and learning environment that has collaboration as its cornerstone and urges them to integrate the arts in their study and practice. Collaborative Arts students are trained to be creative and critical thinkers as well as innovative producers. The Collaborative Arts BFA appeals to students who are passionate about working in the arts across disciplines and are socially-conscious researcher/collaborators and entrepreneurial producers. [7]

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[4] Cerullo, Jessica. Accessed Sept 1, 2019 https://www.whitman.edu/newsroom/devised-theatre

[5] https://pigironschool.org/mfa-certificate

[6] https://pigironschool.org/mfa-certificate

[7] https://tisch.nyu.edu/collaborative-arts/about-collaborative-arts0

IMMERSIVE DESIGN, UX DESIGN, AND IMMERSIVE THEATRE COURSES AND PROGRAMS

Kendall College of Art and Design has a "Collaborative Design" BFA degree that trains what they call "Specialized Generalists." Their focus on *process*, and *communication*, are models we are pulling from. They also have a very strong website describing the program clearly from the faculty and student point of view.[8]

Lehman College offers an interdisciplinary BFA in Multimedia Performing Arts where students take acting and dance courses as well as multimedia production courses.[9]

Chatham University has a BA in Immersive Media. The facilities they have and the resources they offer to their students to create and build immersive digital environments is what I hope our program can grow into.[10]

The New School offers an undergrad minor in Immersive Storytelling:

> Students are exposed to various thought processes, design strategies, and production pipelines such as narrative design, systems and new technologies of interaction, and digital asset creation and implementation. Many of the skills used in film, video, game, 3D modeling, and computer animation production can be adopted for this new ground. Students learn to apply their knowledge to a variety of hybrid practices at the intersection of traditional, computer-based, and commercial and noncommercial design and art practices.[11]

PHYSICAL COMPUTING AND "MAKER SPACE" MODELS

Champlain College this semester has teamed up with the Generator makerspace in Burlington. Students at Champlain will be able to use the hi-tech tools at Generator to design and build host and present events in their Flex Space as well. We believe that this type of innovative partnering between a non-profit/professional organization and an educational institution is the future for successful programs in the arts. Although we do not have a full blown maker space in the works for this original stage of this new program, we hope that one grows organically as enrollment and funding opportunities develop. We see a future where there is a dedicated space on campus (Dibden, perhaps) for physical computing and multimedia UX design for performance that is a true interdisciplinary mix of the departments of math, science, psychology, visual art, and performing arts.[12]

[8] https://kcad.ferris.edu/programs/undergraduate/collaborative-design/

[9] http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Departments-and-Programs/Music-Multimedia-Theatre-and-Dance/Multimedia-Performing-Arts-B-F-A-60-Credit-Major

[10] https://www.chatham.edu/academics/programs/undergraduate/immersive/

[11] https://www.newschool.edu/undergrad-minors/immersive-storytelling/

[12] https://www.champlain.edu/centers-of-experience/makerlab

Another example of this innovative type of school system is NYU Shanghai's Interactive Media Arts program. NVU Johnson Media Arts professor, Sean Clute, taught there for a year on sabbatical. He has shown us what a powerful model fluid team-taught curriculum can be in the arts. The pieces that his students were creating were daring and groundbreaking.[13]

DIRECTION CHANGES IN UNDERGRADUATE MUSIC AND THEATRE CURRICULA
In 2014, the College Music Society issued a position paper strongly encouraging American Schools of Music to embrace a progressive new direction that largely eschews the traditional conservatory model and instead embraces what it calls new directions in the professional lives of musicians around the globe. In their words,

> "The creative and expressive dimensions of music have been progressing rapidly over the past several decades. Factors include an expanding, interconnected global society with its cross-cultural influences, crossover stylistic expressions, electronic as well as acoustic performance and production, advances in technology, access and transmission afforded by the internet and digital media, and growing creative impulses for many real- world musicians in the form of improvisatory and compositional endeavors."[14]

Among the suggestions made by the task force are an outline of three new pillars of curricula for training students interested in music: creativity, diversity, and integration. Our new program engages these three pillars strongly in its core curriculum: creativity through composition and improvisation, embracing diversity through collaboration both within the program and with artists from other organizations, and integration in the annual projects to be created by students in theater, music, dance, and the visual arts.

In 2016, *Issues in Interdisciplinary Studies* published a research paper by William Condee entitled, *The Interdisciplinary Turn in the Arts and Humanities*. He uses the example of a dancer and a mime to highlight the current problems inherent in higher education compartmentalized by discipline:

> At universities, however, dance and mime are studied and taught quite differently. Mime is part of the discipline of theater, while dance is considered a separate discipline. This division does not necessarily come from the art

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[13] https://shanghai.nyu.edu/academics/majors/interactive-media-arts

[14] Shehan-Campbell, Patricia, David Myers, Ed Sarath, Juan Chattah, Lee Higgins, Victoria Lindsay Levine, David Rudge, and Timothy Rice. *Transforming Music Study from its Foundations: A Manifesto for Progressive Change in the Undergraduate Preparation of Music Majors.* College Music Society, accessed September 1, 2019, https://www.music.org/pdf/pubs/tfumm/TFUMM.pdf.

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itself; instead the distinction is based on the prime movers in each form. Thus Decroux and Lecoq are considered mimes because their original work emerged out of theater. Theater professors studied their works in graduate theater programs and then went on to teach their techniques in theater departments. The works of Graham and Bausch, on the other hand, emerged out of dance, and their works have been studied and taught in dance departments. Even a newer, more neutral, term, "movement theater," puts a thumb on the disciplinary scale. A far greater understanding of these performances and artists could be gained from an interdisciplinary examination of movement and space, and text and sound. How does the body move, or remain still, through and in space? What is the relationship of movement and stillness? How are text, language, sound, and silence deployed? What are the relationships of text, nonverbal sound, and silence? How are each of these performance aspects heightened or diminished in the audience's attention? Disciplines exert this gravitational force through a linkage of discipline and power. As Foucault (1977) observes, "disciplines became general formulas of domination" (p. 137). Stuart Henry (2005) similarly refers to a "disciplinary hegemony" in which "disciplines have come to control content, pedagogy and the organization of higher learning" (p. 4). Disciplines, in this view, become systems of power that control resources and access to dissemination."

He goes on to explain how students and instructors can benefit from a more interdisciplinary approach:

"In order for students to engage in this critical interdisciplinary process, the environment should be centered on the learner, as pedagogical best-practices now encourage. The teacher is not the expert imparting wisdom, but a kind of cognitive coach. For example, professors can stop teaching "just in case": just in case you need this information. Instead, teaching should be "just in time" (Wiggins & McTighe, 2005, p. 243). Professors have often felt a suffocating obligation to "cover" a disciplinary subject area—just in case the students might, some day, somehow, need that information. Professors now recognize that students remember little of material presented as information, and that the Nuremberg Funnel may actually lead to less retention. Instead, a teacher can help students understand when they need to learn and clarify why they need to learn. When students run into Dewey's obstacles, the teacher can help them—just in time—to progress in their learning. In that way, students learn not only the information, but also how to identify when they need more

knowledge and why they need it. Professors can help students to build networks, form clusters, and follow threads themselves. This thinking is both critical and interdisciplinary."[15]

Condee's thesis is that interdisciplinary approaches to the arts better prepares students for creative and critical thinking in today's society. He predicts that programs that are truly interdisciplinary within visual and performing arts departments will soon begin to naturally fold in math and science courses as well. This potential for evolution is very exciting for us as we imagine the IPS program in the future.

EXAMPLE PROJECTS
So Percussion. *Where (we) Live.* https://youtu.be/xRIcVO46gKc
Sean Clute, Pauline Jennings, Otto Mueller, and Con Temp (NVU's Improvisation Ensemble). *Notweed*.
Isaac Eddy, Dr. Justin Rito, and Performance and Production Lab Fall 2017 ensemble interpretation of Sophocles' *Antigone.*
https://z.firstlightstudios.net/antigonejsc/h9c44d4c4#h9c44f42b

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 inclusion of an interdisciplinary program focused on students working together to create new and innovative performance pieces is entirely unique to the Vermont State College System, therefore expanding the system offerings.

Because we are building on what we already offer in our Performing Arts Department, namely with the Immersive Design IPS concentration, we will be utilizing the expertise and tech facilities outside of our department at both Lyndon and Johnson campuses. Professors Sean Clute and Robby Gilbert have agreed to teach sections of some of our design courses. We believe that these interdisciplinary connections with both campuses will continue to evolve throughout the growth of our program and IPS will be a flagship example of our institution's new wave of cross-campus collaborative programming.

[15] Condee, William. T*he Interdisciplinary Turn in the Arts and Humanities.* Issues in Interdisciplinary Studies, accessed Sept 1, 2019,
https://researchcommons.waikato.ac.nz/bitstream/handle/10289/6187/Barbour%20Researching.pdf?sequence=1

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IPS focuses primarily on collaborative creativity which is becoming more and more sought after in our contemporary workforce. It is also the future of theatre-making and contemporary music, dance, and design. With this program, NVU and the VSCS would be at the forefront of this new world.

Part III: Program Description
1. Specific program objectives, including career and learning outcomes for students:

PROGRAM LEARNING OUTCOMES

1. Students will develop the communication skills required for leadership and collaboration in the performing arts. These skills include: engaged listening to others, learning to place seemingly random ideas into organized categories, and the ability to verbally articulate one's own ideas clearly and with confidence.

2. Students will identify and analyze historical moments that had an impact on performance and performance art globally and domestically in order to incorporate elements of them into their own work.

3. Students will analyze, critic, and interpret classical and contemporary performance pieces related to their concentration.

4. Students will be able to manage a long-term project relevant to their concentration.

5. Through resume building, portfolio building, audition assessments, drafting budgets and technical riders, and internship opportunities, students will demonstrate professionalism.

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

The Learning Outcomes for IPS--and the courses designed around them--will both engage and integrate professional, liberal and career study. More specifically, the core classes listed below give students a practical foundation in liberal arts through history and criticism, in professional study through a course designed specifically around professional prep, and in career study through courses in stagecraft and design. The program's core offering then effectively integrates these areas through the Performance Art Practicum and Performance and Production Lab, which are both designed to immerse students in active collaborative creation while they present a professional showcase piece several times during their coursework at NVU. Lastly, students will further engage one field--theatre, dance, visual arts, or music--through a concentration in that field. When combined with this concentration model, the core program, and the practicum and production lab in particular, will compel students to integrate career and professional study in performative studies with collaboration as they create new projects.

3. What peer programs or model curricula served as a basis for the proposal:
   1. Kendall College of Art and Design - Collaborative Design
   2. Columbia College - Devised Performance Practice (MA program)
   3. Tisch School of the Arts - Collaborative Arts
   4. Brooklyn College - Performance and Interactive Media Arts
   5. Brown University - Music and Multimedia Composition (Ph.D program)

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

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

This program incorporates emerging directions in performative arts through its innovative focus on both collaboration and professional preparation at the undergraduate level. As stated in Part II, Section 2, institutions devoted to higher education like the College Music Society are promoting new directions for performance arts in undergraduate curricula that value creativity, integration within individual disciplines and across the arts, and diversity in artistic endeavors. Our program incorporates these directions as outlined in Part II, Section 2. Furthermore, the emerging Baccalaureate and graduate programs listed above highlight the trend toward collaborative study in performance arts. Our students will not only be trained in valuable professional and performance skills, but also be prepared to represent NVU at progressive-minded institutions nation-wide.

6. Program outline; include brief descriptions of all new courses:
(description of new courses are attached as appendix I)

Course Name & Number	Credits	New or Existing?
THA 3130 INTRO TO DESIGN	3	Existing/Augmented
THA 1111 STAGECRAFT	3	Existing
CPS 1111 PERFORMANCE ART PRACTICUM: Collaboration Bootcamp	3	New
IPS 2001/4001 DEVISED PERFORMANCE AND PRODUCTION LAB	2X= 6 total	New

THA 4720/CPS 4720 SENIOR PROJECT IN THEATRE/ SENIOR PROJECT IN IPS	3	Existing/Augmented
CPS 4050 HISTORY OF PERFORMANCE	3	New
THA 4730 SEMINAR IN PROFESSIONAL PREP FOR THE PERFORMING ARTIST, DESIGNER, AND MANAGER	3	Existing/ Augmented

Additional "Concentration" Credits

THEATRE AND MUSICAL THEATRE

Course Name & Number	Credits	New or Existing?
THA 2121/2121L ACTING I and Lab	4	Existing
THA 2122 ACTING II	3	Existing
THA 3210 INTRODUCTION TO DIRECTING	3	Existing
THA 1040 INTERPRETING CONTEMPORARY DRAMATIC LITERATURE	3	Existing
THA 2040/4010 PERFORMANCE AND PRODUCTION LAB (Theater Production)/ MUS 2350/4010 (musical theatre production)	3	Existing
THA 1041 INTRO TO THEATER ARTS	3	Existing

MUSIC

Course Name & Number	Credits	New or Existing?
MUS 1231 MUSIC THEORY I	3	Existing
MUS 1560 MUSICAL SKILLS I	2	Existing

MUS 1231 MUSIC THEORY II	3	Existing
MUS 1760 MUSICAL SKILLS II	2	Existing
MUS 3xxx CONDUCTING I	3	Existing
CPS 3010 SOUND DESIGN FOR CONTEMPORARY PERFORMANCE	3	New
MUS 1120 APPLIED MUSIC LESSONS	3 (6 x .5)	Existing
COMPOSITION LESSONS	2 (4 x .5)	Existing
MUS 2220 ENSEMBLE CREDITS	4 (8 x .5)	Existing

DANCE

Course Name & Number	Credits	New or Existing?
DAN 1010 FUNDAMENTALS OF DANCE	3	Existing
DAN 1111 MODERN DANCE	3	Existing
DAN 2030 IMPROVISATION/COMPOSITION	3	Existing
DAN 3112 INTERMEDIATE MODERN DANCE	3	Existing
Two of following three:		
DAN 2131 BALLET	3	Existing
DAN 3130 JAZZ DANCE	3	Existing
DAN 2040 BEGINNING TAP DANCE	3	Existing

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IMMERSIVE DESIGN

Course Name & Number	Credits	New or Existing?
CPS 3020 MANIPULATE/MANIPULATED: Interactive Media in Performance	3	New
TH 1040 INTERPRETING CONTEMPORARY DRAMATIC LITERATURE	3	Existing
CPS 3010 SOUND DESIGN FOR CONTEMPORARY PERFORMANCE	3	New (listed above)
THA 2040/4010 MUS 2350/4010 PERFORMANCE AND PRODUCTION LAB (theater/musical theater production)	3	Existing
INTRO TO STAGE MANAGEMENT	3	Existing
INTRO TO THEATER ARTS	3	Existing
THEATER LAB	3	Existing

ELECTIVES (AVAILABLE FOR EVERY IPS STUDENT REGARDLESS OF CONCENTRATION) ONE REQUIRED

Course Name & Number	Credits	New or Existing?
CPS 3050 PODCAST STORYTELLING	3	New
CPS 3150 HITCHCOCK'S SMARTPHONE: The Making of Psychologically Engaging Short Videos	3	New
THA 3010 SHAKESPEARE: STAGE TO PAGE	3	Existing
THA 3040 IMPROVISATION FOR ACTORS	3	Existing

THA 3123 ACTING III	3	Existing
MUS 3260 MUSIC THEATER WORKSHOP	3	Existing
MUS 3250 SURVEY OF AMERICAN MUSICAL THEATER	3	Existing
THA 2040/4010 MUS 2350/4010 THEATRE/MUSICAL THEATER PRODUCTION	3	Existing
PRO TOOLS 101: INTRO (Lyndon Campus, summer)	2	Existing
PRO TOOLS 110: PRODUCTION (Lyndon Campus, summer)	2	Existing
MUS 3140 ARRANGING/ORCHESTRATION	3	Existing

7. TOTAL CREDITS in proposed program: (45-51)
    Core: 24 Credits
    Electives: 3 Credits
    Theatre Concentration: 19 Credits
    Music Concentration: 24 Credits
    Dance Concentration: 18 Credits
    Immersive Design Concentration: 21 Credits

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program:
    40-42 Credits

9. TOTAL CREDITS for the degree: 120 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.

Attached as Appendix II

Part IV: Budget Considerations

1. Expenditures for the proposed program:

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

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	**$65k**	**$156k**

Reallocation	**$0**	**$0**
Other Sources	**$0**	**$0**
TOTAL REVENUES:	$65k	$156k

Here are the programs we currently offer in our department:

Music:
      Concentrations:
      Vocal Performance
      Music Composition
      Creative Pathways
      Instrumental Performance
	Theater and Drama

Musical Theater	Music Education

AA technical Theater	Minors:
	      Dance
	      Theater and Drama
	      Music

If our new program is approved this is potentially what the new program offerings would look like:

Collaborative Performance Studies
      Concentrations:
      Music
      Theatre & Musical Theatre
      Immersive Design
      Dance
	Music Education

Technical Theater AA	**Minors:** ● Dance

	● CCP (no concentration) ● Music (just concentration courses) ● Theatre & Musical Theatre (just concentration courses)

We plan to archive the Music, Music Theater, and Theater and Drama degree programs upon approval of this program.

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	5	20
Part-Time	0	0
In-State	5	18
Out-of-State	0	2

2. Describe how you arrived at these projections:

The above numbers represent new starts above and beyond the number of current students who will transition from archived programs into the proposed program. The projections assume 5, 8, and 12 new students starting in the Fall 2020, 2021, and 2022 terms, respectively and retention and persistence rates consistent with the campus average. The

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new start estimates are consistent but higher than the number of new starts in existing performing arts programs. This of course assumes the proposed program is of greater interest than those that we are archiving.

3. Describe the marketing strategies for the new program.

FALL 2019
- On sign-off of the new program begin a PR campaign strategy and budget plan with Eric Kirk, admissions, and marketing. This would include new signage for Dibden Center for the Arts, a one sheet mailer, and a new website page with videos featuring students and faculty explaining the new program. We believe that our program's "tagline" will resonate well with students, "**What is your story and how do you want to tell it?**"
- If the program is signed off in time (this is unlikely) we will use our Performing Arts Festival on October 25th as time to officially announce the new program. We have "strands" (workshops for high school students within particular disciplines) that are focused on our IPS philosophy and mission.

SPRING/SUMMER 2020
- Program Implementation
- Some current students will have enrolled in the program and we will have a few courses running in the spring curriculum.
  "Contemporary Experiments" festival hosted on campus showcasing the new program. Professors Eddy, Rito, Clute, and Plissey and Dibden's director, Tim Mikovitz, tour high schools promoting the program.
- The Vermont State High School One Act Drama Festival is held at Dibden Center for the Arts in March. We lead many workshops promoting the new IPS program.
- Big promotional push with admissions to recruit for incoming students (mailers, online, in-person).

4. Competition:
   a.   In state and region
   As this is a new type of interdisciplinary major there is no direct competion. But since we plan to archive our music and theatre programs to focus on this new program we will be competing with state a region schools that offer music, musical theatre, and and theater programs just like we were before (University of Vermont, Saint Michael's College, Castleton Univeristy, University of New Hampshire, SUNY plahttsbiurgh). We are also adding Dance and Immersive Design concentrations. These new concentrations will compete with dance programs at UVM and St. Michaels and with User Experience, new media studies and game design programs at Champlain College. We plan to collaborate with Robbie Gilbert at NVU Lyndon so that the animation students there could build immersive designs for CCP shows and receive dual credit.

   b.   Web-based
   At the moment there is no web-based
5. How the program will impact enrollments in existing programs at the College:

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We anticipate that the proposed program will enhance enrollments in existing sections within the Performing Arts department and also courses in other departments that are now required or electives in this new program.

6.   How the program will impact enrollments in existing programs at other VSC colleges: This new degree is unique within our system and therefore, should have no deleterious impact on performing arts-related programs within the system. The closest related programs are offered at Castleton University and include baccalaureate degrees in music and music education along with minors in dance, theater arts, and theater education.

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

The proposed program designed to create new performance works through multidisciplinary collaboration will be one of the first of its kind at the undergraduate level. This innovative program will, therefore, help to elevate NVU's stature in our local and regional performing arts community.

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Appendix I NEW COURSE DESCRIPTIONS

IPS 1111 PERFORMANCE ART PRACTICUM: Collaboration Bootcamp

Each week students are given a new performance assignment that are loosely based on performance artist works from the 1960's until now. The first project is solo but each week after that students are teamed up into larger and larger groups to learn how to create work together. The last third of the semester is focused on research and content creation for that year's Devised Performance and Production Lab which will run the next semester.

Sample assignment: Review these three pieces created and performed by Maria Abromovic. Create a 3 minute piece that incorporates only flashlights for lighting, utilizes pre-recorded sound and at least one live sound element, and has moments of stillness and movement. Submit a one page description of the piece and how it relates to Abromovic's work on canvas before class.

3 credits Every Fall

IPS 2001/4001 DEVISED PERFORMANCE AND PRODUCTION LAB

This is the course that the whole of IPS is centered around. Musicians, dancers, theatre makers, actors, and designers create an original piece within one semester and present it on and off campus. The piece is based on a specific prompt that is originally given to the Performance Art Practicum students in the prior semester. With the guidance of one faculty director and multiple faculty advisors, students build the audience experience from scratch to explore and present the original prompt in a new and exciting way.

Example prompts: For you and your friends how does anxiety manifest? Do you think it's different for your age group than others older than you? Why?

Take one section of Kahlil Gibran's *The Prophet* and design a room that best represents that chapter. How could an audience member experience that chapter in an immersive setting?

Interview three Vermonters who are 60 or older. How do they think Vermont is changing? How do you feel Vermont is changing?

Example performance: An immersive performance piece focused on social anxiety

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and other mental health issues that the students feel are the most pressing and important on campus. The multiple rooms of Dibden Center on the Arts are augmented with projections and sound and performers. The audience is led to different spaces to experience these mental health issues on an emotional

level rather than a narrative one. Each room and the experience as a whole is designed and directed by the participating students. There would be a q and a on the maintage at the end as a part of the piece. The piece would then be put up in a performance space in Burlington. A team of students would then create a multimedia script of the piece and publish it online for future use.

3 credits Every Spring

IPS 4050 HISTORY OF PERFORMANCE

This course would be team taught in four sections by a dancer, a designer, a musician, and a theatre-maker. Each section would delve deep into the history of that specific aspect of performance. There would be class discussion, presentations, mini-performances, manifestos created, and papers written and presented.

3 credits Every other Spring (intended for third and fourth year students)

IPS 3010 SOUND DESIGN FOR CONTEMPORARY PERFORMANCE

Students would the basics of sound design: speaker placement, mixing, live capturing of sound, augmenting live sound, and the creation of noise to elicit specific emotions.

3 credits Every other Fall

IPS 3020 MANIPULATE/MANIPULATED: Interactive Media in Performance

Students would learn Max MSP and other object based coding programs to build interactive media and physical computing elements for performance. This course would culminate with a showcase of the student's final projects. This showcase could be hosted off campus as well. A partial assignment would be building interactive elements to that year's Devised Performance piece (described above).

3 credits Every Spring

IPS 3050 PODCAST STORYTELLING

This course is an elective but we anticipate it's high popularity as an essential general education course in the performing arts. Podcasts are a huge industry at the moment and their popularity and reach are still growing. We would study successful fiction and non-fiction podcasts that utilize sound to immerse the listener into new worlds. Simultaneously, we would create our own. The course would culminate in the creation of the first episode of a podcast series for each student. The episode would utilize other student musicians to provide sound design elements.

3 credits Every other Fall

IPS 3150 HITCHCOCK'S SMARTPHONE: The Making of Psychologically Engaging Short Videos This course would explore new ways to create content with our smartphones. We would study the works of specific auteur filmmakers and then create original short videos inspired by them. The course would culminate with a mini film festival. We believe that this course would also be a popular gen ed course in the new IPS program.

3 credits Every other Spring

APPENDIX I CONT.

Courses to be deleted on rollout
(Will require changes to Music Ed. Curriculum)

1. THA 3140 – Theater History
2. THA 2035 – Costume Construction & Stage Makeup
3. THA 3030 – Theater for Young Audiences
4. THA 3110 – Dramatic Literature: Classical/Modern
5. THA 2050/4010 – Performance and Production Lab (only one section cancelled, one remains offered)
6. DAN 3010 – The Renaissance Spirit
7. MUS 2160 – Introduction to Technology in Music
8. MUS 2312 – Music Theory IV
9. MUS 2570 – Musical Skills IV

New course offerings for 20/21 and 21/22
1. IPS 3050 – Podcast Storytelling
2. IPS 3150 – Hitchcock's Smartphone
3. IPS 3010 – Sound Design for Contemporary Performance
4. IPS 3020 – Manipulate/Manipulated
5. IPS 1xxx – Performance Art Practicum

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6. IPS 1xxx – Devised Production Lab
7. IPS 4050 – History of Performance

FINISH IN FOUR DEGREE PLAN
B.A. in COLLABORATIVE PERFORMANCE STUDIES: DANCE CONCENTRATION

Starting in Odd Fall

Note: *This plan represents the requirements for completion of this major in four years. You will need to add into your plan graduation standards and core curriculum requirements from the reverse side. For specific course offerings for each semester, view "Search for Sections" online in Web Services on the NVU Portal. Your Program Evaluation in the portal is your guide to track your progress. Be sure to consult regularly over time with your advisor to explore your best options and opportunities.*

FIRST YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	FYS	3		Tap	3
	Fundamental Dance	3		Devise Perf and Prod 1	3
	Math/Comp in the World 1	3		*Being in the World 1*	3
	Performance Art Practicum	3		*Diversity in the World 1*	3
	Total Credits	**12**		**Total Credits**	**12**
SECOND YEAR					
FALL 2019		**CREDITS**	**Fall Semester**		**CREDITS**
	Stagecraft	3		INTRO TO DESIGN	3
	CPS Elective	3		*COMMUNICATING ITW 1*	3
	BEING IN THE WORLD 1	3		DEVISED PERF AND PROD. 2	3
	Modern Dance	3		*Diversity in the World 1*	3
				Climate Enriched	3
	Total Credits	**12**		**Total Credits**	**15**
THIRD YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	DIVERSITY IN THE WORLD 2	3		Professional Prep	3
	Natural/Physical World	4		*Communicating in the World 2*	3
	History of Performance	3		Improvisation/Composition	3
	Ballet	2		Intermediate Modern Dance	3
	Perf Prod Lab Musical	3			
	Total Credits	**15**		**Total Credits**	**12**
FOURTH YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	CPS Elective	3			
	Creativity in the World 1	3		*Creativity in the World 2*	3
	Math/Comp in the World 2	3		QUANT. REASONING 2	3
	QUANT. REASONING 1	3		Senior Project	3
					3
	Total Credits	**12**		**Total Credits**	**12**

CREDIT TOTAL   120

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.

FINISH IN FOUR DEGREE PLAN
B.A. in COLLABORATIVE PERFORMANCE STUDIES: IMMERSIVE DESIGN CONCENTRATION

Starting in Odd Fall

Note: This plan represents the requirements for completion of this major in four years. You will need to add into your plan graduation standards and core curriculum requirements from the reverse side. For specific course offerings for each semester, view "Search for Sections" online in Web Services on the NVU Portal. Your Program Evaluation in the portal is your guide to track your progress. Be sure to consult regularly over time with your advisor to explore your best options and opportunities.

FIRST YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	FYS	3		SOUND DESIGN	3
	Manipulate/Manipulated	3		Devised Perf and Prod 1	3
	Intro to Theatre Arts	3		*Being in the World 1*	3
		3		*Diversity in the World 1*	3
	Total Credits	**12**		**Total Credits**	**12**
SECOND YEAR					
FALL 2019		**CREDITS**	**Fall Semester**		**CREDITS**
	Stagecraft	3		INTRO TO DESIGN	3
	Intro to Stage Management	3		*COMMUNICATING ITW 1*	3
	BEING IN THE WORLD 1	3		DEVISED PERF AND PROD. 2	3
	Climate Enriched	4		*Diversity in the World 1*	3
				Math/Comp in the World 2	3
	Total Credits	**13**		**Total Credits**	**15**
THIRD YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	Perf Prod Lab (fall production)	3		Professional Prep	3
	Natural/Physical World	4		*Communicating in the World 2*	3
	History of Performance	3		*Diversity in the world 2*	3
	Interp contemp dramatic lit	3		Improvisation/composition	3
	Total Credits	**13**		**Total Credits**	**12**
FOURTH YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	CPS Elective	3		Senior Project	3
	Creativity in the World 1	3		*Creativity in the World 2*	3
	Math/Comp in the World 2	3		QUANT. REASONING 2	3
	QUANT. REASONING 1	3			
	Total Credits	**12**		**Total Credits**	**9**

CREDIT TOTAL   120

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Northern Vermont
U N I V E R S I T Y

FINISH IN FOUR DEGREE PLAN
B.A. in COLLABORATIVE PERFORMANCE STUDIES: MUSIC CONCENTRATION

Starting in Odd Fall

Note: This plan represents the requirements for completion of this major in four years. You will need to add into your plan graduation standards and core curriculum requirements from the reverse side. For specific course offerings for each semester, view "Search for Sections" online in Web Services on the NVU Portal. Your Program Evaluation in the portal is your guide to track your progress. Be sure to consult regularly over time with your advisor to explore your best options and opportunities.

FIRST YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	Music Theory I (Creativity ITW)	3		Sound Design for Cont. Perf	3
	MUSICAL SKILLS 1	2		MUSIC THEORY II	3
	Math/Comp in the World	3		MUSICAL SKILLS II	3
	FYS	3		_Diversity in the World 1_	.5
	ENSEMBLE	.5		ENSEMBLE	.5
	APPLIED LESSON	.5		APPLIED LESSON	
	Total Credits	**12**		**Total Credits**	**12**

SECOND YEAR					
FALL 2019		**CREDITS**	**Fall Semester**		**CREDITS**
	Stagecraft	3		INTRO TO DESIGN	3
	PERFORMANCE ART PRACTICUM	3		COMMUNICATING ITW 1	3
	BEING IN THE WORLD 1	3		DEVISED PERF AND PROD.	3
	ENSEMBLE	.5		ENSEMBLE	.5
	COMPOSITION LESSON	.5		APPLIED LESSON	.5
	Total Credits	**13.5**		**Total Credits**	**13**

THIRD YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	DIVERSITY IN THE WORLD 2	3		DEVISED PERF AND PROD	3
	Natural/Physical World	4		_Communicating in the World 2_	3
	History of Performance	3		_Ensemble_	.5
	ENSEMBLE	.5		Applied Lesson	.5
	APPLIED LESSON	.5		Compositon Lesson	.5
				Professional Prep	3
	Total Credits	**11**		**Total Credits**	**13.5**

FOURTH YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	CPS Elective	3		Ensemble	.5
	Creativity in the World 1	3		_Creativity in the World 2_	3
	Conducting 1	3		QUANT. REASONING 2	3
	QUANT. REASONING 1	3		Senior Project	3
	Ensemble	.5			
	Total Credits	**12.5**		**Total Credits**	**9.5**

CREDIT TOTAL   120

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Northern Vermont
U N I V E R S I T Y

GRADUATION STANDARDS and
CORE CURRICULUM REQUIREMENTS
Note: See reverse side for the requirements specific to your major.

GRADUATION STANDARDS – NVU JOHNSON			
STANDARD	**COURSE ID**	**COURSE NAME**	**SEMESTER COMPLETED**
A – WRITING PROFICIENCY	ENG 3999	Writing Proficiency Exam	
B – INFORMATION LITERACY	GRS 3000	Info. Lit. Tutorial (TILT)	
C – QUANTITATIVE REASONING (PART 1)	*GRS 2000, or MAT 1080*	QR Assessment *or* Quantitative Reasoning	
C – QUANTITATIVE REASONING (PART 2)	*QE*	*Any JQE Course*	
D – ORAL COMMUNICATION			
D – ORAL COMMUNICATION			

For more information about Graduation Standards: NorthernVermont.edu/DegreeRequirements.

CORE CURRICULUM REQUIREMENTS - NVU JOHNSON				
REQUIREMENT	**TYPE**	**COURSE ID**	**COURSE NAME**	**COMPLETED**
FIRST YEAR SEMINAR	NFYS			
CREATIVE AUDIENCE	-	INT 1001	Creative Audience	
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 1	-			
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 2	-			
MATH & COMPUTING	NMCW			
MATH & COMPUTING	NMCW			
CLIMATE CHANGE SUSTAINABILITY ENRICHED	NCCSE			
NATURAL & PHYSICAL WORLDS	NNPW			
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 1041	Introduction to Theater Arts	
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 2121	Acting I	
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 1040	Int. Contemp. Dramatic Lit.	
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 3010	Shakespeare	

For a complete listing of Core Curriculum classes: NorthernVermont.edu/CoreCurriculum

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.

Northern Vermont
UNIVERSITY

FINISH IN FOUR DEGREE PLAN
B.A. in COLLABORATIVE PERFORMANCE STUDIES: THEATRE/MUSICAL THEATRE CONCENTRATION

Starting in Odd Fall

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FIRST YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	Comp in the World	3	THA 2122	Acting II (spring only)	3
THA 1040	Int. Contemp. Dramatic Lit.	3		Devised Perf and Prod Lab	3
THA 2121	Acting I (fall only)	3		*Being in the World 1*	3
THA 2121L	Acting Lab	1		*Diversity in the World 1*	3
	FYS	3		*Math 1*	3
	Perf Art Practicum	3			
	Total Credits	**16**		**Total Credits**	**15**
SECOND YEAR					
FALL 2019		**CREDITS**	**Fall Semester**		**CREDITS**
	Stagecraft	3		*Communicating ITW 1*	3
	.Intro to Theatre Arts	3	THA 3130	Introduction to Design: Costume, Scenic & Stage Lighting	3
	Climate Enriched	3		*Diversity in the World 2*	3
	Being in the World	3		Devised Perf and Prod Lab	3
	QE	3		*Math 2*	3
	Total Credits	**15**		**Total Credits**	**15**
THIRD YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
	Perf and prod lab: musical	3		CPS elective	3
	Natural/Physical World	3	THA 4010	Performance & Production Lab: dramatic play	3
	History of Performance	3		*Being in the World 1*	3
	Stagecraft	3		Intro to Design	3
	Communicating ITW 1	3			
	Total Credits	**15**		**Total Credits**	**12**
FOURTH YEAR					
Fall Semester		**CREDITS**	**Spring Semester**		**CREDITS**
THA 4720	Senior Project in Theater	3	THA 4730	Seminar in Prof'l Prep for the Actor	3
	Creativity in the World 1	3		*Creativity in the World 2*	3
	Intro to Directing	3		QUANT. REASONING 2	3
	QUANT. REASONING 1	3			
	Total Credits	**12**		**Total Credits**	**9**

CREDIT TOTAL   120

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To graduate in four years, students should aim to complete **30 credits** each year.

Northern Vermont
U N I V E R S I T Y

GRADUATION STANDARDS and
CORE CURRICULUM REQUIREMENTS

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B – INFORMATION LITERACY	GRS 3000	Info. Lit. Tutorial (TILT)	
C – QUANTITATIVE REASONING (PART 1)	*GRS 2000, or MAT 1080*	QR Assessment *or* Quantitative Reasoning	
C – QUANTITATIVE REASONING (PART 2)	*QE*	*Any JQE Course*	
D – ORAL COMMUNICATION			
D – ORAL COMMUNICATION			

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CORE CURRICULUM REQUIREMENTS - NVU JOHNSON				
REQUIREMENT	**TYPE**	**COURSE ID**	**COURSE NAME**	**COMPLETED**
FIRST YEAR SEMINAR	NFYS			
CREATIVE AUDIENCE	-	INT 1001	Creative Audience	
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 1	-			
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 2	-			
MATH & COMPUTING	NMCW			
MATH & COMPUTING	NMCW			
CLIMATE CHANGE SUSTAINABILITY ENRICHED	NCCSE			
NATURAL & PHYSICAL WORLDS	NNPW			
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 1041	Introduction to Theater Arts	
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 2121	Acting I	
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 1040	Int. Contemp. Dramatic Lit.	
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 3010	Shakespeare	

For a complete listing of Core Curriculum classes: NorthernVermont.edu/CoreCurriculum

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.

POLICY 102
RUBRIC FOR CHANCELLOR and COP EARLY NOTIFICATION REVIEW OF NEW PROGRAMS
Northern Vermont University
Collaborative Performance Studies

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

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

Item 5:

Proposed Policy 316: Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

VERMONT
— STATE COLLEGES SYSTEM —

Manual of Policies and Procedures

Title	Number	Page
Protection of Minors and Mandatory Reporting of Child Abuse and Neglect	**316**	**1 of 6**
	Date	
	December 2, 2019	

PURPOSE

This Policy provides guidance to all members of the Vermont State Colleges System ("VSCS") community on how to protect Minors from abuse, including sexual abuse, and neglect and provides information on mandatory reporting of child abuse and neglect under Vermont law.

SCOPE

This Policy applies to all VSCS community members, including faculty, staff, full-time and part-time employees, students, volunteers, trustees, officers, contractors, third-party vendors, and visitors to VSCS's Member Institutions. It covers the protection of all Minors present on VSCS property, as well as those participating in VSCS-sponsored programs and activities at locations not owned or controlled by the VSCS.

STATEMENT OF POLICY

Children under the age of 18 years of age are present on VSCS campuses and use VSCS facilities as visitors and community members. They also attend summer camps (including those run by third parties), campus events and programs, and academic classes as dual-enrolled and matriculated students.

Sexual abuse of a Minor by any adult affiliated with the VSCS is prohibited as set forth in VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*.

This Policy creates an independent duty for all members of the VSCS community who interact with, supervise, chaperone, or otherwise oversee Minors in VSCS-sponsored programs, activities, and/or residential facilities to receive training on the protection of Minors.

This Policy also creates an independent duty for all members of the VSC community, regardless of whether they work directly with Minors, to report internally and immediately suspected cases of sexual abuse of a Minor by any adult affiliated with the VSCS. Failure to report or otherwise follow this Policy will result in disciplinary action being taken, up to and including termination of employment.

1

In addition, employees who are mandated reporters under Vermont law are legally required to report any suspected child abuse or neglect to Vermont's Department for Children and Families within 24 hours. A copy of the state law is attached at Appendix A.

Retaliation against individuals who report concerns in good faith is a violation of VSC policy and is prohibited.

IMPLEMENTATION

A.   Definitions

"Abuse or neglect" – Under Vermont law and under this Policy, an abused or neglected Minor is defined as a child whose physical health, psychological growth and development, or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the Minor's welfare. An "abused or neglected child" also means a Minor who is sexually abused or at substantial risk of sexual abuse by any person or a Minor who has died as a result of abuse or neglect.

"Independent duty" means that an individual may not delegate the duty to anyone else.

"Mandated reporter" – Under Vermont law and under this Policy, a mandated reporter is any health-care provider (including nurses and psychologists) and any individual employed by a school district or an approved or recognized independent school (including teachers, guidance counselors, mental health professionals, camp administrators and camp counselors). For a complete list of mandated reporters, see Appendix A (33 V.S.A. § 4913).

"Minor" – An individual child under the age of 18 years of age.

"Reasonable cause to suspect abuse or neglect of a child" – Under Vermont law and under this Policy, reasonable cause to suspect abuse or neglect of a child means that, based upon an individual's rational observations, professional training or experience, the individual has a suspicion that a child is being abused or maltreated by a parent, guardian, or a caregiver.

"Reasonable suspicion" may be based upon witnessing a single incident, upon what a Minor says, upon what an adult says about a child, upon an explanation of an injury that makes no sense, or upon a combination of warning signs.

"Sexual abuse" – Under Vermont law and under this Policy, sexual abuse consists of any act or acts by any person involving sexual molestation or exploitation of a Minor, including: (a) incest: (b) prostitution; (c) rape; (d) sodomy; (e) lewd and lascivious conduct involving a Minor; (f) aiding, abetting, counseling, hiring, or procuring of a Minor to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement, or sadomasochistic abuse involving a Minor; (g) viewing, possessing, or transmitting child pornography, with the exclusion of the exchange of images between mutually consenting minors, including the minor whose image is exchanged; (h) human trafficking; (i) sexual assault; (j) voyeurism; (k) luring a Minor; and (l) obscenity.

2

"Sexual assault" and "sexual misconduct" are defined in VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking.*

B.   Reporting Suspected Abuse

Mandated Reporters who have reasonable cause to suspect abuse or neglect of a Minor are legally required to make a report to the Family Services Division ("FSD") of the Department for Children and Families within 24 hours of the time the mandated reporter received or observed information regarding the suspected abuse or neglect.

To make a report:

> Call FSD at 1-800-649-5285 (24 hours a day, 7 days a week).
>
> If a Minor is in immediate danger, dial 9-1-1 or call local law enforcement first.
>
> Then call the above number for FSD to make a report. Calling law enforcement is not the same as reporting to FSD~~Family Services Division~~. **Mandated reporters must notify FSD directly.**

Failure to report can result in criminal prosecution and a fine up to $500.00. Failure to report with the intent to conceal the abuse or neglect can result in imprisonment up to six months and a fine up to $1,000.00. The VSCS takes any failure to report seriously and will impose discipline up to and including dismissal from an academic program, removal from campus facilities, and termination of employment.

Non-mandated reporters are also encouraged to call the hotline number listed above if they have reasonable cause to suspect abuse, sexual abuse, or neglect of a Minor.

In addition, all members of the VSCS community are required to report any knowledge or reasonable suspicion they may have about sexual abuse perpetrated against a Minor by an adult affiliated with the VSCS internally to a Title IX/Policy 311-A Coordinator, the Institution's Office of Public Safety, or to General Counsel. The Office of Public Safety shall share any reports it receives with the Title IX/Policy 311-A Coordinator. A list of Title IX/Policy 311-A Coordinators is attached hereto at Appendix C. Failure to report can result in disciplinary action being taken, up to and including dismissal from an academic program, removal from campus facilities, and termination of employment.

Reports should include all information known to the individual making the report, such as the names and ages of those involved, contact information for those involved and any witnesses, details of the incident(s) being reported, including the date, time, location, and any other relevant details known to the reporting party.

Exclusion: The duty to report to a VSCS Title IX/Policy 311-A Coordinator or Public Safety does not apply to health-care providers employed by the VSCS, who are Mandated Reporters under state law in connection with providing clinical care to patients, if a report would breach a patient's legal rights to confidentiality.

C.   Handling Internal Reports of Sexual Abuse

3

Title IX/Policy 311-A Coordinators are responsible for reviewing reports of sexual abuse to look for trends or patterns, including serial perpetrators.

Title IX/Policy 311-A Coordinators shall promptly report the alleged sexual abuse to the Department for Children and Families, if legally required to do so, as well as to the Minor's parents or guardians and to ~~VSCS's~~ General Counsel, and shall maintain records showing when such reports were made. The Office of General Counsel shall be responsible for reporting incidents of alleged sexual abuse in violation of this Policy to VSCS's insurance carriers, as necessary.

Investigations of sexual abuse of a Minor reported under this Policy shall be carried out consistent with the procedures set forth in the *Chancellor's Procedures for Implementation of Policy 311-A: Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking*~~.~~, or any revision to such policy or procedures. If a provision of such procedures is inconsistent with the purpose of this Policy, General Counsel may waive or amend such provision, on a case by case basis, for good cause.

In addition to the above reporting requirements, a~~A~~ll internal reports of sexual abuse by one perpetrator against multiple Minors shall be promptly reported by the Title IX/Policy 311-A Coordinator or General Counsel to the President, Chancellor and Chair of the Board of Trustees and, if the report involves an employee, to the applicable Director of Human Resources.

D.   Training

Any member of the VSCS community who interacts with, supervises, chaperones, or otherwise oversees Minors in VSCS-sponsored programs, activities, and/or residential facilities is required to receive training. The training will include information on how to recognize suspicious behavior by perpetrators, possible signs and indicators of abuse, how to interact appropriately with M~~m~~inors, how best to prevent potential abuse, and how to report suspected abuse and neglect. Online trainings are available and will be assigned by the M~~m~~ember Institution's Director of Human Resources, upon request from the individual or the individual's supervisor. Resources and training materials are provided in Appendix B and shall be updated by the Chancellor as necessary.

Any third-party contractor whose employees have unsupervised access to Minors on VSCS property or through VSCS-sponsored programs or activities at locations not owned or controlled by the VSCS shall provide training to its employees (including volunteers and subcontractors) on the VSCS's prohibition on sexual abuse of Minors and VSCS's reporting requirements. Contractors shall provide written confirmation that training has occurred and include the names and job titles of those trained to the VSCS program director or the Member Institution's Dean of Administration. The program director or Dean of Administration shall provide the written confirmation to the Title IX/Policy 311 Coordinator for record-keeping.

E.   Background Checks

Pursuant to VSCS Policy 208: *Criminal Background Checks*, criminal background checks are required on all new full-time employees and certain part-time employees to protect vulnerable persons and others who work for, enroll in, or attend programs through the VSCS. To the extent permitted by law, ~~fingerprint-supported~~ criminal background checks shall be conducted on all persons to whom an offer of full-time employment has been made. In addition, ~~fingerprint-supported~~ criminal background checks shall be conducted on all persons, including student employees, to whom an offer of part-time employment has been made where the terms and conditions of employment contemplate regular access to residence halls, day care centers, and other programs or facilities where M~~m~~inors are known to congregate. When there is insufficient time in which to obtain a fingerprint supported background check, the Member Institutions are permitted to use an online service to perform an expedited background check, without fingerprints, at the Institution's expense, when such time-sensitive background checks need to be performed on persons, such as camp counselors and volunteers, who either work directly with Minors or who will be working in areas around Minors or in activities involving Minors. *See* VSC Policy 208; *Criminal Background Checks* for additional information.

F.   Chancellor

The Chancellor shall~~may~~ update the appendices to this P~~p~~olicy as necessary ~~to keep the information current~~.

RELEVANT LEGAL AUTHORITIES

- 20 U.S.C. § 1681 *et seq.* – Title IX of the Higher Education Amendments of 1972
- 34 C.F.R. Part 106 – Title IX Regulations
- 20 U.S.C. § 1092(f) – Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Section 485(f) of the Higher Education Act of 1965 (as amended)
- 34 C.F.R. § 668.46 – Clery Act regulations
- 33 V.S.A. § 4911 *et seq.* – Child Welfare Services - Reporting Abuse of Children (see Appendix A)

CROSS-REFERENCE

- VSC Policy 208: *Criminal Background Checks*
- VSC Policy 211: *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- *Chancellor's Procedures for Implementation of Policy 211: Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
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5

ADDITIONAL RESOURCES

- Appendix B for a list of training resources and other educational materials.
- VSCS's RESOLVE website at https://resolve.vsc.edu/ for current resource information.

RESPONSIBLE OFFICES AND OFFICERS

- Appendix C for a list of Title IX/Policy 311-A Coordinators, Directors of Vermont's Special Investigative Units, and other related hotlines and helplines.
- VSCS's RESOLVE website at https://resolve.vsc.edu/ for current contact information.

GUIDELINES FOR INTERACTING WITH MINORS

- *See* Appendix D.

Signed by:
_____
Jeb Spaulding, Chancellor

Date	Version	Revision	Approved By
12/2/2019	1.0	Adopted	VSCS Board of Trustees

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VERMONT
— STATE COLLEGES SYSTEM —

Manual of Policies and Procedures

Title	Number	Page
Protection of Minors and Mandatory Reporting of Child Abuse and Neglect	**316**	**1 of 6**
	Date **December 2, 2019**	

PURPOSE

This Policy provides guidance to all members of the Vermont State Colleges System ("VSCS") community on how to protect Minors from abuse, including sexual abuse, and neglect and provides information on mandatory reporting of child abuse and neglect under Vermont law.

SCOPE

This Policy applies to all VSCS community members, including faculty, staff, full-time and part-time employees, students, volunteers, trustees, officers, contractors, third-party vendors, and visitors to VSCS's Member Institutions. It covers the protection of all Minors present on VSCS property, as well as those participating in VSCS-sponsored programs and activities at locations not owned or controlled by the VSCS.

STATEMENT OF POLICY

Children under the age of 18 years of age are present on VSCS campuses and use VSCS facilities as visitors and community members. They also attend summer camps (including those run by third parties), campus events and programs, and academic classes as dual-enrolled and matriculated students.

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In addition, employees who are mandated reporters under Vermont law are legally required to report any suspected child abuse or neglect to Vermont's Department for Children and Families within 24 hours. A copy of the state law is attached at Appendix A.

Retaliation against individuals who report concerns in good faith is a violation of VSC policy and is prohibited.

IMPLEMENTATION

A.   Definitions

"Abuse or neglect" – Under Vermont law and under this Policy, an abused or neglected Minor is defined as a child whose physical health, psychological growth and development, or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the Minor's welfare. An "abused or neglected child" also means a Minor who is sexually abused or at substantial risk of sexual abuse by any person or a Minor who has died as a result of abuse or neglect.

"Independent duty" means that an individual may not delegate the duty to anyone else.

"Mandated reporter" – Under Vermont law and under this Policy, a mandated reporter is any health-care provider (including nurses and psychologists) and any individual employed by a school district or an approved or recognized independent school (including teachers, guidance counselors, mental health professionals, camp administrators and camp counselors). For a complete list of mandated reporters, see Appendix A (33 V.S.A. § 4913).

"Minor" – An individual under the age of 18.

"Reasonable cause to suspect abuse or neglect of a child" – Under Vermont law and under this Policy, reasonable cause to suspect abuse or neglect of a child means that, based upon an individual's rational observations, professional training or experience, the individual has a suspicion that a child is being abused or maltreated by a parent, guardian, or a caregiver.

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>   Call FSD at 1-800-649-5285 (24 hours a day, 7 days a week).

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Failure to report can result in criminal prosecution and a fine up to $500.00. Failure to report with the intent to conceal the abuse or neglect can result in imprisonment up to six months and a fine up to $1,000.00. The VSCS takes any failure to report seriously and will impose discipline up to and including dismissal from an academic program, removal from campus facilities, and termination of employment.

Non-mandated reporters are also encouraged to call the hotline number listed above if they have reasonable cause to suspect abuse, sexual abuse, or neglect of a Minor.

In addition, all members of the VSCS community are required to report any knowledge or reasonable suspicion they may have about sexual abuse perpetrated against a Minor by an adult affiliated with the VSCS internally to a Title IX/Policy 311-A Coordinator, the Institution's Office of Public Safety, or to General Counsel. The Office of Public Safety shall share any reports it receives with the Title IX/Policy 311-A Coordinator. A list of Title IX/Policy 311-A Coordinators is attached hereto at Appendix C. Failure to report can result in disciplinary action being taken, up to and including dismissal from an academic program, removal from campus facilities, and termination of employment.

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Exclusion: The duty to report to a VSCS Title IX/Policy 311-A Coordinator or Public Safety does not apply to health-care providers employed by the VSCS, who are Mandated Reporters under state law in connection with providing clinical care to patients, if a report would breach a patient's legal rights to confidentiality.

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C.   Handling Internal Reports of Sexual Abuse

Title IX/Policy 311-A Coordinators are responsible for reviewing reports of sexual abuse to look for trends or patterns, including serial perpetrators.

Title IX/Policy 311-A Coordinators shall promptly report the alleged sexual abuse to the Department for Children and Families, if legally required to do so, as well as to the Minor's parents or guardians, and to General Counsel, and shall maintain records showing when such reports were made. The Office of General Counsel shall be responsible for reporting incidents of alleged sexual abuse in violation of this Policy to VSCS's insurance carriers, as necessary.

Investigations of sexual abuse of a Minor reported under this Policy shall be carried out consistent with the procedures set forth in the *Chancellor's Procedures for Implementation of Policy 311-A: Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking,* or any revision to such policy or procedures. If a provision of such procedures is inconsistent with the purpose of this Policy, General Counsel may waive or amend such provision, on a case by case basis, for good cause.

In addition to the above reporting requirements, all internal reports of sexual abuse by one perpetrator against multiple Minors shall be promptly reported by the Title IX/Policy 311-A Coordinator or General Counsel to the President, Chancellor and Chair of the Board of Trustees and, if the report involves an employee, to the applicable Director of Human Resources.

D.   Training

Any member of the VSCS community who interacts with, supervises, chaperones, or otherwise oversees Minors in VSCS-sponsored programs, activities, and/or residential facilities is required to receive training. The training will include information on how to recognize suspicious behavior by perpetrators, possible signs and indicators of abuse, how to interact appropriately with Minors, how best to prevent potential abuse, and how to report suspected abuse and neglect. Online trainings are available and will be assigned by the Member Institution's Director of Human Resources, upon request from the individual or the individual's supervisor. Resources and training materials are provided in Appendix B and shall be updated by the Chancellor as necessary.

Any third-party contractor whose employees have unsupervised access to Minors on VSCS property or through VSCS-sponsored programs or activities at locations not owned or controlled by the VSCS shall provide training to its employees (including volunteers and subcontractors) on the VSCS's prohibition on sexual abuse of Minors and VSCS's reporting requirements. Contractors shall provide written confirmation that training has occurred and include the names and job titles of those trained to the VSCS program director or the Member Institution's Dean of Administration. The program director or Dean of Administration shall provide the written confirmation to the Title IX/Policy 311 Coordinator for record-keeping.

4

E.   Background Checks

Pursuant to VSCS Policy 208: *Criminal Background Checks*, criminal background checks are required on all new full-time employees and certain part-time employees to protect vulnerable persons and others who work for, enroll in, or attend programs through the VSCS. To the extent permitted by law, criminal background checks shall be conducted on all persons to whom an offer of full-time employment has been made. In addition, criminal background checks shall be conducted on all persons, including student employees, to whom an offer of part-time employment has been made where the terms and conditions of employment contemplate regular access to residence halls, day care centers, and other programs or facilities where Minors are known to congregate. When there is insufficient time in which to obtain a fingerprint supported background check, the Member Institutions are permitted to use an online service to perform an expedited background check, without fingerprints, at the Institution's expense, when such time-sensitive background checks need to be performed on persons, such as camp counselors and volunteers, who either work directly with Minors or who will be working in areas around Minors or in activities involving Minors. *See* VSC Policy 208; *Criminal Background Checks* for additional information.

F.   Chancellor

The Chancellor shall update the appendices to this Policy as necessary.

RELEVANT LEGAL AUTHORITIES

- 20 U.S.C. § 1681 *et seq.* – Title IX of the Higher Education Amendments of 1972
- 34 C.F.R. Part 106 – Title IX Regulations
- 20 U.S.C. § 1092(f) – Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Section 485(f) of the Higher Education Act of 1965 (as amended)
- 34 C.F.R. § 668.46 – Clery Act regulations
- 33 V.S.A. § 4911 *et seq.* – Child Welfare Services - Reporting Abuse of Children (see Appendix A)

CROSS-REFERENCE

- VSC Policy 208: *Criminal Background Checks*
- VSC Policy 211: *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- *Chancellor's Procedures for Implementation of Policy 211: Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*
- *Chancellor's Procedures for Implementation of Policy 311-A: Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking*

5

ADDITIONAL RESOURCES

- Appendix B for a list of training resources and other educational materials.
- VSCS's RESOLVE website at https://resolve.vsc.edu/ for current resource information.

RESPONSIBLE OFFICES AND OFFICERS

- Appendix C for a list of Title IX/Policy 311-A Coordinators, Directors of Vermont's Special Investigative Units, and other related hotlines and helplines.
- VSCS's RESOLVE website at https://resolve.vsc.edu/ for current contact information.

GUIDELINES FOR INTERACTING WITH MINORS

- *See* Appendix D.

Signed by:
_____
Jeb Spaulding, Chancellor

Date	Version	Revision	Approved By
12/2/2019	1.0	Adopted	VSCS Board of Trustees

Appendix A to VSC Policy 316:
Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

Title 33: Human Services
Chapter 49: Child Welfare Services
Sub-chapter 2: Reporting Abuse of Children

§ 4911. Purpose

The purpose of this subchapter is to:

(1) protect children whose health and welfare may be adversely affected through abuse or neglect;

(2) strengthen the family and make the home safe for children whenever possible by enhancing the parental capacity for good child care;

(3) provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes require the reporting of suspected child abuse and neglect, an assessment or investigation of such reports and provision of services, when needed, to such child and family;

(4) establish a range of responses to child abuse and neglect that take into account different degrees of child abuse or neglect and which recognize that child offenders should be treated differently from adults; and

(5) establish a tiered child protection registry that balances the need to protect children and the potential employment consequences of a registry record for persons who are substantiated for child abuse and neglect.

(Added 1981, No. 207 (Adj. Sess.), § 1, eff. April 25, 1982; amended 2007, No. 168 (Adj. Sess.), § 1.)

§ 4912. Definitions

As used in this subchapter:

(1) "Abused or neglected child" means a child whose physical health, psychological growth and development, or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the child's welfare. An "abused or neglected child"

also means a child who is sexually abused or at substantial risk of sexual abuse by any person and a child who has died as a result of abuse or neglect.

(2) "Assessment" means a response to a report of child abuse or neglect that focuses on the identification of the strengths and support needs of the child and the family and any services they may require to improve or restore their well-being and to reduce the risk of future harm. The child and family assessment does not result in a formal determination as to whether the reported abuse or neglect has occurred.

(3) "Child" means an individual under the age of majority.

(4) "Child Protection Registry" means a record of all investigations that have resulted in a substantiated report on or after January 1, 1992.

(5) "Emotional maltreatment" means a pattern of malicious behavior which results in impaired psychological growth and development.

(6) "Harm" can occur by:

(A) Physical injury or emotional maltreatment.

(B) Failure to supply the child with adequate food, clothing, shelter, or health care. As used in this subchapter, "adequate health care" includes any medical or nonmedical remedial health care permitted or authorized under State law. Notwithstanding that a child might be found to be without proper parental care under chapters 51 and 53 of this title, a parent or other person responsible for a child's care legitimately practicing his or her religious beliefs who thereby does not provide specified medical treatment for a child shall not be considered neglectful for that reason alone.

(C) Abandonment of the child.

(7) "Investigation" means a response to a report of child abuse or neglect that begins with the systematic gathering of information to determine whether the abuse or neglect has occurred and, if so, the appropriate response. An investigation shall result in a formal determination as to whether the reported abuse or neglect has occurred.

(8) "Member of the clergy" means a priest, rabbi, clergy member, ordained or licensed minister, leader of any church or religious body, accredited Christian Science practitioner, or person performing official duties on behalf of a church or religious body that are recognized as the

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duties of a priest, rabbi, clergy, nun, brother, ordained or licensed minister, leader of any church or religious body, or accredited Christian Science practitioner.

(9) "Multidisciplinary team" means a group of professionals, paraprofessionals, and other appropriate individuals impaneled by the Commissioner under this chapter for the purpose of assisting in the identification and review of cases of child abuse and neglect, coordinating treatment services for abused and neglected children and their families, and promoting child abuse prevention.

(10) "Person responsible for a child's welfare" includes the child's parent, guardian, foster parent, any other adult residing in the child's home who serves in a parental role, an employee of a public or private residential home, institution, or agency, or other person responsible for the child's welfare while in a residential, educational, or child care setting, including any staff person.

(11) "Physical injury" means death or permanent or temporary disfigurement or impairment of any bodily organ or function by other than accidental means.

(12) "Redacted investigation file" means the intake report, the investigation activities summary, and case determination report that are amended in accordance with confidentiality requirements set forth in section 4913 of this title.

(13) "Registry record" means an entry in the Child Protection Registry that consists of the name of an individual substantiated for child abuse or neglect, the date of the finding, the nature of the finding, and at least one other personal identifier, other than a name, listed in order to avoid the possibility of misidentification.

(14) "Risk of harm" means a significant danger that a child will suffer serious harm by other than accidental means, which harm would be likely to cause physical injury, or sexual abuse, including as the result of:

> (A) a single, egregious act that has caused the child to be at significant risk of serious physical injury;

> (B) the production or preproduction of methamphetamines when a child is actually present;

> (C) failing to provide supervision or care appropriate for the child's age or development and, as a result, the child is at significant risk of serious physical injury;

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(D) failing to provide supervision or care appropriate for the child's age or development due to use of illegal substances, or misuse of prescription drugs or alcohol;

(E) failing to supervise appropriately a child in a situation in which drugs, alcohol, or drug paraphernalia are accessible to the child; and

(F) a registered sex offender or person substantiated for sexually abusing a child residing with or spending unsupervised time with a child.

(15) "Sexual abuse" consists of any act or acts by any person involving sexual molestation or exploitation of a child, including:

(A) incest;

(B) prostitution;

(C) rape;

(D) sodomy;

(E) lewd and lascivious conduct involving a child;

(F) aiding, abetting, counseling, hiring, or procuring of a child to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement, or sadomasochistic abuse involving a child;

(G) viewing, possessing, or transmitting child pornography, with the exclusion of the exchange of images between mutually consenting minors, including the minor whose image is exchanged;

(H) human trafficking;

(I) sexual assault;

(J) voyeurism;

(K) luring a child; or

(L) obscenity.

Appendix A, Page 4

(16) "Substantiated report" means that the Commissioner or the Commissioner's designee has determined after investigation that a report is based upon accurate and reliable information that would lead a reasonable person to believe that the child has been abused or neglected.

(17) "Serious physical injury" means, by other than accidental means:

(A) physical injury that creates any of the following:

(i) a substantial risk of death;

(ii) a substantial loss or impairment of the function of any bodily member or organ;

(iii) a substantial impairment of health; or

(iv) substantial disfigurement; or

(B) strangulation by intentionally impeding normal breathing or circulation of the blood by applying pressure on the throat or neck or by blocking the nose or mouth of another person.

(Added 1981, No. 207 (Adj. Sess.), § 1, eff. April 25, 1982; amended 1985, No. 211 (Adj. Sess.), §§ 1, 2; 1989, No. 295 (Adj. Sess.), §§ 1, 2; 1991, No. 141 (Adj. Sess.), § 1; 1995, No. 145 (Adj. Sess.), § 5; 2001, No. 135 (Adj. Sess.), § 15, eff. June 13, 2002; 2003, No. 43, § 2, eff. May 27, 2003; 2003, No. 66, § 136a; 2007, No. 77, § 1, eff. June 7, 2007; 2007, No. 168 (Adj. Sess.), § 2; 2007, No. 172 (Adj. Sess.), § 18; 2013, No. 131 (Adj. Sess.), § 76, eff. May 20, 2014; 2015, No. 60, § 3.)

§ 4913. Reporting child abuse and neglect; remedial action

(a) A mandated reporter is any:

(1) health care provider, including any:

(A) physician, surgeon, osteopath, chiropractor, or physician assistant licensed, certified, or registered under the provisions of Title 26;

(B) resident physician;

(C) intern;

(D) hospital administrator in any hospital in this State;

(E) registered nurse;

(F) licensed practical nurse;

(G) medical examiner;

(H) emergency medical personnel as defined in 24 V.S.A. § 2651(6);

(I) dentist;

(J) psychologist; and

(K) pharmacist;

(2) individual who is employed by a school district or an approved or recognized independent school, or who is contracted and paid by a school district or an approved or recognized independent school to provide student services, including any:

(A) school superintendent;

(B) headmaster of an approved or recognized independent school as defined in 16 V.S.A. § 11;

(C) school teacher;

(D) student teacher;

(E) school librarian;

(F) school principal; and

(G) school guidance counselor;

(3) child care worker;

(4) mental health professional;

(5) social worker;

(6) probation officer;

(7) employee, contractor, and grantee of the Agency of Human Services who have contact with clients;

(8) police officer;

(9) camp owner;

(10) camp administrator;

(11) camp counselor; or

(12) member of the clergy.

(b) As used in subsection (a) of this section, "camp" includes any residential or nonresidential recreational program.

(c) Any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of section 4914 of this title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed.

(d)
    (1) The Commissioner shall inform the person who made the report under subsection (a) of this section:

        (A) whether the report was accepted as a valid allegation of abuse or neglect;

        (B) whether an assessment was conducted and, if so, whether a need for services was found; and

        (C) whether an investigation was conducted and, if so, whether it resulted in a substantiation.

    (2) Upon request, the Commissioner shall provide relevant information contained in the case records concerning a person's report to a person who:

        (A) made the report under subsection (a) of this section; and

(B) is engaged in an ongoing working relationship with the child or family who is the subject of the report.

(3) Any information disclosed under subdivision (2) of this subsection shall not be disseminated by the mandated reporter requesting the information. A person who intentionally violates the confidentiality provisions of this section shall be fined not more than $2,000.00.

(4) In providing information under subdivision (2) of this subsection, the Department may withhold:

(A) information that could compromise the safety of the reporter or the child or family who is the subject of the report; or

(B) specific details that could cause the child to experience significant mental or emotional stress.

(e) Any other concerned person not listed in subsection (a) of this section who has reasonable cause to believe that any child has been abused or neglected may report or cause a report to be made in accordance with the provisions of section 4914 of this title.

(f)

(1) Any person other than a person suspected of child abuse, who in good faith makes a report to the Department shall be immune from any civil or criminal liability which might otherwise be incurred or imposed as a result of making a report.

(2) An employer or supervisor shall not discharge; demote; transfer; reduce pay, benefits, or work privileges; prepare a negative work performance evaluation; or take any other action detrimental to any employee because that employee filed a good faith report in accordance with the provisions of this subchapter. Any person making a report under this subchapter shall have a civil cause of action for appropriate compensatory and punitive damages against any person who causes detrimental changes in the employment status of the reporting party by reason of his or her making a report.

(g) The name of and any identifying information about either the person making the report or any person mentioned in the report shall be confidential unless:

(1) the person making the report specifically allows disclosure;

(2) a Human Services Board proceeding or a judicial proceeding results therefrom;

(3) a court, after a hearing, finds probable cause to believe that the report was not made in good faith and orders the Department to make the name of the reporter available; or

(4) a review has been requested pursuant to section 4916a of this title, and the Department has determined that identifying information can be provided without compromising the safety of the reporter or the persons mentioned in the report.

(h)

(1) A person who violates subsection (c) of this section shall be fined not more than $500.00.

(2) A person who violates subsection (c) of this section with the intent to conceal abuse or neglect of a child shall be imprisoned not more than six months or fined not more than $1,000.00, or both.

(3) This section shall not be construed to prohibit a prosecution under any other provision of law.

(i) Except as provided in subsection (j) of this section, a person may not refuse to make a report required by this section on the grounds that making the report would violate a privilege or disclose a confidential communication.

(j) A member of the clergy shall not be required to make a report under this section if the report would be based upon information received in a communication which is:

(1) made to a member of the clergy acting in his or her capacity as spiritual advisor;

(2) intended by the parties to be confidential at the time the communication is made;

(3) intended by the communicant to be an act of contrition or a matter of conscience; and

(4) required to be confidential by religious law, doctrine, or tenet.

(k) When a member of the clergy receives information about abuse or neglect of a child in a manner other than as described in subsection (j) of this section, he or she is required to report on the basis of that information even though he or she may have also received a report of abuse or neglect about the same person or incident in the manner described in subsection (j) of this section.

(Added 1981, No. 207 (Adj. Sess.), § 1, eff. April 25, 1982; amended 1983, No. 169 (Adj. Sess.), § 1; 1985, No. 208 (Adj. Sess.), § 19, eff. June 30, 1986; 1989, No. 295 (Adj. Sess.), § 3; 1993, No. 156 (Adj. Sess.), § 1; 2003, No. 43, § 3, eff. May 27, 2003; 2005, No. 101 (Adj. Sess.), § 2; 2007, No. 77, § 1, eff. June 7, 2007; 2007, No. 168 (Adj. Sess.), § 3, eff. Jan. 1, 2009; 2007, No. 172 (Adj. Sess.), § 19; 2009, No. 1, § 45; 2011, No. 156 (Adj. Sess.), § 28, eff. May 16, 2012; 2011, No. 159 (Adj. Sess.), § 7; 2015, No. 60, § 4.)

§ 4914. Nature and content of report; to whom made

A report shall be made orally or in writing to the Commissioner or designee. The Commissioner or designee shall request the reporter to follow the oral report with a written report, unless the reporter is anonymous. Reports shall contain the name and address or other contact information of the reporter as well as the names and addresses of the child and the parents or other persons responsible for the child's care, if known; the age of the child; the nature and extent of the child's injuries together with any evidence of previous abuse and neglect of the child or the child's siblings; and any other information that might be helpful in establishing the cause of the injuries or reasons for the neglect as well as in protecting the child and assisting the family. If a report of child abuse or neglect involves the acts or omissions of the Commissioner or employees of the Department, then the report shall be directed to the Secretary of Human Services who shall cause the report to be investigated by other appropriate Agency staff. If the report is substantiated, services shall be offered to the child and to his or her family or caretaker according to the requirements of section 4915b of this title.

(Added 1981, No. 207 (Adj. Sess.), § 1, eff. April 25, 1982; amended 1989, No. 187 (Adj. Sess.), § 5; 1989, No. 295 (Adj. Sess.), § 4; 1995, No. 174 (Adj. Sess.), § 3; 2005, No. 174 (Adj. Sess.), § 120; 2007, No. 77, § 1, eff. June 1, 2007; 2007, No. 168 (Adj. Sess.), § 4; 2015, No. 60, § 4a.)

Appendix B to VSC Policy 316:
Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

Training Materials

Contact your Director of Human Resources to request assignments of the following available course modules to oneself or to employees under your supervision:

1.   United Educators:

   Two online courses on protecting children

   1.   Identifying and Reporting Sexual Misconduct

   2.   Hiring Staff who Work with Minors (30 mins)

2.   EverFi

   Online course module Protecting Youth: Abuse and Neglect Prevention; recognizing the signs of child abuse and neglect and understanding reporting requirements

Available Resources

1.   **Shine a Light** – video designed to educate higher education employees who do not usually work with children and teens (9:28 mins)

   https://players.brightcove.net/pages/v1/index.html?accountId=167703361001&playerId=default&videoId=4286060740001&autoplay=true

2.   **Vermont Department of Children and Families (DCF)**

   - Online training for mandated reporters: https://dcf.vermont.gov/dcf-blog/online-training-mandated-reporters-now-available

   - DCF Educate Yourself website: https://dcf.vermont.gov/prevention/stepup/educate

   - Guide for parents, care-takers, friends and relatives on how to protect children from sexual abuse: https://dcf.vermont.gov/sites/dcf/files/Prevention/docs/STEPUP-Parent-Guide.pdf

   - Reporting Child Abuse in Vermont - https://dcf.vermont.gov/protection/reporting

   - Mandated Reporters - https://dcf.vermont.gov/protection/reporting/mandated/reporters

Appendix C to VSC Policy 316:
Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

CONTACTS

VSCS TITLE IX/POLICY 311-A COORDINATORS

Office of the Chancellor:

Nancy Shaw, Title IX Coordinator
Director of Human Resources
575 Stone Cutters Way, Montpelier, VT 05602
Nancy.Shaw@vsc.edu
(802) 224-3011

Castleton University:

Janet Hazelton, Title IX Coordinator
Director of Human Resources
Woodruff Hall, 62 Alumni Drive, Castleton, VT 05735
Janet.Hazelton@castleton.edu
(802) 468-1207

Victoria Angis, Deputy Title IX Coordinator (Students)
Associate Dean of Students
Campus Center, Room 162, 49 University Drive,
Castleton, VT 05735
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(802) 468-1231

Deanna Tyson, Deputy Title IX Coordinator (Athletics)
Associate Dean for Athletics and Recreation
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Drive, Castleton, VT 05735
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(802) 468-1365

Community College of Vermont:

Angela Albeck, Title IX Coordinator and Equity Officer*
Associate Dean of Students
1 Abenaki Way, Winooski, VT 05404
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(802) 654-0690

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Robert "Bo" Finnegan, Deputy Title IX Coordinator
Director of Human Resources
660 Elm Street, Montpelier, VT 05602
Robert.Finnegan@ccv.edu
(802) 828-2816

*Designated contact persons for each CCV region are listed here.

Northern Vermont University: **Michele Whitmore**, Title IX Coordinator
Associate Dean of Students
Dewey Hall, 337 College Hill, Johnson, VT 05656
Michele.Whitmore@NorthernVermont.edu
(802) 635-1452

Denise Bourbeau-Moses, Deputy Title IX Coordinator
(Students)
Coordinator of Academic Success
LAC, Room 325
1001 College Road, Lyndonville, VT 05851
Denise.Moses@NorthernVermont.edu
(802) 626-6424

Katrina Meigs, Deputy Title IX Coordinator (Employees)
Director of Human Resources
Vail, Room 365
1001 College Road, Lyndonville, VT 05851
Katrina.Meigs@NorthernVermont.edu
(802) 626-4865

Vermont Technical College: **Mary Kathryn Juskiewicz**, Title IX Coordinator
Director of Residence Life
Room 122B, Office of Student Affairs
124 Admin Drive, Randolph Center, VT 05061
MJuskiew@vtc.vsc.edu
(802) 728-1673

CONTACT INFORMATION FOR VERMONT'S SPECIAL INVESTIGATION UNITS

Addison County	**Bennington County**	**Caledonia and Southern Essex Counties**
Addison County Unit for Special Investigations	Bennington County Child Advocacy Center/ SIU	Caledonia Children's Advocacy Center/SIU
Fred Saar	Joy Kitchell	Christopher St. Cyr
Executive Director	Executive Director	Executive Director
35 Court Street	P.O. Box 163	PO Box 272
Middlebury, VT 05753	129 Elm Street	Saint Johnsbury, VT 05819
(802) 274-5724	Bennington VT 05201	(802) 424-1227
Fred.Saar@partner.vermont.gov	(802) 442-5107	Christopher.StCyr@partner.vermont.gov
	Joy.Kitchell@partner.vermont.gov	
Chittenden County	**Franklin & Grand Isle Counties**	**Lamoille County**
Chittenden Children's Advocacy Center/CUSI	Northwest Unit for Special Investigations NUSI/CAC	Lamoille County Special Investigation Unit/CAC
Veronica Rathgeb	Robert White	Tracy Patnoe
Executive Director	Executive Director	Executive Director
50 Cherry Street, Suite 102	5 Lemnah Drive	P.O. Box 16
Burlington, VT 05401	St. Albans, VT 05478	Hyde Park, VT 05655
(802) 652-0991	(802) 524-7961	(802)-851-8116
vrathegb@bpdvt.org	Robert.White@vermont.gov	tpatnoe@lamoillesiu.org
Orange County	**Orleans & Northern Essex Co.**	**Rutland County**
Orange County SIU/CAC	The Orleans County Child Advocacy Center/SIU	Child First Advocacy Center/ Rutland Unit for Special Inv.
Ferron Wambold	Dawn Kelly, Executive Director	Wendy Loomis, Exec. Dir.
Executive Director	55 Seymour Lane, Suite 2	80 West Street
354 VT Route 110	PO Box 1133	P.O. Box 6822
PO Box 254	Newport, VT 05855	Rutland, VT 05702
Chelsea, VT 05038	(802) 334-6002	(802) 747-0200
(802) 685-4712	Dawn.kelly@partner.vermont.gov	Wendy.Loomis@partner.vermont.gov
fwambold@orangecountysherriff.com		
Washington County	**Windham County**	**Windsor County**
OUR House of Central Vermont, Inc. CAC/SIU	Windham County Safe Place CAC/ SUSI	The CACs of the Family Place/ Windsor County SIU
Rebecca Duranleau	Alyssa Todd	Julie Gaudette, Director
Executive Director	Executive Director	319 US Route 5, South
38 Summer Street	112 Hardwood Way	Norwich, VT 05055
Barre, Vermont 05641	Brattleboro, VT 05301	(802) 295-3882
(802) 476-8825	(802) 579-1358	julie@the-family-place.org
ourhousebarredirector@gmail.com	Alyssa.todd@partner.vermont.gov	

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HELPLINES AND HOTLINES

Mandated Reporters are legally required to make a report to the Family Services Division of the Department of Children and Families within 24 hours of the time you first receive or observe information that causes you to reasonably suspect child abuse or neglect.

Call 1-800-649-5285 (24 hours a day, 7 days a week).

If a child is in immediate danger, dial 911 or call your local police first.

Then call the above number to make a report. Calling law enforcement is not the same as reporting to Family Services Division. Mandated reporters must notify FSD directly.

Domestic Violence Hotline – 1-800-228-7395

Sexual Violence Hotline – 1-800-489-7273

Vermont Center for Crime Victim Services – 1-800-750-1213 or (802) 241-1250 or **www.ccvs.state.vt.us**

WHISTLEBLOWER HOTLINE

Go to EthicsPoint to report illegal and unethical conduct online

     OR

Dial toll-free, within the United States, and Canada: 866-215-4016

See also https://www.vsc.edu/board-of-trustees/policies-procedures/personnel-policies/ for the following:

- VSC Policy 211: *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- *Chancellor's Procedures for Implementation of Policy 211: Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- *Questions and Answers on EthicsPoint*

Appendix D to VSC Policy 316:
Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

<u>GUIDELINES FOR INTERACTING WITH MINORS</u>

Be Mindful of Boundaries: Children can be vulnerable. When interacting with Minors, be particularly aware of the importance of maintaining appropriate physical and emotional boundaries. Members of the VSCS community must not engage in any behavior, including speech, gestures, depictions, or physical contact that exploits, abuses, or harasses Minors.

Physical Contact: A Minor or bystander may misinterpret an individual's intentions when physical contact occurs between a member of the VSCS community and a Minor. Therefore, physical contact should be limited in nature and should occur only when necessary or appropriate. Be aware of how physical touch with Minors can be perceived or received and show prudent discretion in determining whether physical contact would be an appropriate expression of greeting, care, concern, instruction, or celebration.

Acceptable forms of physical contact with a Minor include high fives, handshakes, fist bumps, and pats on the back or shoulder.

Types of physical contact to be avoided include tickling, rough-housing, wrestling, piggyback rides, any type of massage, and any form of unwanted affection.

Discipline: Although at times limit-setting with Minors may be necessary for safety reasons, physical discipline is not acceptable behavior in the VSCS community. Similarly, speech, gestures or other behaviors that are bullying, demeaning, belittling, hurtful, meant to embarrass or make gratuitous reference to the Minor's physical development or appearance are not appropriate.

One-on-one Interactions: One-on-one meetings with a Minor should be avoided, but if necessary, should be held in a public area, in a room where the interaction can be (or is being) observed, or in a room with the door left open. Practically speaking, VSCS community members should make a reasonable effort to have another adult colleague present when meeting with a Minor. If a private, one-on-one meeting with a Minor cannot otherwise be avoided, a supervisor or another staff member should be notified about the meeting at the same time as the interaction or as soon as is reasonably practicable thereafter.

Drug and Alcohol Use; Other Prohibited Items: Consistent with VSCS policies, the possession and/or use of illegal drugs (including marijuana) and the use of tobacco products or alcohol is prohibited when interacting with Minors. Members of the VSCS community, including vendors, are prohibited from providing a Minor with alcohol, drugs, tobacco products, inappropriate materials (including materials accessed digitally or virtually) or other such items.

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Gifts: Members of the VSCS community should not give gifts to Minors or their parent/guardian independent of gifts provided through a VSCS program but are permitted to accept gifts of nominal value (under $25) from Minors with the permission of their parent/guardian.

Communicating with Minors: Communication with Minors is only allowed for the purpose of conducting VSCS programs or otherwise furthering summer camp or vendor program-related objectives. Do not call, text or engage with Minors using personal devices, email or social media, and do not engage with Minors about any personal subjects unless otherwise consistent with VSCS program missions and objectives.

For the protection of all concerned, the key safety concept that will be applied to such communications is "transparency" – use limited means of electronic communication (normally, VSCS phones and emails), limit your in-person communication with Minors outside of your role with the VSCS (private, one-on-one meetings should be avoided if at all possible, as described above), and keep your communications related to VSCS-related programs and activities.

Appendix D, Page 2

Item 6:

Transfer Practices within the VSCS

Transfer Policies & Practices within the VSCS

Education, Personnel, & Student Life Committee

December 2, 2019

Policy 111: Academic Data Management

[Policy 111](#) governs single VSCS academic transcript

Provision (adopted July 2016) on maintenance of single course numbers:

To maintain the single course database while allowing for the natural development and change of curriculum at each college over time, on an annual basis the VSC shall review those courses defined by colleges as equivalent for the purposes of transfer and when appropriate reassign a single course number, title, and single-sentence course description. Such system-level definitions shall not preclude individual college elaboration of course descriptions and learning objectives in college catalogs, syllabi, and other related documents.

Next step: course number equivalence audit.

VERMONT
STATE COLLEGES SYSTEM

Policy 108: Transfer of Credit

Policy 108 defines transfer into the VSCS from external (non-VSCS) institutions

- Only coursework with C- or better.

- Each VSCS institution reviews external credits individually, for application to specific program.

- Students who transfer a second time within the system may need re-evaluation of transfer credits.

Potential next step: review external transfer credit award practices for consistency.

VERMONT
— STATE COLLEGES SYSTEM —

Policy 106: General Education

[Policy 106](#) **ensures general education transferability**

> *"Each credit taken in fulfillment of a general education requirement at one VSC institution counts as one credit…in appropriate categories at another VSC institution."*

- Current implementation of policy is "hidden coding"

- Work in progress: new transparent-to-students framework

Next step: VSCS general education faculty representatives to review framework revisions incorporating new CU program. Goal is Fall 2020 implementation.

VSCS Transfer Category Framework

Work in progress for 2020 implementation

Credits	VSCS General Education Framework	CCV	CU	NVU	VTC
3	First Year Seminars	First Semester Seminar	First-Year Seminar	First-Year Seminar	N/A
3	Written Expression	ENG 1061 English Composition	ENG-1061	ENG-1032 or ENG-1071 or ENG-1081	ENG-1042&1060, ENG-1060, ENG-1061
3	Written Expression Level 2	ENG-1020, ENG-1062, ENG-1310, ENG-2050, ENG-2135, ENG-2145	ENG-2270, ENG-2260 *tbd new gen ed program requirement*	ENG-1072, ENG-1082	N/A
3	Communication	Communication	ENG-1070 Effective Speaking	Being in the World: (communications)	Meets oral communication grad standard; meets program comm req
3	Technology/Computer	Technological Literacy	Computing	Mathematics and Computing in the World (Computing only)	Information Technology

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MASSTRANSFER

About ▸   Tools ▸   Gen Ed Foundation ▸   A2B Degree ▸   Commonwealth Commitment ▸

MASSTRANSFER GEN ED FOUNDATION
Get Started on a Bachelor's

Home > Gen Ed Foundation > Course Search

Gen Ed Foundation Courses

These credits, when completed together with a 2.0 or higher GPA, fully transfer to any Massachusetts public higher education institution - even if you don't have your associate degree. They satisfy the **general education/distribution/core requirements** at any other Massachusetts public higher education institution, with the receiving institution being able to add no more than six additional credits/two courses.

Please note some of these courses may overlap with major requirements.

Credits	Subject Areas
9	Behavioral and social sciences
9	Humanities and fine arts
7	Natural or physical science
6	English composition/writing
3	Mathematics/quantitative reasoning

Find gen ed foundation courses at your community college: Bunker Hill Community College ▾   **Go**

BEHAVIORAL AND SOCIAL SCIENCES

ECO 201 Macroeconomics *(3)*
ECO 202 Microeconomics *(3)*
GEO 101 World Regional Geography *(3)*
GOV 101 Government/Politics in US *(3)*
GOV 103 State/Local Politics *(3)*
GOV 211 Comparative Government *(3)*
HIS 101 History of Western Civilization to the Renaissance *(3)*

PSY 101 Principles of Psychology *(3)*
PSY 102 Psychology for Business and Industry *(3)*
PSY 105 Psychology of Social Relations *(3)*
PSY 107 Group Dynamics *(3)*
PSY 131 Psychology of Popular Culture *(3)*
PSY 141 Social Aspects of Aging *(3)*
PSY 201 Learning and Memory *(3)*

PSY 235 Introduction to Behavioral Research *(3)*
REL 111 World Religions *(3)*
SOC 101 Principles of Sociology *(3)*
SOC 109 Cultural Anthropology *(3)*
SOC 110 Physical Anthropology *(3)*
SOC 203 Social Problems *(3)*
SOC 205 Urban Sociology *(3)*

2+2 Transfer: VSCS Direct Admissions

https://www.vsc.edu/direct-admissions/direct-admissions-programs/

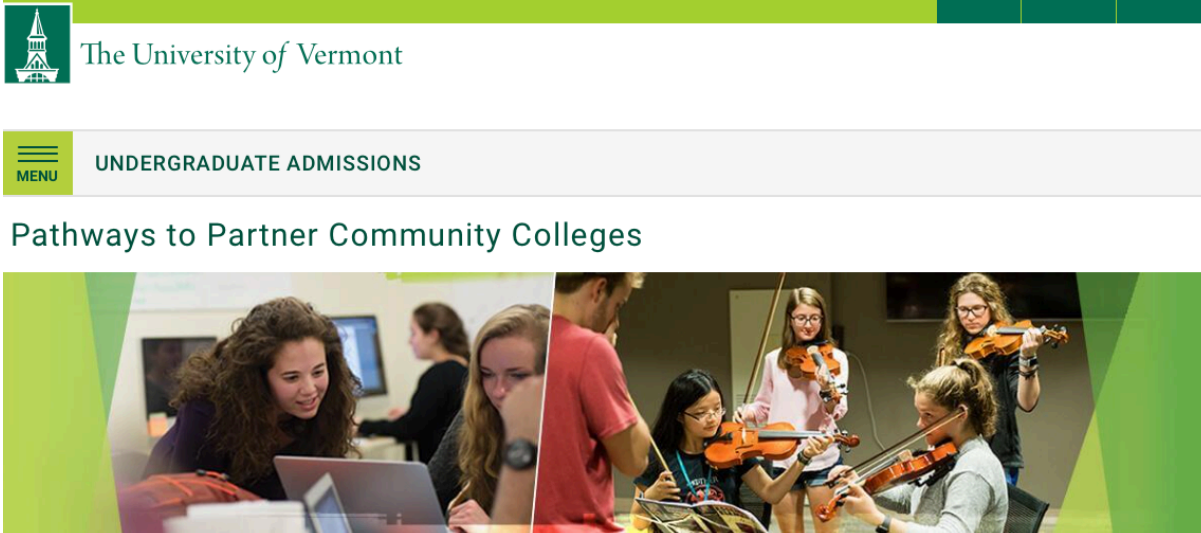**Benefits to students:**

- Full 2+2 pathways, maximizing flexibility and credit use for students.

- Advising support from both institutions.

- Provides "what would count" advising guidance to students before they are ready to commit to a program

- Supports students in using full resources of system to complete a degree.

VERMONT
STATE COLLEGES SYSTEM

UVM: transfer credit guide lists all course equivalents

Champlain: accepts 60 credits from completed Associate Degree

The University of Vermont

UNDERGRADUATE ADMISSIONS

Pathways to Partner Community Colleges

We welcome students who began their education at Community College of Vermont (CCV) and wish to continue at UVM. If you're unsure of how to position yourself for the best results, below are some suggested courses you can take at CCV that work toward fulfilling degree requirements at UVM.

APPLY

TRANSFER CREDIT GUIDE

TRANSFER PROCESS

CCV/UVM ARTICULATION AGREEMENTS

[CCV-UVM new 2+2's:](#) Community Entrepreneurship, Community & International Development, Early Childhood Education, Food Systems, Nutrition and Food Sciences, Public Communication

TRANSFER STUDENTS

Why I Chose Champlain
Instant Decision Days
Transfer Digital Brochure
Apply as a Transfer Student
Transferring From CCV
Financial Aid, Grants & Scholarships
Visit & Events
Contact Us & Meet the Team

Questions?
Email: admission@champlain.edu
Call or Text: (802) 625-0201
Request Information

☑ APPLY
✶ VISIT CAMPUS
ⓘ REQUEST INFO

INTERESTED IN LEARNING MORE?
Fill out the form below and we'll send you more information and some cool stickers designed by our students.

> ADMISSIONS > UNDERGRADUATE ADMISSIONS > TRANSFER STUDENTS > TRANSFERRING FROM CCV

Transferring From CCV

The Career of Your Dreams is Closer Than You Think

The Community College of Vermont (CCV) and Champlain College have established a transfer agreement that allows CCV students to apply credits from a specific completed associate degree program toward the completion of specific bachelor's degree program at Champlain. This agreement applies to each of the program-to-program arrangements indicated below.

Please note: The Champlain/CCV Transfer Agreement applies only to campus-based traditional undergraduate programs. Additional agreements apply to Champlain Online programs.

How does the transfer process from CCV to Champlain work?

You may apply to transfer to Champlain's campus programs if you meet the following requirements. If admitted, you may earn your bachelor's degree upon completion of 60 credits specifically designated by the particular Champlain College curriculum that aligns with your CCV associate degree program. Simply:

- Complete a qualifying associate degree at CCV having earned a minimum of 60 credits.
- Graduate from CCV in good academic, behavioral and financial standing.

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Transfer-friendly, System-focused Work in Progress

- General education acceptance for students transferring in with completed associate degree.

- Additional and updated VSCS Direct Admissions pathways with CCV.

- "Today's Students" approach incorporating Prior Learning Assessment and online courses from across the system.

VERMONT
— STATE COLLEGES SYSTEM —

BACKGROUND SLIDES FOLLOW

10

NECHE Accreditation

Standard Four: The Academic Program

4.37 The institution that advances students through their academic programs through transfer or articulation agreements...**evaluates the effectiveness** of such arrangements...

4.38 In accepting undergraduate transfer credit...the institution applies policies and procedures that ensure the **credit accepted reflects appropriate levels** of academic quality...

4.39 The institution protects academic quality and integrity in the acceptance of transfer credit and **seeks to establish articulation agreements** with institutions from which and to which there is a significant pattern of student transfer.

4.40 ...The acceptance of transfer credit does **not substantially diminish the proportion of intermediate and advanced coursework** in a student's academic program.

VERMONT
STATE COLLEGES SYSTEM

Standard Three, Organization and Governance

"The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's Standards for Accreditation."

3.1 The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents…

3.2 The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.

3.11 The board delegates to the chief executive officer and, as appropriate, to others the requisite authority and autonomy to manage the institution compatible with the board's intentions and the institution's mission.

3.13 In accordance with established institutional mechanisms and procedures, the chief executive officer and senior administrators consult with faculty, students, other administrators, and staff, and are appropriately responsive…The institution's internal governance provides for the appropriate participation of its constituencies…

3.14 The institution's chief academic officer…in concert with the faculty and other administrators, is responsible for the quality of the academic program…

3.15 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs…

3.16 The system of governance makes provisions for consideration of student views and judgments…

VERMONT
STATE COLLEGES SYSTEM

Item 7:

EPSL Draft Schedule of Meeting Topics

EPSL Meeting Topics Schedule
DRAFT

Monday, December 2 (additional meeting before full BOT)

LRPC Charge: Review of current transfer practices and policies in the VSCS

Regular business: Policy 102 proposals and new policy 316

Monday, February 3 (regularly scheduled committee meetings day)

LRPC Charge: Presentation on the work of the VSCS Open Educational Resources Task Force and strategies to accelerate OER usage (Task Force Co-Chairs)

LRPC Charge: Discussion of existing and potential models to enable flexible and faster degree completion (VSCS Chief Academic Officers)

Regular business: honorary degrees (TBD)

Monday, June 1 (regularly scheduled committee meetings day)

LRPC Charge: report on initial implementation of Aviso advising software and retention initiatives (VSCS Chief Academic Officers and VSCS Start to Finish Team)

LRPC Charge: opportunities and challenges related to increasing development and delivery of industry recognized credentials (TBD)

Regular business: PreCIP results for 2019 review cycle, Policy 109 Annual Program Enrollment Review, VSCS Faculty Fellows