

INTRODUCTION

This handbook describes what the University Senate and the broader University community expect from members of Senate. Through the Senate's committees and academic councils, the Senate conducts its statutory responsibilities and provides outstanding academic and curricular content and guidance to those the Senate is responsible to (University community, Commonwealth of Kentucky, and beyond).

This handbook is an amalgamation of requirements from the Senate Rules and best practices for participating in the Senate.

Shared Governance

When individuals share their expertise and their time with those making decisions, the final decisions and related outcomes are likely to be stronger, collectively accepted, and more meaningful. Governance cannot be truly shared among individuals unless all individuals involved understand the importance of their collective roles.

At its highest level, the sharing of governance emanates from and is mandated by Kentucky's Revised Statutes (state law). KRS statutes delegate certain university responsibilities to UK's Board of Trustees. The Board of Trustees, in turn, has delegated certain responsibilities to the University Senate (Senate). The Senate as well, through the Senate Rules, delegates to departments and colleges some responsibility of reviewing proposals, as long as the units in question are following the rules established by those units.

From a practical standpoint, the sharing of all manner of governance begins within a local unit (i.e. "department"). The department faculty and the department chair have individual obligations and responsibilities, but many of those overlap. Sometimes the faculty advise and the chair decides. Other times, the expectation (such as with curricular proposals) is that the faculty decide and the chair reports their decision. In all cases, each participant has responsibilities but unless all parties understand the authority vested in the other parties, decisions may be made by the wrong individual (lack of authority) or the final decision lacks required input (insufficient engagement).

As a senator, you will often be one of the voices that comprises the final review for substantive and critically important initiatives. Others may have reviewed the same item, but no one will ever have the perspective that YOU bring to the Senate. The Senate and University as a whole is a stronger and better place when YOU share your thoughts and ideas in the forums that Senate provides.

At a minimum, when the Senate meeting is called to order, senators are expected to have already reviewed agenda items, to have already thought about items on the agenda even if ever so briefly, and are prepared to discuss pros and cons.

Responsibilities of Senators

The expectations of senators can be easily summarized:

Senators are expected to review agenda items in advance, be able to discuss them intelligently, and attend Senate meetings.

At any time, if something is unclear, senators are encouraged to SPEAK UP! After waiting to be called upon, ask any and all pertinent questions, such as details about the proposal itself, who was involved in its development, the wording of the motion, what happens to an item if the Senate approves/does not approve it, or anything else needed to make an informed decision about an agenda item.

Specifically, senators have the responsibilities listed below.

- *Attend Senate meetings and be on time.*
 - *Contact the Senate Council office if you cannot attend.*
 - *If attendance is not possible but you have concerns about a proposal, send those concerns forward to the Senate Council office (Chair DeShana Collett or office coordinator Sheila Brothers) as soon as possible, but well before the Monday meeting.*
- *Read and respond to emails in a timely manner.*
 - *Senators receive an email every month with details for the Senate meeting, but there is often meeting-specific and proposal-specific guidance in routine emails.*
- *Review agenda items prior to the meeting and come prepared to discuss the details.*
 - *Open the agenda page and review the items on the agenda.*
 - *Click into links and read each proposal. If a cover page is present, it provides a quick summary of the proposal and its purpose for being on an agenda. (Not all items are suitable for the cover page format.)*
 - *Click into the proposal itself and read it.*
- *Plan how to access agenda items during the meeting.*
 - *It is often helpful to have a proposal in front of you during discussion. Bring an electronic device or print the materials and bring a hard copy of agenda items.*
 - *If you are referring to a specific passage or page, preface any remarks by describing where it is in the proposal.*
- *Assist the Chair in ensuring all senators have equal opportunity to participate in discussion.*
 - *If time is short or an issue is contentious, the Chair will generally restrict senators to two opportunities to speak, with a maximum of two minutes each. However, others who have not spoken will be allowed to speak before any member can speak a second time.*

Senators are permitted three absences per academic year. At three, the college dean can be notified to declare the seat vacant and identify a replacement.

- Know how to access the Senate Rules and familiarize yourself with how to find sections based on the header number.
- Help the Chair manage time by following to the agenda and staying on topic.
- Remember that debate is about expressing an opinion and that different points of view are valuable.
- Have access to a quality headset with a mic if attending via video conference.
- Develop a plan for communicating with the faculty being represented.
 - The Senate Council office provides populated listservs for senators to use to share information with constituents.
 - Colleges with more than one senator are expected to collaborate on communications so as not to overwhelm those being communicated with.

Senators are encouraged to participate actively in discussion. If a senator is not clear about something occurring during a meeting, it is appropriate to raise your hand and ask the Chair for clarification. A senator will not be called out of order because they do not know the “correct” way to phrase a query. Being called out of order is generally reserved for someone who does not have the privilege of the floor or for someone who is abusing that privilege.

Senate Meetings

The Senate meets on the second Monday of the month during the academic year, with a few exceptions: there is no meeting in August; the January meeting date usually needs to be adjusted to accommodate the observance of Martin Luther King, Jr. holiday; sometimes the March meeting date is adjusted to accommodate Spring Break; and the May meeting is typically on the first Monday of the month. Senators will receive an email from Sheila Brothers in the Senate Council office on the Tuesday prior to the Monday Senate meeting, which will include Zoom information, minutes from the most recent meeting, agenda for the upcoming meeting, and any specific details related to that particular meeting or regarding specific agenda items.

If there is business on an agenda that is not addressed during the meeting, it returns as the first item of business at the next meeting as “Old Business”.

The Senate meetings are conducted under Robert’s Rules of Order (Revised Edition, “RONR”). (see appendices) Despite there being formal language and official rules, a senator is always encouraged to raise their hand and let the Chair know that something is unclear, confusing, etc.

Because the Senate makes final decisions on some matters, Senate meetings are open to the public and subject to Kentucky’s Open Meetings law. “Open to the public” means that the public may observe, not necessarily that they can participate.

If a senator cannot attend a meeting, they may ask someone in their college to take notes for them. However, proxy votes are not allowed under any circumstances. If you are not a member, you cannot vote.

When called on during the meeting, senators should their name and affiliation before speaking. (“Suzy Smith, College of X”) This allows others to know who is speaking and it also greatly assists the court reporter who provides a verbatim transcript of Senate meetings. (A transcript and minute for past meetings can be found at the top of a meeting’s agenda.)

Proposals

There are many types of items sent to Senate committees that come forward to Senate with recommendations for approval. Some Senate committees are asked to review suggestions and provide feedback, some are asked to review and recommend course or program proposals, and others are asked to review and recommend proposals that change UK’s academic organizational structure. The committees and academic councils make recommendations to the Senate. Only in specific and limited circumstances do academic councils have final approval authority. Similarly, only a select handful of Senate committees have final approval authority.

There are detailed flow charts for course and program approvals in the appendices. Generally speaking, items fall into one of two categories (there are subcategories): significant change or change. Senate also has “minor change” process for courses and programs, but the types of changes allowed are drastically limited to ensure the change is indeed minor. Senators regularly see program proposals in meetings, but program and course proposals may also be approved via a 10-day post (more on that later).

The Senate Rules require ALL proposals to follow the rules within the local unit and college, although the Senate’s approval process officially begins when a proposal has left the college. Proposals related to courses and programs take the path described below. (See the flow charts for courses and programs in the appendices for more detail about approval paths.¹)

1. *Begins with the unit (department) faculty*
2. *Progresses to the college-level representative body for faculty*
3. *Reviewed by one or more academic councils*
4. *Submitted to the Senate Council office, which routes proposals*
 - a. *If the proposal is significant enough, it warrants review by a Senate committee, followed by a presentation at a Senate Council, followed by a formal recommendation during a Senate meeting*
 - b. *If the proposal is more routine, it receives final approval via a ten-day post on the Senate website where the item will be posted online for senators to review and will be considered approved by lack of objection after the 10 days have lapsed.*

¹ The flow charts are a simplification of approximately 30 pages of rules; the Senate Rules describe the official approval paths and processes. For less common types of proposals, the Senate Council Chair typically determines the appropriate approval path.

The majority of proposals reviewed by the Senate are processed via Curriculog, UK's curriculum management software. Access proposals at the URL <https://uky.curriculog.com/>. The Senate agenda will have links directly to proposals. If a senator is already logged in to Curriculog, when the senator clicks on a link to a specific proposal the link will go directly to that proposal. If the senator is not logged in, they will be prompted to log in and then will need to search for the item by hand. (So, log in and go back to the URL for the proposal and click on that.)

If a senator has any issues navigating Curriculog, they should check with the associate dean or staff member in their college dean's office who works with curriculum for assistance.

How to Use Curriculog

Curriculog is the University's curriculum change management system. Currently all programs (certificates, degrees, badges, and minors) are routed through Curriculog, as are all course proposals. Senate Council office staff is currently working on moving a few more types of proposals into Curriculog, but those are not yet ready.

For course proposals, all of the course details are within the fields in Curriculog, although the syllabus and any other supporting documentation will be located in the "Files" tab.

For program proposals, only the descriptive information about a proposal is within the fields in Curriculog. All the curricular information will be contained in the curriculum workbook, also located in the "Files" tab. Other uploads will also be there, such as letters of support from other units and documentation of a substantive change communication from the Office of Strategic Planning and Institutional Effectiveness.

Curriculog proposals have unique URLs. If a user is signed in to Curriculog and clicks on a proposal URL, it will take the user directly to the proposal – no need to search!

To search for a course or program proposal, navigate to the "All Proposals" tab, click on "Advanced Filter," and use the search fields to find the proposal you are looking for. If you are looking for something that you know is there but cannot find it, the issue is most likely one of two things: you are searching in "My Tasks" instead of "All Proposals"; or the proposal has finished its approval process but you did not also select the checkbox for "Completed" in the Proposal Status area. See the appendix for more details.

Significant Changes

Items described as significant changes are submitted to a committee for review and subsequently presented to the Senate Council (for recommendation to Senate and placement on a Senate agenda) and then to Senate for a formal vote. These are items of particular significance and warrant specific presentation to the Senate and active discussion prior to a vote.

Below are the most common types of significant changes.

- *New degree*
- *New certificate*
- *Admissions requirements*
- *Progression requirements*
- *Graduation requirements*

- *New track or concentration or specialization*
- *Offering a program online*
- *Suspending admissions*
- *Closing a program*
- *New academic unit*
- *Change to an existing academic unit*

Proposals to create a new degree, close a degree, or change the academic organizational structure must also be submitted to the Board of Trustees for final approval. In addition, new degrees and closure of degrees are also reported to the Council on Postsecondary Education (CPE) and Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC). (The CPE has final approval authority over all degree programs within the Commonwealth of Kentucky.) SACSCOC is UK's accreditor and oversees all academic aspects of the University, with various reporting requirements.

Program Changes and 10-Day Posts

Change proposals that involve changes that are less substantive than significant changes are simply “changes.” These are approved via the approval process known as a “10-day post.”

Below are the most common types of changes.

- *The majority of course proposals*
- *Minors (group of courses leading to understanding of a subject, but less depth than a major)*
- *Changes to programs not defined as significant (above), such as*
 - *Changing required courses*
 - *Changing electives*
 - *Changing the major name*

After review by an academic council, the Senate Council offices does a final review, to make sure the items are in good shape and ready for final review by senators. Senators will receive an email letting them know that a 10-day post is ready for review and ALL senators are expected to review the items on the 10-day post. Items are posted for 10 business days and at the end of that period, items on the 10-day post will be considered “approved by lack of objection.” If a senator has a concern about an item on a 10-day post, contact Sheila Brothers in the Senate Council office. There are both informal and formal mechanisms to address an objection, but any objection must be lodged prior to the end of the 10-day period. Senate Council office staff tend to do 10-day posts on Fridays, although that is not a hard and fast rule.

When an email is sent to senators about a new 10-day post having been posted, take 15 - 30 minutes to (at a minimum) be aware of the proposals that are nearing final approval. Colleges expect senators will let them know if there are items on a 10-day post that would be cause for concern.

Senate's academic councils and committees are provided with lengthy checklists for courses and programs (see appendices). Senators, however, are not expected to review items using checklists. The checklists are designed to ensure that senators are able to review a final version of a proposal that is true to the original idea from the faculty but is also standardized sufficiently to be entered into UK's systems.

Faculty from across campus serve as unit representatives on department curriculum committees, college committees, Senate's academic councils, Senate's committees, and the Senate itself. Senators must bear in mind that they are the final step in the approval process for program changes.

Voting

Rules for Voting

A majority of the voting membership constitutes a quorum for the transaction of business. If there is pending business but in advance it is known that quorum will not be met, those available to attend are permitted to meet and discuss agenda items, although no votes may be conducted without quorum. (The Senate Rules describe who the ex officio voting and nonvoting members are.) Rarely has Senate failed to meet quorum.

When a committee report is presented to the Senate, there is an order to how business is conducted. First, a general description of the item will be presented by the Chair or by a committee chair. After that, the Chair will ask senators if there are factual questions. Next, the Chair will then ask if there are any other questions of fact. If none, the Chair will state the motion that is on the floor and ask for debate.

When debate is winding down, the Chair will suggest the Senate move towards a vote. If at any time a senator believes debate is not moving forward, no new ideas are being expressed, or all senators have already had an opportunity to speak, a senator may "call the question," which is a parliamentary movement to cease debate and move immediately towards a vote.

When it is time for a vote, the Chair will call for those in favor, those opposed, and those abstained. Senators make their votes via the Poll Everywhere software.

Software for Voting

The Senate uses Poll Everywhere as its voting software. Poll Everywhere is a third-party app is used by members of Senate Council during those meetings, and by senators during Senate meetings.

Poll Everywhere (PE) has three platforms available for use – text, app, and website. The Senate Council office recommends engaging with PE via the website, although the choice is up to each senator.

Each senator is responsible for ensuring they are registered and able to vote. Do this no later than the Friday prior to the Monday meeting. Office staff have many responsibilities immediately prior to and during the meeting and will not be able to assist with voting issues after the meeting begins.

- *Web browser*
 - *Logging into the online platform is most effective.*

- *Users will see the current motion and be able to interact similarly to the app, but the browser tends to stay in real time, as opposed to possible lags in the app.*
- *If a senator doesn't want to download an app, does not have a cell phone, or does not want to worry about possible lags, using the web browser might be best.*

- **Texting**
 - *Texting may be preferred by senators who are not particularly technologically savvy or who do not want to carry an electronic device.*
 - *Voting via text is fine, although there is no active prompt for senators to know that they system has received their vote.*
 - *If a senator attempts to vote but there is no active vote, the system will send an error message via text to the user.*
 - *To vote via text, a senator must add (to their Poll Everywhere account) the cell number they will be texting from. After logging in, click the gear icon ("Settings") and in the senator's Profile, add the number to be texting from. Then click "Certify" near the phone number. If a senator does not take these steps, Poll Everywhere will not accept your votes via text.*
 - *After set up and when it is time to vote, join the presentation by texting "usenate789" to 22333. Is set up correctly, the senator will receive a reply indicating they have joined the Senate's presentation.*
 - *If you are out of the country, you cannot vote via text.*

- **App**
 - *The app is generally pretty effective, although sometimes there is a lag and the senator will need to refresh it.*
 - *If a senator is comfortable using technology and is willing to monitor the system's current status (i.e. if it does or does not need to be refreshed), this could be a good fit.*

If a senator does not already have a Poll Everywhere account, register with a UK email (uky.edu) via the web at <https://pollev.com/usenate789>. Contact Sheila Brothers in the Senate Council office with questions about PE.

Within the PE platform, "presentation" refers to the voting activities prepared for a particular meeting. The term "username" is used to refer to two different things, depending on context. A username is either the username/password for an individual, OR it refers to the name of the Senate's presentation ("usenate789"). If you are asked for a username and there is no field for a password, the system is probably asking you to enter usenate789.

Appendices

- 1. Common Terms & Acronyms**
- 2. Parliamentary Cheat Sheet**
- 3. Program Flow Chart**
- 4. Course Flow Chart**
- 5. Course Checklist**
- 6. Program Checklist**

Common Terms and Abbreviations

Acronym	Full Name	Notes
AR	Administrative Regulation	Policies adopted by the President, which provide for UK's general administration and oversight, and implement the Governing Regulations
Board	Board of Trustees	UK's governing board (also common are "BoT" and "BOT")
CIP	Classification of Instructional Program	Taxonomy of programs (using a decimal number system) promulgated by the US Department of Education
CPE	Council on Postsecondary Education	Kentucky's higher education entity
CPM	College Productivity Model	One of UK's two performance-based incentive models. Measures success based on established values and metrics
DL	Distance learning	Refers to delivering instruction via an online modality
EVPFA	Executive Vice President for Finance and Administration	Dr. Eric N. Monday is UK's Executive Vice President for Finance and Administration
EVPHA	Executive Vice President for Health Affairs	Mark F. Newman, MD is UK's Executive Vice President of Health Affairs
GC	Graduate Council	Charged with reviewing proposals related to graduate programs and courses
GenAI	Generative Artificial Intelligence	Type of technology that generates images, text, etc.
GR	Governing Regulation	Policies adopted by the Board of Trustees for UK's governance and operations
HCCC	Health Care Colleges Council	Charged with reviewing clinical course and program proposals from the health care colleges
GCCR	Graduation Composition and Communication Requirement	Communication requirement for all undergraduate students

Acronym	Full Name	Notes
IEEO	Institutional Equity and Equal Opportunity	Promotes an environment free of discrimination and inequity
ITS	Information Technology Services	Information Technology Services provides IT resources utilized by members of the UK community
KRS	Kentucky Revised Statutes	Subject-based statutory taxonomy (using a decimal numbering system) for state laws
NTR	Net Tuition Revenue	One of UK's two performance-based incentive models. Provides a share of net tuition revenue (tuition revenue less centrally funded scholarships) to colleges meeting certain criteria
OSPIE	Office of Strategic Planning and Institutional Effectiveness	Subunit of the Provost's office. Responsibilities include assessment and serving as liaison for CPE and SACSCOC
PFA	Performance Funding Allocation	A component used in calculating a college budget allocation
PE	Poll Everywhere	Voting platform used in Senate Council and Senate meetings
RCM	Responsibility Centered Management	Type of budget model
RONR	Robert's Rules of Order (Newly Revised)	Parliamentary model (and rules) used by the Senate
RWA	Retroactive Withdrawal Appeal	Request for W grade (withdrawal) that is initiated after the last day of classes for the semester
QEP	Quality Enhancement Plan	Required by SACSCOC as part of the reaccreditation process
SAAC	Senate Admissions Advisory Committee	Responsible for recommending admissions policy and within general guidelines established by the Senate
SAASC	Senate Admissions and Academic Standards Committee	Responsible for reviewing proposals related to standards for admissions, progression, and graduation.

Acronym	Full Name	Notes
SacAC	Senate Academic Advising Committee	Responsible for regularly reviewing the effectiveness and accountability of academic advising throughout the University
SACDAC	Senate Advisory Committee on Disability Accommodation and Compliance	Responsible for recommending educational policies and implementation practices/standards related to disability accommodation and regulatory compliance
SACDI	Senate Advisory Committee on Diversity and Inclusion	Responsible for increasing diversity among senators and disseminating best practices for recruiting and retaining faculty of color and other underrepresented groups
SACSCOC	Southern Association of Colleges and Schools – Commission on Colleges	UK's accreditor
SAFC	Senate Academic Facilities Committee	Responsible for providing information and recommendations to the Senate about the alteration, construction, and allocation of all property and physical facilities
SAOSC	Senate Academic Organization and Structure Committee	Responsible for reviewing proposals related to organizational structure of a unit, including suspension of admissions, closure, and changes to departments
SAPC	Senate Academic Programs Committee	Responsible for reviewing new programs and significant changes to programs
SAPPC	Senate Academic Planning and Priorities Committee	Responsible for recommending plausible, major, broad, long-range academic plans and priorities
SC	Senate Council	Executive body of University Senate
SCC	Senate Calendar Committee	Responsible for topics related to the University calendar (new committee)
SCDLeL	Senate Distance Learning and e-Learning Committee	Responsible for reviewing proposals related to online delivery and distance learning in general

Acronym	Full Name	Notes
Shared governance	Shared Governance	An environment in which the sharing of everyone's expertise is valued and promoted, which enables policy-makers at every level of the organization to make better decisions
Senate	University Senate	University-level governing body of faculty related to academic and curricular matters at UK
SFAC	Senate Faculty Affairs Committee	Responsible for topics and policies related to faculty employment and promotion of the vitality of the University's faculty (new committee)
SNC	Senate Nominating Committee	Responsible for topics related to nominations for committee membership (new committee)
SRs	Senate Rules	Describe the academic policies of the University
SIFRAC	Senate Institutional Finance and Resource Allocation Committee	Responsible for presenting information on present status of prospective changes in finances and other resources available to UK (Members should have financial/budgetary experience. This is a joint committee between the University Senate and Staff Senate.)
SLC	Senate Library Committee	Responsible for recommending policies to promote the educational interests of the University with respect to the Libraries
SREC	Senate Rules and Elections Committee	Responsible for codifying and interpreting the Senate Rules, as well as responsible for certifying faculty member eligibility in the elections
SRGEC	Senate Research and Graduate Education Committee	Responsible for reviewing University research policies and graduation education policies and their implementation
SRWAC	Senate Retroactive Withdrawal Appeals Committee	Responsible for deciding all student requests for retroactive withdrawals
SGA	Student Government Association	Representative body for students
Staff Senate	Staff Senate	Representative body for staff

Acronym	Full Name	Notes
STC	Senate Technology Committee	Responsible broadly for educationally related IT issues
TCE	Teacher Course Evaluation	Instrument to evaluate teaching and often used in performance reviews
UAB	University Appeals Board	Has appellate jurisdiction over non-academic student conduct case
UC	Undergraduate Council	Charged with reviewing proposals related to undergraduate programs and courses
10-Day Post	Online posting of proposals related to courses and programs	Process wherein senators approve the posted proposals if there have been no objections at the end of 10 business days (“approved by lack of objection”)

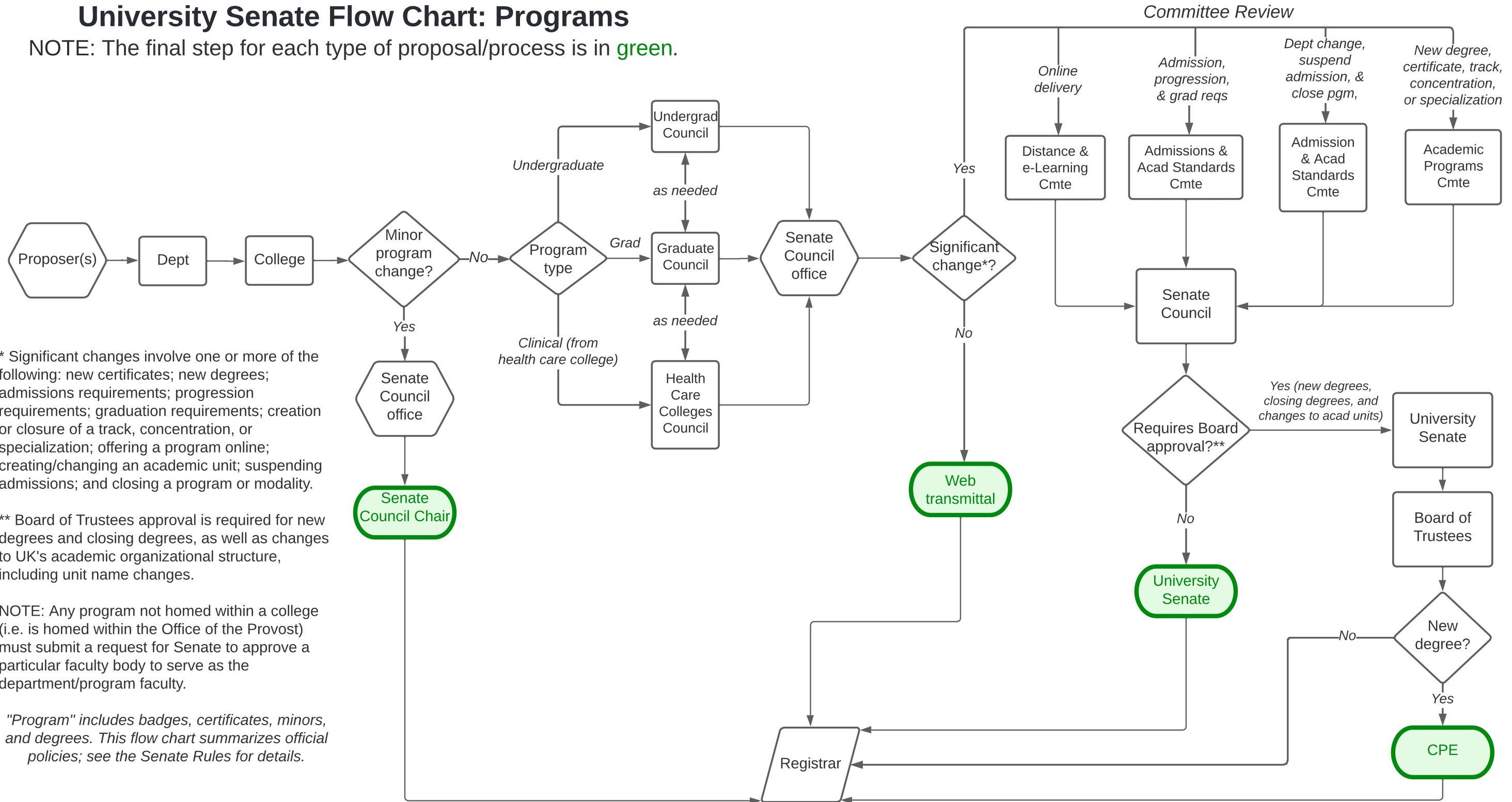
University Senate Parliamentary Cheat Sheet

Motion	Requires a second?	Is it amendable?	Is it debatable?	What vote is required?
Adjourn	Yes	No	No	Majority
Amend	Yes	Yes	Yes	Majority
Amend something previously adopted	Yes	Yes	Yes	Majority with notice or 2/3 without notice
Call for question	Yes	No	No	2/3 of assembly
Main Motion	Yes	Yes	Yes	Majority
Objection to the Question	No	No	No	2/3 Majority in the negative
Point of Information	No	No	No	Chair responds or requests answer
Point of Order	No	No	No	Chair resolves

- **Adjourn** – A motion to close the meeting.
- **Amend** – A motion to alter or modify the wording of a main motion. A primary amendment changes the motion. A secondary amendment changes the first amendment. Voting order is secondary, primary and then main motion.
- **Amend something previously adopted** – A motion to modify a previously adopted motion.
- **Call for question** – A motion to close debate and bring the pending motion up for vote. This requires a 2/3 vote in favor and is done without debate.
- **Main Motion** – A motion which is not applied to another motion, requires a second, is debatable and amendable, usually majority vote required for adoption.
- **Objection to the question** – A member objects to a motion. This must be done when the motion is on the floor, but before discussion. This requires a 2/3 vote in the negative for passage.
- **Point of Information** – A request for facts affecting the pending business. The request is made to the chair, although the chair may ask someone else to respond.
- **Point of Order** – A motion that brings any violation of rule to the chair’s attention. It must be done as soon as the violation occurs. The chair rules on this.

University Senate Flow Chart: Programs

NOTE: The final step for each type of proposal/process is in green.



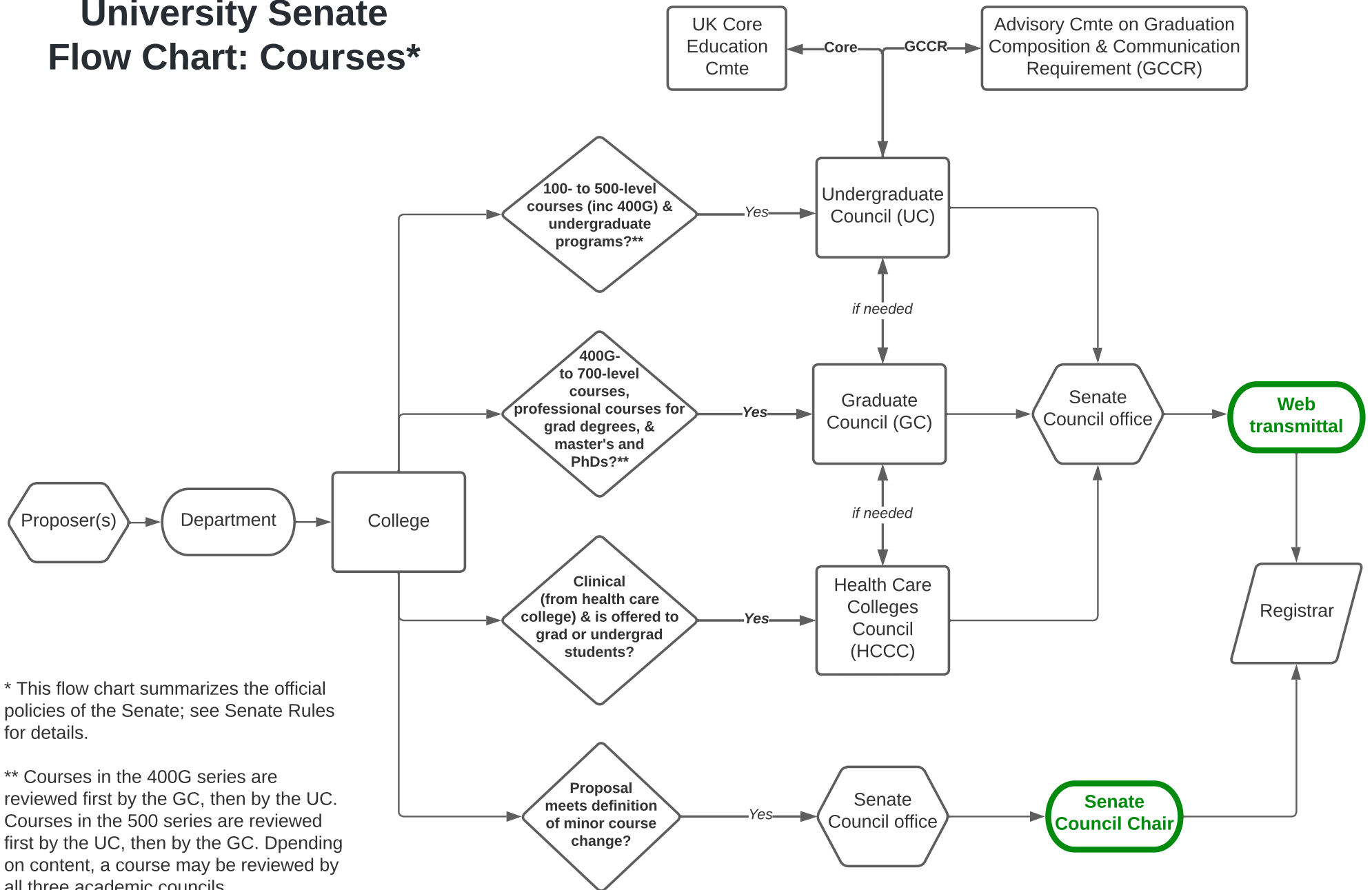
* Significant changes involve one or more of the following: new certificates; new degrees; admissions requirements; progression requirements; graduation requirements; creation or closure of a track, concentration, or specialization; offering a program online; creating/changing an academic unit; suspending admissions; and closing a program or modality.

** Board of Trustees approval is required for new degrees and closing degrees, as well as changes to UK's academic organizational structure, including unit name changes.

NOTE: Any program not homed within a college (i.e. is homed within the Office of the Provost) must submit a request for Senate to approve a particular faculty body to serve as the department/program faculty.

"Program" includes badges, certificates, minors, and degrees. This flow chart summarizes official policies; see the Senate Rules for details.

University Senate Flow Chart: Courses*



* This flow chart summarizes the official policies of the Senate; see Senate Rules for details.

** Courses in the 400G series are reviewed first by the GC, then by the UC. Courses in the 500 series are reviewed first by the UC, then by the GC. Depending on content, a course may be reviewed by all three academic councils.

University Senate's Course Proposal Checklist
(for Proposers and Reviewers)

Course Details			
Course Prefix and Number:		Proposer Name:	
Course Title:		Proposer Email/Phone:	
College:		Date of Review:	
Basic Information			
1. Course prefix and number in Curriculog and syllabus match		<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Full title of the course in Curriculog and syllabus match		<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Course housed in academic/educational unit		<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Course is not an obvious duplication of another course already offered on campus ¹		<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Course prerequisites are enforceable ²		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
6. Course prerequisites in Curriculog and syllabus match ³		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
7. Course description in Curriculog and syllabus match ⁴		<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Number of credit hours in Curriculog (whole numbers) and contact hours ⁵ match		<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Meeting pattern in Curriculog and syllabus match (see SR 10.6)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Repeatability, multiple registrations within a semester, and variable credit are correctly requested ⁶		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
11. <i>[For course changes, only]</i> The series of checkboxes describing the types of changes matches the types of changes proposed elsewhere in the form.		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
12. <i>[For course changes, only]</i> Course descriptions in Curriculog and syllabus match description in Schedule of Classes (unless description is changing)		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
13. <i>[For new courses, only]</i> Course descriptions in Curriculog and syllabus match		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
14. <i>[For undergraduate graduation composition and communication requirement (GCCR) courses, only]</i> Includes: draft/feedback/revision process for at least one required GCCR assignment; an oral or visual assignment in which students create at least one significant visual/electronic artifact; and an assignment requiring demonstration of information literacy in the discipline ⁷		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Continued....			

¹ This is to the best of your knowledge; advice from the council/committee can be sought.

² Enforceable prerequisites are those that are: based on a score from a recognized exam or test (ACT, etc.); based on a student having taken a UK course while enrolled at UK; or based on enrollment in a specific program. Requests to add prerequisites that are based on course section or hours of previous coursework are not enforceable and must be removed. See Appendices A & B for more detail about prerequisites and how proposers can apply non-academic restrictions (based on major, student classification, etc.) outside of the Senate.

³ Syllabus does not have to list the prerequisites, but if they are listed, they must match.

⁴ Syllabus description can be longer and/or more detailed.

⁵ Contact hours per credit hour vary by type. For lecture and seminars, it is a 1:1 ratio (1 hour of lecture=1 credit hour). For lab, it is 2:1 (2 hours of lab = 1 credit hour). For practicum and research, it is 3:1 (3 contact hours per week = 1 credit hour). Other types can be checked in Senate Rules 10.6.

⁶ Proposers who request repeatability also often want the course to allow multiple registrations within the same semester and may also need to have included a request for variable credit. Proposers often select variable credit and repeatability, but forget to also ask for multiple registrations within the same semester. A careful reading of the syllabus can help a reviewer realize that a proposer neglected to select all necessary options in Curriculog.

⁷ Effective Fall 2023, GCCR requirements have been revised and simplified.

University Senate’s Course Proposal Checklist
(for Proposers and Reviewers)

Syllabus Review⁸	
<i>Section 6 of the Senate Rules describes minimum information that must be included in a syllabus. Use the boxes below to note if the attached syllabus includes a particular component (“Yes”), or if the proposer must revise the syllabus and add it (“No”)</i>	
15. [For course changes, only] Full and accurate title of course corresponding to the title in the Schedule of Classes	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
16. Course prefix, course number, and course section number	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. Instructor’s contact information ⁹	
a. Instructor office location	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Instructor office phone number including area code	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Instructor official UK email address	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. In-person or virtual office hours (days, times, location) and/or how to make appointment	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. [For distance learning courses, only] Instructor’s preferred method of communication	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
f. [For distance learning courses, only] Maximum time frame for responding to student communications	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
18. Required materials for the course, e.g. textbooks, required readings/films, etc. are listed	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. Associated expenses other than “required materials,” such as the cost of a field trip, proctoring fees, or polling software devices, if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
20. Skill/Technology requirements, if applicable (If specific technical/digital literacy skills or software are required, the syllabus must describe these)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
21. Student learning outcomes	
a. Student learning outcomes are measurable ¹⁰	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Student outcomes reflect the level of the course	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Student learning outcomes align with course components and assessments	<input type="checkbox"/> Yes <input type="checkbox"/> No
22. Assignments/assessments reflect the level of the course	<input type="checkbox"/> Yes <input type="checkbox"/> No
23. Descriptive list of activities, exams, and grading scheme that describes how grades will be calculated. As applicable, include: list of activities with enough description for students to understand the course requirements; factors used in determining grades (e.g., absences, required interactions, or late assignments); and due dates (if applicable, include a caveat that due dates can be changed and explain under what circumstances they can be changed)	<input type="checkbox"/> Yes <input type="checkbox"/> No
24. Mechanics of submissions, if applicable. (Syllabus must explain if assignments must be submitted via a certain method, e.g. via email or a specific software program or file type)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
25. Policy on not returning assignments, if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
26. Grading scale, e.g. undergraduate, P/F, or graduate	<input type="checkbox"/> Yes <input type="checkbox"/> No
27. [For 400G- and 500-level courses, only] Expectations of graduate students and differentiation from undergraduate students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
28. Midterm grades, if undergraduate students are enrolled in the course (see University Calendar for specific date)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

⁸ The syllabus template is available on the Senate’s [Syllabus Template](#) page.

⁹ If an instructor has not yet been identified, it is reasonable to have “TBA” in these fields.

¹⁰ The Senate provides a quick link to [Bloom’s Taxonomy of Cognitive Learning \(and action verbs\)](#) that may be appropriate for student learning outcomes.

University Senate's Course Proposal Checklist
(for Proposers and Reviewers)

Syllabus Review, continued	
29. Tentative course schedule. At a minimum include due dates of major assignments and exams. (More detailed information must also be provided, either within the syllabus or located on another platform, such as Canvas).	<input type="checkbox"/> Yes <input type="checkbox"/> No
30. Course activities outside of regularly scheduled class-required interactions, if applicable. Include special events, field trips, and required synchronous meetings for distance learning courses.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
31. Policy on diversity, equity, and inclusion. Instructors must include a URL to or text of a statement on diversity, equity, and inclusion approved by a relevant faculty body. The Senate Council-approved syllabus statement on diversity, equity, and inclusion or any other equivalent faculty body-approved statement will meet this requirement (https://www.uky.edu/universitysenate/syllabus-dei).	<input type="checkbox"/> Yes <input type="checkbox"/> No
Language describing academic offenses	
a. [For undergraduate- and graduate-level courses, only] Link to, or copy and paste of, Academic Offenses Rules for Undergraduate and Graduate Students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
b. [For professional courses, only] Program's rules on academic offenses or link to a webpage with that information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
32. Resources. If applicable, the syllabus should describe Resources Available to Students , such as UK's distance learning library services and proctoring information	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Items Related to Academic Policy Statements	
33. URL/hyperlink to, or copy and paste of, Academic Policy Statements	<input type="checkbox"/> Yes <input type="checkbox"/> No
34. Acceptable documentation for excused absences ¹¹ , e.g. a letter from an institution or medical provider, or published information	<input type="checkbox"/> Yes <input type="checkbox"/> No
35. Policy for absences due to major religious holidays, if applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
36. Submission of late assignments and late policies, including explanation whether late assignments are accepted for unexcused absences and if there are penalties or time limits regarding work submitted after the due date (within some guidelines, late assignments must always be accepted for excused absences)	<input type="checkbox"/> Yes <input type="checkbox"/> No
37. Attendance policy for course, if applicable ¹² . Unless an attendance policy is described in the syllabus, students cannot be penalized for lack of attendance.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
38. Language related to Prep Week and Reading Days ¹³ (see University Calendar for specific dates)	
a. Permissible assignments that will be due during Prep Week, if applicable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
b. Schedule of activities does not include required interactions on Reading Days	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Distance Learning (if applicable)	
39. Curriculog discusses/affirms timely interactions between students and the instructor	<input type="checkbox"/> Yes <input type="checkbox"/> No
40. Curriculog describes comparable experiences for DL and in-person students	<input type="checkbox"/> Yes <input type="checkbox"/> No

¹¹ Students with an excused absence have at least one week after they return to class to produce an excuse; the instructor MUST work with the student to allow the student to complete the missed work, ideally within the same semester.

¹² An attendance policy is not required, but if one is present, it cannot conflict with the Senate Rules. If a syllabus does not have an attendance policy, then one does not exist (i.e., a student cannot be penalized for absences if there is no attendance policy in the syllabus).

¹³ The only students not automatically subject to Prep Week are those in the following programs: MD, DMD, PharmD, and JD.

University Senate's Course Proposal Checklist
(for Proposers and Reviewers)

41. Curriculog describes methods to ensure integrity of student work are included	<input type="checkbox"/> Yes <input type="checkbox"/> No
42. Curriculog describes DL students' access to equivalent (in-person) services	<input type="checkbox"/> Yes <input type="checkbox"/> No
43. Curriculog describes how course requirements ensure students use appropriate learning resources	<input type="checkbox"/> Yes <input type="checkbox"/> No
44. Curriculog explains how DL students access laboratories, facilities, equipment, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
45. Curriculog describes how to resolve technical complaints and that process is described the same way in the syllabus	<input type="checkbox"/> Yes <input type="checkbox"/> No
46. <i>[If not using technologies supported by UK Online and/or ITS]</i> If not using technology services provided by UK Online/ITS, Curriculog describes how services will be provided to DL students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Reviewer's Notes

University Senate’s Course Proposal Checklist
(for Proposers and Reviewers)

Appendix A
Definitions

The Senate has unequivocal oversight of course prerequisites and corequisites. Any change relating to academic preparedness and student achievement must be approved by Senate.

Prerequisite: Applies to every course section and every student and pertains to system-measured educational achievement that suggests certain academic preparedness. In SAP, this is currently known as an “extended booking rule.”

Corequisite: A type of prerequisite that directs a student to take one or more courses concurrently. If a student has already taken one of the courses, the corequisite requirement will have already been met. In SAP, this is also known as an “extended booking rule.”

Local unit faculty have the ability to apply other restrictions to a course, many of which are used to control enrollment for reasons unrelated to academic preparedness. See Appendix B for more detail.

Booking rule: Used to limit enrollment in a course based on characteristics other than those related to academic achievement and educational preparedness.

Course note: Provides additional information about a course. Can be used as a stand-alone note but should be used every time a booking rule is in effect so that students understand any restrictions that will limit their ability to enroll in the course (e.g. “junior standing or above” or restriction related to a certain major or minor).

University Senate's Course Proposal Checklist
(for Proposers and Reviewers)

Appendix B

Characteristics of Prerequisites, Booking Rules, and Course Notes

Below is a table describing the various characteristics of prerequisites, booking rules, and course notes. Booking rules and course notes provide a way for units to have non-prerequisite language included in the Schedule of Classes. Use this table to determine if the unit is proposing a prerequisite, or if the proposal should be revised and the information instead be placed in a booking rule or course note.

	Prerequisite (a.k.a. "extended booking rules")	Booking Rules	Course Notes
Requires Senate approval	✓		
Relates to educational achievement and academic preparedness of the student	✓		
Enforced for every section	✓		
Able to restrict based on test score	✓		
Able to restrict based on completion of previous course	✓		
Able to restrict based on achievement of specific test score (AP, SAT, etc.)	✓		
Able to restrict based on a student having earned a specific grade in a prior course	✓		
Carries over from one semester to another	✓	✓	
Can be modified (by unit) at any time		✓	
Has customized app in myUK		✓	
Allows restriction based on classification (freshman, junior, etc.)		✓	
Allows restriction based on enrollment in a major		✓	
Allows restriction based on enrollment in a minor		✓	
Allows restriction based on college		✓	
Enforced for single section or various sections or all sections		✓	✓
Describes booking rule restrictions so students are aware of limits			✓
Can be modified (upon request to Registrar) at any time			✓

Access UK's Registrar site for detailed information: <https://registrar.uky.edu/course-scheduling-resources>

PROGRAM CHECKLIST

The University Senate has three academic councils: Undergraduate Council, Graduate Council, and Health Care Colleges Council. The academic councils are the first step in the Senate’s approval process and are responsible for conducting a thorough review of program proposals. When an academic council member is reviewing a program proposal, the Senate expects the member to use this checklist. (Senate committee members who review program proposals should also use this checklist, however the academic councils have the greater responsibility for proposal-related quality control.)

When a reviewer has completed their review, if edits are necessary the reviewer should contact the proposer to ask them to make the required changes.

Different types of program proposals have different components, so this checklist is separated into different sections. Except for proposals for USPs and suspension of admissions/closure¹, program proposals require a curriculum workbook; the majority of proposals also include communications from other units that are affected by the program. The first section below (“A”) should be completed for every program proposal. Other types of proposals have additional requirements, which are split off into their own sections, to be used as applicable.

A. All proposals²

- A1: Curriculog
- A2: Curriculum workbook
- A3: Other uploads (including permission for borrowed courses)

B. Online delivery requests

- B1: Online Delivery Form
- B2: Distance learning workbook
- B3: SAP program structure
- B4: Dean’s letter regarding online feasibility
- B5: Approvals for use of distance learning courses from outside the unit

C. New degree and certificate program proposals

- C1: Faculty of record
- C2: Assessment plan
- C3: Approvals for use of courses from outside the unit (“borrowed courses”)
- C4: Dean’s letter of administrative feasibility
- C5: Graduation Composition and Communication Requirement (GCCR)
- C6: Faculty of record

D. University Scholars Program proposals

E. Suspension of Admissions and/or Closure

Program Details

Program Type (BS, PhD, graduate certificate, etc.):		Program Major (Agronomy, Music, etc.):	
Contact person name:		Contact person email/phone:	
College:			

¹ University Scholars Programs and suspension of admissions and/or closure do not require curriculum workbooks.

² All proposals other than University Scholars Programs (USPs) and suspension of admissions and/or closure.

Degree and Certificate (Program) and Minor Proposal Checklist

All Proposals		
A1. Curriculog		
Description of home department is clear	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Description of college within which the department is situated is clear	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Home unit (i.e. department) aligns with proposed program	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Program as proposed is not a duplication of another program already offered on campus ³	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Proposal is clear about whether or not Senate approval for online delivery is being sought ⁴	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Demand for program is meaningfully described	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Reviewer's comments about Curriculog information, if any:		
A2. Curriculum Workbook⁵		
A2a. Admissions/Progression/Graduation Tab		
Admissions, progression, and graduation requirements are described properly on the correct tab	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Departures from standard undergraduate policies and Graduate School policies are clearly described (graduate degrees, only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
An exit exam is adequately described (master's degrees, only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
A2b. College Requirements Tab⁶		
Description of college requirements matches the college requirements described in the Undergraduate Bulletin	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
A2c. Pre-Major Courses Tab		
Pre-major courses are described properly on the correct tab	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
All the new and change pre-major course proposals have been received by the academic council conducting the review	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
The course information (prefix and number, title, number of credit hours, etc.) for pre-major courses is accurate (as compared to Curriculog, the Bulletin, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Pre-major courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Progression of rigor and complexity of pre-major courses is appropriate	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Responses about pre-major courses make sense overall	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
A2d. Major Courses Tab		
Major courses are described properly on the correct tab	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A

³ To the best of the reviewer's knowledge.

⁴ Use Section B for requests for online delivery; the Senate's requirements for online delivery requests is [here](#). Such requests are submitted as part of a proposal for a new program or major program change.

⁵ Not all curriculum workbooks have the same tabs. Reviewers can skip sections below that do not apply to a particular proposal/workbook.

⁶ Applies to new undergraduate degree programs, only.

Degree and Certificate (Program) and Minor Proposal Checklist

All new and change course proposals for major courses have been received by the academic council conducting the review	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The course information (prefix and number, title, number of credit hours, etc.) for major courses is accurate (as compared to Curriculog, the Bulletin, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Major courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Progression of rigor and complexity of pre-major courses is appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Responses about major courses make sense overall	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A2e. Guided Electives Tab ⁷	
Guided elective courses are described properly on the correct tab	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
All new and change course proposals for guided elective courses have been received by the academic council conducting the review	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The course information (prefix and number, title, number of credit hours, etc.) for guided elective courses is accurate (as compared to Curriculog, the Bulletin, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Guided elective courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The progression of rigor and complexity of guided elective courses is appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Responses about guided elective courses make sense overall	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A2f. Free Elective Courses Tab⁸	
Free elective courses are described properly on the correct tab	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
All new and change course proposals for free elective courses have been received by the academic council conducting the review	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The course information (prefix and number, title, number of credit hours, etc.) for free elective courses is accurate (as compared to Curriculog, the Bulletin, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Free elective courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
The progression of rigor and complexity of free elective courses is appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Responses about free elective courses make sense overall	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A2g. UK Core Tab⁹	
Information about UK Core courses makes sense	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

⁷ Guided electives apply to all students in the program and are organized as groups of specific courses, from which a student chooses one (or two, or three, etc.) from each grouping. For example, a student might be required to take “one course from this list of three courses, and two courses from this other list of five courses, and either XYZ 250 or XYZ 260.”

⁸ Free electives apply to all students in the program and are restricted by a prefix series and/or a number series. The choice of exactly which courses to take is left up to the student but the student must choose within the parameters spelled out in the program's free electives requirement. For example, a student might be required to take “any two (or four, or six, etc.) courses in the XYZ prefix at the 300-level or above.”

⁹ Applies to new undergraduate degree programs, only.

Degree and Certificate (Program) and Minor Proposal Checklist

A2h. Graduation Composition and Communication Requirement (GCCR) Tab¹⁰		
Number of GCCR courses to be used is included	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Specific prefix and course number(s) of the GCCR course(s) are listed	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Curriculog status of all courses is listed	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Home unit for each GCCR course is identified	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
A2i. Track/Concentration/Specialization Tab¹¹		
All new and change course proposals for these courses have (at the least) been received by the academic council conducting the review	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
The course information (prefix and number, title, number of credit hours, etc.) for these courses is accurate (as compared to Curriculog, the Bulletin, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
These courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
The progression of rigor and complexity of these courses is appropriate	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Responses about these courses make sense overall	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
A2j. Summary Information Tab		
Summary of courses per level is described properly	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
A2k. Semester-by-Semester Plan Tab		
Semester-by-semester plan generally makes sense.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
As described in the plan, the credit hours add up to the correct number of credit hours for the program ¹²	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Reviewer's comments on curriculum workbook information, if any:		
A3. Additional Uploads		
A3a. Approvals for Use of Courses from Outside the Unit ("Borrowed Courses")¹³		
Letter/email/minutes uploaded that address each borrowed course	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Letter/email/minutes for each borrowed course is from the department chair, program director, director of undergraduate studies, or director of graduate studies	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Letter/email/minutes for each borrowed course explicitly names the prefix and number for each course	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Reviewer's comments on borrowed course information, if any:		
A3b. Affected Units (if applicable)		
Letter/email/minutes uploaded that address any affected units	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> N/A
Reviewer's comments about affected unit information, if any:		

¹⁰ Applies to new undergraduate degree programs, only.

¹¹ Kentucky's Council on Postsecondary Education (CPE) has official terms that describe focused areas of study, specifically "track" (at the undergraduate level), "concentration" (at the master's level) and "specialization" (at the doctoral level). In SAP, these are all referred to as "options."

¹² For example, most undergraduate degrees are 120 credit hours, master's degrees are often 30 credit hours, etc.

¹³ Borrowed courses are those that are offered by a unit other than the unit offering the program.

Degree and Certificate (Program) and Minor Proposal Checklist

B. Online Delivery¹⁴		
B1. Online Delivery Form		
	Online Delivery Form uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Online Delivery Form questions answered satisfactorily	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on online delivery form information, if any:	
B2. Distance Learning Workbook		
	Distance learning workbook uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Distance learning workbook questions answered satisfactorily	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on distance learning workbook information, if any:	
B3. SAP Program Structure¹⁵ (if applicable)		
	Program structure is uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on SAP program structure information, if any:	
B4. Dean's Letter Regarding Online Feasibility¹⁶		
	The letter from the dean regarding online feasibility is uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Dean's letter regarding online feasibility explicitly describes how the college will ensure that a sufficient number of regular full-time faculty will be assigned to the program to ensure its ongoing program viability.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Dean's letter regarding online feasibility describes how the college will ensure that a sufficient number of regular full-time faculty will be assigned to the program ensure that learning experiences for online students are comparable to those of students in a residential program	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments about letter from dean regarding feasibility of online delivery, if any:	
B5. Approvals for Use of Distance Learning Courses from Outside the Unit ("Borrowed Courses")¹⁷		
	Letter/email/minutes uploaded that address each borrowed DL course	
	Letter/email/minutes for each borrowed DL course is from either the department chair, program director, director of undergraduate studies, or director of graduate studies	

¹⁴ For requests for approval of 100% online delivery, only.

¹⁵ This is a description of the broader academic structure of an existing program, provided by the Office of Strategic Planning and Institutional Effectiveness (OSPIE). The intent is to help proposers understand how proposed changes affect the program as a whole.

¹⁶ UK's accreditor, the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC), expects that a sufficient number of regular full-time faculty will be assigned to a program: 1) to ensure its ongoing program viability; and 2) ensure that learning experiences for online students are comparable to those of students in a residential program. In addition to the myriad other administrative considerations related to a online program, the Dean's letter must specifically address these two considerations.

¹⁷ Borrowed courses are those that are offered by a unit other than the unit offering the program

Degree and Certificate (Program) and Minor Proposal Checklist

	Letter/email/minutes for each borrowed DL course explicitly names the prefix and number for each course	
	Reviewer's comments about borrowed DL course information, if any:	
C. New Degree and Certificate Programs		
C1. Faculty of Record		
	Faculty of record form uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Description of proposed composition is logical given the program's content and level of collaboration with other units	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on faculty of record information, if any:	
C2. Assessment Plan		
	Assessment plan uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Courses included in the curriculum map are those referred to through the proposal.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Student learning outcomes are measurable and describe what students will be able to do after completing the program	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Program assessment plan is narrowed to a handful of student learning outcomes, for which the proposed data reporting is manageable and sustainable	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Program outcomes are assessed on admissions, retention, and completion of the program	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on assessment plan information, if any:	
C3. Approvals for Use of Courses from Outside the Unit ("Borrowed Courses")¹⁸ (if applicable)		
	Letter/email/minutes uploaded that address each borrowed course	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Letter/email/minutes for each borrowed course is from either the department chair, program director, director of undergraduate studies, or director of graduate studies	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Letter/email/minutes for each borrowed course explicitly names the prefix and number for each course	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on borrowed course information, if any:	
C4. Dean's Letter of Administrative Feasibility		
	The dean's description of necessary resources matches the needs described elsewhere in the proposal.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	The dean addresses the financial resources needs in the letter.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on dean's letter regarding administrative feasibility, if any:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

¹⁸ Borrowed courses are those that are offered by a unit other than the unit offering the program.

Degree and Certificate (Program) and Minor Proposal Checklist

C5. Graduation Composition and Communication Requirement (GCCR) Form¹⁹		
	GCCR program form is uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments on GCCR information, if any:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

C6. Faculty of Record		
	Faculty of record form uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Description of proposed composition is logical given the program's content and level of collaboration with other units	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments about faculty of record information, if any:	

D. University Scholars Program (USP) Proposals²⁰		
	Information provided in Curriculog is reasonable and makes sense	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Letter of support from program faculty of undergraduate degree uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments about USP information, if any:	

E. Suspension of Admissions and/or Closure Proposals²¹		
	Information provided in Curriculog is reasonable and makes sense	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Teach-out plan uploaded	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Reviewer's comments about suspension of admissions and/or closure of a program information, if any:	

Reviewer's Notes	

¹⁹ Required for new undergraduate degree programs, only.

²⁰ USP programs do not require a curriculum workbook.

²¹ Suspension of admissions and/or closure does not require a curriculum workbook.