INTRODUCTION

This handbook describes what the University Senate and the broader University community expect from members of Senate's committees and academic councils. 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.

This handbook is an amalgamation of requirements from the Senate Rules and best practices for proposal reviews. Senate's committees and academic councils are asked to review a wide variety of proposals and these proposals follow different paths; some committees review things that academic councils never see and vice versa. Therefore, some aspects of this handbook may be less applicable to the specific body you are serving on.

The Senate Rules require 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. Generally speaking, 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 defined as "significant[2]," it requires review by a Senate committee, then presentation at a Senate Council, then a formal recommendation during a Senate meeting*
    b. *If the proposal is more routine, it receives final approval via a ten-day posting 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.*

> Governing Regulations VII ("University Organization") describes the responsibilities of department faculty as the following: "The department faculty has primary responsibility for the development of policies on such matters as academic requirements, courses of study, course offerings, graduate and research programs, and service functions." Therefore, unless faculty at the department level approve, a proposal will move no further. Approvals within Curriculog indicate approval that has been granted by the unit being represented, not approval by an individual pushing a button.

The following pages describe how committees and the academic councils are generally expected to function, as well as provide guidance about how the body should be reviewing curricular proposals. With few exceptions, when an item is sent to a committee, the general expectation is that the committee will review the item. Upon request, the committee or academic council can also offer an opinion about viability, scope, resources, etc. This applies to any topic that any committee or academic council is asked to review.

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[1] The flow charts are a simplification of approximately 30 pages of rules; 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.

[2] Examples of significant changes are: adding a track, concentration, or specialization, adding online delivery, changing admissions requirements, changing progression requirements, and changing graduation requirements.

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Committees and academic councils conduct their work in accordance with Robert's Rules of Order, Newly Revised. This is to help ensure an efficient process as well as plenty of room for deliberation, discussion, and dissent

If questions arise during the proposal review process, contact Sheila Brothers in the Senate Council office.

Responsibilities of Committee and Academic Council Members

Members of committees and academic councils are expected to review agenda items, be able to discuss them, and attend committee meetings. Senate's committees have a number of responsibilities and if a committee does not conduct its work effectively, the Senate is less able to provide academic and curricular guidance to those the Senate is responsible to.

At any time, if something is unclear, members are encouraged to SPEAK UP! 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 committee approves/disapproves it, or anything else needed to make an informed decision about an agenda item.

> Members are expected to arrive at a meeting having already done the assigned reading, thought about it even if ever so briefly, and are prepared to ask questions and discuss pros/cons.

Specifically, members have the responsibilities listed below.

- *Attend regularly and be on time.*
- *Contact the committee chair in advance if you cannot attend.*
    - *If attendance is not possible, send comments about an agenda item to the committee or academic council chair, a day or two in advance if possible.*
- *Read and respond to emails in a timely manner.*
- *Review agenda items prior to the meeting and come prepared to discuss the details.*
- *Assist the chair in ensuring all members have equal opportunity to participate in discussion.*
- *Have access to a quality headset with a mic if attending via video conference.*
- *Help the committee chair manage time wisely 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.*

Responsibilities of Committee Chairs

Chairs of committees and academic councils are expected to communicate about, organize, and hold regular committee meetings. Depending on workload, the chair's time may be spent on interacting with the Senate Council office and setting agendas, rather than actively reviewing proposals.

At the most practical level, chairs have the responsibilities listed below.

- *Conduct meetings according to Robert's Rules of Order, Newly Revised and ensure all members have equal opportunity to participate in discussion.*
- *Post the agenda on the committee's meeting page on the Senate website. [Note from August 2023: The University Senate's website is undergoing a revision and no edits can be made to the site at the present time. Instructions for chairs on how to add agendas (and minutes) to the Senate website will be forthcoming in the coming weeks, after the site goes live.]*
- *Email members the link to the committee's page on the Senate site and the link to the agenda for the upcoming meeting about two or three business days in advance of the meeting.*

- *Ensure the person responsible for taking minutes is present, or find a volunteer to take minutes.*
- *Address all agenda items and end meeting on time.*
- *Cancel meeting if there are no pending agenda items and nothing needs to be discussed.*
- *Fill out a "Cover Page" (URL: https://uky.az1.qualtrics.com/jfe/form/SV_25WlQYehd7RI4Pc) and attach it to any proposal that is not proposed through Curriculog. Submit the cover page and proposal to the Senate Council office within three business days of the committee's decision.*

The Senate Rules require committees to prepare and submit a written report to the Senate Council at the end of the academic year, although the committee's meeting minutes may be used as a substitute for this requirement.

As representatives of the Senate's authority, chairs have a higher standard of responsibility. If the chair is involved in a discussion and it is not clear if the chair is expressing a personal opinion or speaking on behalf of the body, it can be confusing for others. Be aware of this higher level of interest and ensure others know if a chair is speaking individually, or as a representative of a committee or academic council.

Meetings

The committee chair will reach out to members as soon as the membership is confirmed (typically late August), to begin finding a time for recurring time for bi-weekly or monthly meetings.

Meeting in Person

Identify the location ahead of time, preferably at the time when the meeting schedule is announced. Try to hold all meetings in the same location, if possible.

Meeting Via Video Conference

The committee chair must establish that the official in-person location from which the committee chair is attending is the official location for the meeting. Those attending via video conference are expected to connect to the meeting with a good pair of headphones and a microphone.

> The larger the room or the more attendees there are, the harder it will be for those online to hear if there aren't individual mics in the room.

Hybrid Meeting

A hybrid meeting is where some members attend via video conference and others attend in person Find a meeting room with sufficient acoustics to allow those online and those in person to hear each other well. This usually includes a teleconference or conference call device and at least one microphone in the room. If there are not many attendees and those in-person are in a small room, microphones and good quality headsets are not as critical.

> Be generous with your options for availability— scheduling a recurring meeting for busy academics is tough!

Agenda Items for the First Meeting

At the first meeting, the committee or academic council chair should include agenda items that address the items listed below.

- ☐ *Confirm meeting schedule with members, modality, and physical location (if any) and then share that information with the Senate Council office.*
- ☐ *Charge and Expectations*
  - ○ *Provide the committee's charge and ensure members know what is expected of them.*
- ☐ *Senate Structure*
  - ○ *Describe how the committee fits within the larger Senate structure.*
- ☐ *Overview of Rules and Policies*
  - ○ *Review the rules, describe the checklists, etc. that govern the committee.*
- ☐ *Pending Items*
  - ○ *Review the agenda items left from last year, if any, and describe the status of each proposal (waiting on proposer, not reviewed yet, etc.).*
- ☐ *Taking Minutes*
  - ○ *Identify the person (or rotating persons) who will take minutes at every meeting.*
  - ○ *Decide if it is necessary to record the meeting for note-taking purposes.*
- ☐ *Agenda Deadlines*
  - ○ *Establish standard regarding when items have to be received by in order to be placed on the next upcoming agenda.*
- ☐ *Minority Report*
  - ○ *Identify the number of members required for a minority report.*
- ☐ *Reviewer Model*
  - ○ *Determine if one member serves as primary reviewer of an item, which is useful for busier committees, or if all members will be expected to review all items (for committees with lighter workloads).*

Finally, at the first meeting the chair should remind members that members are presumed to be accessing proposals on their own, i.e. using electronic device or printing their own hard copies.

Proposals

There are many types of items that are sent to Senate committees. Some Senate committees are asked to review suggestions and provide feedback, some are asked to review and offer recommendations on course or program proposals, and others are asked to review and recommend proposals that change UK's academic organizational structure. In general, the expectation is that the committee or academic council recommend that the Senate take a particular action. (Very few committees have final approval authority.)

The academic councils and the majority of committees spend their time reviewing specific proposals but are sometimes asked to investigate ideas or suggestions. Below are the types of items that Senate's committees and/or academic councils regularly review and recommend action on.

Items for potential consideration by University Senate committees, which are suggested by other than the Senate or Senate Council, reach the respective committees through the Senate Council office. Contact the Senate Council office for guidance if something arrives for a committee without having been routed through the Senate Council office.

- *Individual program proposals (degree programs, certificates, progression requirements, etc.)*
- *Individual course proposals (major changes, UK Core, Graduation Composition and Communication (GCCR), etc.)*
- *University-wide academic policies and rules*
- *Academic organization structure proposals (departments, unit names, program closure, etc.)*
- *Current or proposed initiatives related to the academic mission of the University*

> Basic information, such as the contact person and their organizational affiliation, the name and general subject matter of the item, and its scope (i.e. who/what is affected and how much is changing) is included in the email to the committee from the Senate Council office.

All proposals that require review by a Senate committee must be submitted to the Senate Council office for processing and office staff will send the proposal to the appropriate committee.

Timeliness of Proposal Reviews

The academic councils often are reviewing many proposals at any given time. Because of their heavy workload, it is not reasonable to expect them to review proposals within the same timeframe as committees. However, the Senate expects its academic councils continue to work as expeditiously and efficiently as possible.

Regardless of how often a committee meets, within two weeks of receipt of a proposal from the Senate Council office the committee should have reviewed the proposal and provided comments to the proposer. Committees with heavier workloads may not be able to meet this standard, particularly towards the end of the spring semester. Committees should manage their workloads such that items requiring Senate approval are moved out of the committee prior to mid-April (if at all possible).

Collaborating on Proposal Reviews

The level of collaboration needed among committee members and academic council members varies from group to group. Some bodies may need to have shared documents to facilitate efficient work, while other bodies may have lower workloads and do not see shared files as critically important. Over the years, committees and academic councils have used a variety of electronic resources to manage their workloads, such as Microsoft Teams, SharePoint, and Office 365 shared files.

> Contact the Senate Council office if your committee needs help establishing online collaborative spaces.

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.

> 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!

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.

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.

> For easier searching within the Advanced Filter in Curriculog, use the "Process Type" drop-down menu to limit your search results to courses or programs.

Course and Program Proposal Checklists

The Senate Council office provides two separate curricular proposal checklists – one for courses and one for programs (see appendices). Other types of proposals are commonly reviewed by the Senate, but courses and programs make up the bulk of it. Proposers, departments, colleges, academic councils, and committees reviewing programs and courses are expected to always use these checklists.

At a minimum, committees are expected to address the issues/deficiencies described by the Senate Council office in the email that transmits a proposal to a committee. The committee may identify additional areas of concern that it expects a proposer to address.

Deeper Dive into the Proposal

Committees and academic councils are encouraged to ask questions via email prior to a committee meeting, which can facilitate timely reviews. If a primary reviewer has been identified, that person can gather questions/comments from other committee members and share them with the proposer for feedback. Otherwise, the committee chair is responsible for interacting with proposers. If there are a lot of questions, concerns, or requests for edits, that is often a sign that an item needs more work before the committee will feel comfortable voting on it.

When evaluating a proposal, the reviewer (e.g. member of an academic council or committee) must: review the proposal against a Senate-established checklist (currently available for courses and programs, only); know if the proposal involves a change to the Senate Rules; and seem reasonable from the standpoint of a regular human being. In other words, a reviewer does not need in-depth knowledge of the field from which a proposal stemmed.

- *If there is a checklist, use it for every proposal.*
- *If the proposal involves a Senate Rule (either explicitly or the reviewer knows that there is an existing rule about the subject), ensure that the proposal includes the specific rule changes in track changes.*
- *Any member of an academic council or committee should know if the assignments mesh with the level of the course, or if the description is not clear, or if there are contradictions within the proposal itself.*

The Senate Council office conducts a preliminary review of all items that are sent to a Senate committee. The results of that review are then communicated via email to the committee, so the committee should start with that information as they review the proposal. The committee may identify additional issues, but it is possible that the clerical review will catch all the issues.

Proposers

The terms "contact person" and "proposer" should be interchangeable. The terms refer to the person responsible for interacting with the committee or academic council during deliberations and responding to requests for more information, edits, etc. Every proposal or idea that a committee or academic council is asked to consider has a contact person. If no contact person is named within a proposal, contact the Senate Council office for guidance.

Regardless of who communicates with a proposer (committee chair, interested committee member, primary reviewer, etc.), it is reasonable to expect a response from the proposer within two weeks (10 business days). The member communicating with the proposer should keep a record of communications with the proposer, particularly if the proposer is unresponsive. This record can be flagged emails sent via Outlook, but the best method to track interactions with a proposer is the method that works best for an individual committee member. However, the easiest way to document unresponsiveness related to a proposal in Curriculog is to click on "Discussion" and enter a comment there.

> When a proposer is unresponsive and someone else is expressing concern about how long it is taking for Senate to complete its review, being able to document the delays on the proposer's part is quite helpful.

The committee member who is communicating with the proposer should send an email reminder to the proposer after two weeks if the proposer has not responded. If another two weeks go by (total of four weeks), email the proposer again and include the original request, note the amount of time that has passed, but include the department chair as a CC. (This tends to get proposals moving forward.) Include a representative from the dean's office as needed. If there is still no response, contact the Senate Council office for assistance.

> The Senate Council typically passes a committee's recommendation to the Senate intact, but the Senate Council is permitted to make its own determination regarding a recommendation to the Senate to approve or disapprove, or regarding presenting the matter without recommendation.

Meeting Agendas

When a committee or academic council chair places a *proposal* on an agenda, it is because it has been categorized as: not needing further discussion and can be placed on a consent agenda; ready to be voted on and there may be a little discussion; or not ready to be voted on and members should only expect to discuss it.

When a committee or academic council chair places an *idea for investigation* on an agenda, it indicates that the committee should be prepared to discuss it. The committee chair will help determine if a vote is necessary or if the committee's work is fulfilled with a sufficient description of the committee's thoughts.

If possible, the committee or academic council chair should determine prior to a meeting if an agenda item can go on a consent agenda (meaning no further discussion and ready to approve) or if discussion is needed prior to any vote.

> The number of items on an agenda should be limited to the what the committee can reasonably get to within the time allotted.

When an item receives final approval, a committee chair must submit a Transmission of Proposal to Senate report. Upon receipt of this report, Senate Council staff will know to schedule the chair to attend the next possible Senate Council and Senate meetings, to present the committee's recommendation(s).

Committee and academic council chairs are permitted to invite interested parties and proposers to attend.

Consent Agendas (Part of Larger Meeting Agenda)

One way to address multiple items quickly is via a consent agenda[3]. A consent agenda is one agenda item on a regular agenda and is comprised of items that the committee or academic council feel can be easily addressed with a minimum of (or no further) discussion. Unless a proposal is exceedingly simple, limited in scope, etc., a proposal should be discussed by the committee prior to it being placed on a consent agenda.

If the committee or academic council intends to use consent agendas, the body should also establish parameters to guide the committee or academic council chair in identifying items that should be placed on a consent agenda. The committee or academic council chair sets the agenda for committee and academic council meetings, so the chair is responsible for the content of the consent agenda. However, the body should have already provided guidance to the chair about what is appropriate to place on a consent agenda.

> If there is business on an agenda that is not addressed during the meeting, it returns as an initial item of business at the committee's next meeting.

When a Committee Finds a Problem

Academic councils and committees may identify an issue that they want to bring to the attention of the Senate Council and/or the Senate. In addition to describing the issue, academic councils and committees are encouraged to also propose viable solutions, option, recommendations, etc. These suggestions will help the Senate Council and Senate understand the scope of the issue and better evaluate next steps. Submit a cover page for any proposal that is not in Curriculog.

Voting

Common parlance in motions is "move to approve" but in actuality, the committee or academic council is sending forward a recommendation that the Senate approve the item. (There are very few activities for which a committee or academic council is the final authority.)

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.) Contact the Senate Council office for assistance with who in the group has voting rights and who are non-voting members.

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[3] To learn more about how consent agendas can work for you, contact the Senate Council office.

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Generally speaking, prior to a committee or academic council holding a vote, the following must be true:

✓ *Members had time to review the item and did so (minimum two to three business days).*
✓ *Members had opportunities to ask questions and raise concerns.*
✓ *Proposer had an opportunity to respond to members' questions and concerns.*
✓ *Voting members are comfortable voting on the item.*

When it is time for a vote, a committee or academic council may believe that a proposal is ready to move to the next steps, but the proposal is missing something that is easily fixable. Committee members may opt to approve a proposal pending revisions. This is known as "approved pending." Upon receipt of the information, file, etc. that the proposer needed to address, the committee chair or academic council coordinator can update the proposal and move the proposal to the next steps. A proposal requiring considerable revisions should be re-reviewed during a committee meeting, after which it can be voted upon.

> It is not always necessary to record abstentions, but it is often the easiest way to ensure that meeting minutes reflect that a quorum was present.

For formal approval, one member must **move to approve** <proposal name>. A different member must **second the motion**. Then if there are no more questions AND members are comfortable with holding a vote, the committee chair can indicate **it is time to vote**. At that time, the committee chair will call for members to vote in favor or in opposition.

> A committee or academic council should only use "approved pending" in cases where a deficiency can be easily AND quickly addressed.

E-Voting

Senate committees and academic councils are permitted to vote via electronic means (email, survey, form, etc.). When conducting an electronic vote ("e-vote"), committees and academic councils must adhere to the guidelines below.

1. *Items presented for an e-vote should have either been discussed previously or be the designated type of proposal that the committee puts on a consent agenda.*
2. *One member serves the role of moving to approve the items scheduled for an e-vote.*
3. *One member serves as the seconder of the motion to approve.*
4. *Members are given at least three business days in which to review the items scheduled for an e-vote and make a vote.*
5. *Members must be permitted to remove an item from an e-vote and have it discussed at the next possible meeting.*
6. *One person is designated as the individual to track the votes and ensure a majority have voted. For Senate committees, this is usually the committee chair. For academic councils, this is usually the staff coordinator.*

> A committee or academic council is not obligated to hold a vote until members are ready to do so.

Committee Procedures

Committees and academic councils are expected to conduct business in a timely manner; a good rule of thumb is that it takes no longer than one month to review a proposal and alert the proposer to any issues,

etc. It may take beyond that initial month if substantial edits are needed or there are other issues. Another way to look at it is that after a couple weeks to get started, committees and academic councils should be sending forward recommendations on proposals as often as they are receiving proposals. If committees and academic councils create some standards for review early on, it helps establish expectations of the members and those of proposers.

Timing of Proposal Receipt and Placement on an Agenda

At its first or second meeting, committee and academic councils are expected to establish a standard regarding when items sent to the committee will be placed on an agenda. The body's meeting schedule should inform this decision. For example, if a committee has a standing meeting once a month, the committee might decide that proposals must have been received by the committee at least two days before the meeting in order to be placed on the agenda. However, if a committee meets twice a month, the committee might decide that proposals must have been received by the committee at least a week prior to the meeting.

> If the body meets twice a month, it is reasonable to have a longer deadline for placing items on an agenda because another meeting is just around the corner. If the committee meets once a month or less frequently, it is reasonable to have a shorter deadline for placing items on an agenda because the next meeting is (at least) a month away.

Reviewer Model

At its first or second meeting, the committee or academic council will determine if it plans to follow a reviewing model where all members review every proposal, or if a primary reviewer will be assigned who will be responsible for the proposal, work with the proposer, and be able to present the item when it is on an agenda. The committee or academic council chair can modify the preferred model based on the committee's current workload.

> Model where All Review: Suggested primarily for committees who can expect to receive 10 or fewer items during the academic year. All committee members review every agenda item in detail, prior to the committee meeting where it is discussed.

> Model with Primary Reviewer: Suggested primarily for committees who can expect to receive more than 10 items during the academic year. The committee will need to articulate how the primary reviewer is assigned (volunteer, rotating basis, etc.). Committees can opt to use secondary and tertiary reviewers if they so choose. Other members should, at the very minimum, be familiar with the gist of every item on an agenda.

Minority Reports

Senate's committees and academic councils, per their charge, are expected to make clear recommendations to the Senate. In rare cases a committee or academic council may not be able to come to a decision that is amenable to all members. In those situations, those voting in the minority may opt to send forward a report on the issue from the minority opposing the action recommended by the majority of members.

At its first or second meeting, the committee should decide the number of members required for a formal minority report. For example, perhaps a minority report will only be utilized if the vote was close, or if more than a certain number of members are in the minority.

To be useful to the Senate Council and/or Senate, every minority report must be in writing and submitted by the chair of the committee or academic council. Minority reports must include the name of the spokesperson of those in the minority, as well as a clear and concise description of their concerns.

Handouts (or Lack Thereof)

At its first or second meeting, committees and academic councils can affirm that members are presumed to be accessing proposals on a portable device or PC. Members are expected to print their own hard copies if they do not plan to use an electronic device.
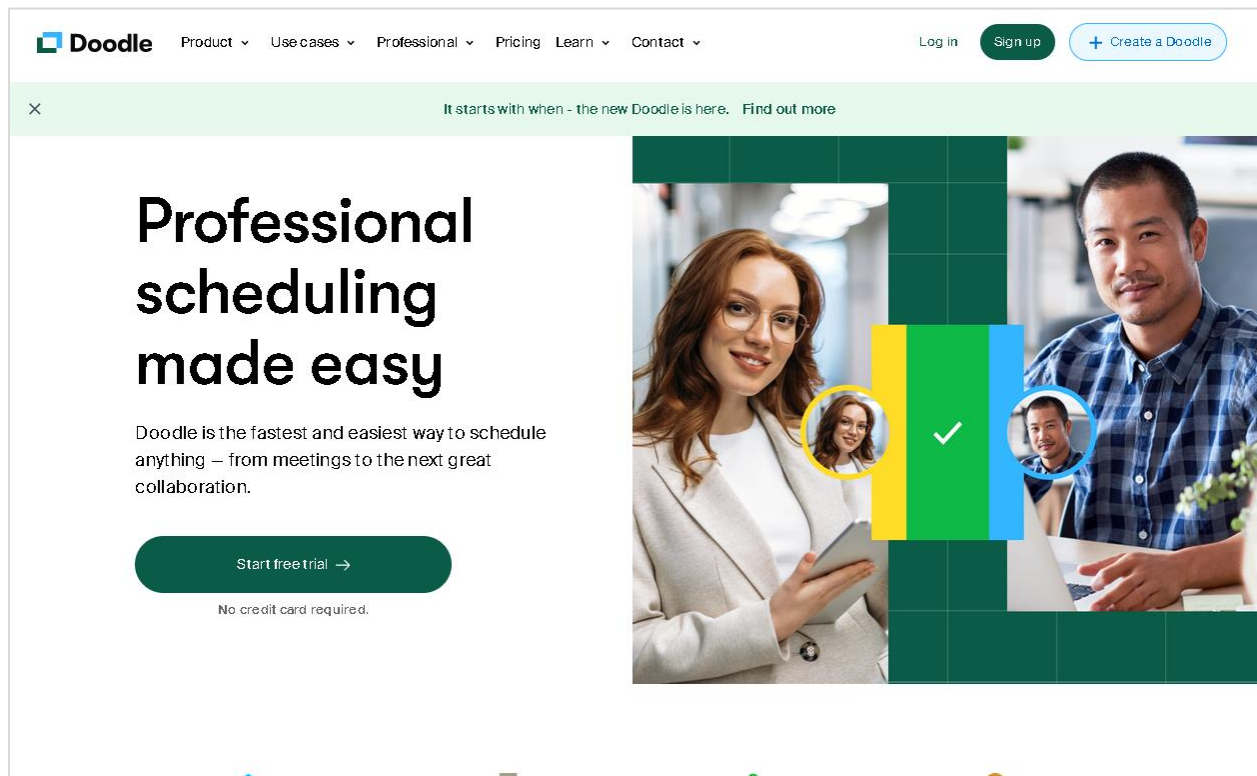
Appendices

1. How to Schedule a Meeting

2. Minutes Template

3. Agenda Template

4. Common Terms & Acronyms

5. Parliamentary Cheat Sheet

6. Program Flow Chart

7. Course Flow Chart

8. Course Checklist

9. Program Checklist

10. Posting Committee Meeting Agendas and Minutes

How To Schedule a Meeting

Make a note of your available times and use those as the basis for asking committee members to share the times when they are available to meet.

Many tools are available to help with scheduling (including Outlook) but perhaps the simplest is Doodle https://doodle.com/en/). It is not necessary to create an account, but some features (like adding "if need be" to the options) require signing up for a free account.

After entering the times and dates for the poll, Doodle will create a URL for the poll, which should be emailed to committee members with a request that they fill out their availabilities within the following two or three days. Depending on the poll's settings, Doodle may send an email every time someone fills out the poll.

After everyone has responded, use Doodle's functionality to find the time that best suits everyone. Identify a location for the meeting and send an email to committee members (and include the Senate Council office) with the details about recurring meetings. Use Outlook's functionality of "Make Appt" to turn the email you sent into a recurring appointment. Include the location (video conference link and/or physical space) and set the meeting to the correct recurring pattern.

How To Schedule a Meeting

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Minutes Template

Committee Name
Date and Time and Location

Members:

Call to order:

1. **Roll Call**

   [List the names of those present. If it is useful, also include the names of those who are absent.]

2. **Approval of minutes from last meeting**
   [Members can make a motion to approve and then someone can second it. Or, if the minutes seem noncontroversial, the committee chair can indicate the minutes are to be approved by lack of objection. Pause for a couple beats and if no one speaks up, the minutes will be approved.]

3. **Old Business** *[if needed]*
   a. **Agenda Item**
      [Describe the gist of discussion, including the name of the persons making motions and seconding motions. Include the specific vote results.]

4. **Consent Agenda** *[if needed]*
   [Record the final list of proposals on the consent agenda. If any items have been removed, note that here, although details about discussion on a proposal removed from the consent agenda can occur later.]

5. **New Business**
   a. **Agenda Item**
      [Use the email from the Senate Council office as the basis for the description of the agenda item, but if something has changed during review, the most current information should be used. Record the name of the person making the motion, the person seconding, and the outcome of the vote (number in favor, opposed, and abstained).]

   b. **Next Agenda Item**
      [Provide the same sort of details here as was done for the first agenda item.]

6. **Items from the Floor**
   [Because items here were not announced in advance, sufficiently describe the issue(s) that are brought up (if any).]

Time Adjourned:

Agenda Template

Committee Name
Date and Time and Location

Members Present:

Call to order:

1. **Roll Call**
   [Ensure there is a quorum of members available to conduct business. Use this opportunity to record who is present and who is absent.]

2. **Approval of minutes from last meeting**
   [Members should be provided with the minutes of the prior meeting when the agenda was sent. This is their opportunity to approve the final record of that meeting.]

3. **Old Business** *[if needed]*
   a. **Agenda Item**
      [If the committee ran out of time, Robert's Rules of Order requires the body to have taken up those items as the first piece of business at the next meeting.]

4. **Consent Agenda** *[if needed]*
   [If there are items that the chair has been told are ready for a final vote without discussion, list them here. Explicitly ask members if anyone would like to remove a proposal from the consent agenda so it can be actively discussed. Such a request does not need a motion and second – a simple request to remove an item from the consent agenda is all that is needed. If a proposal is removed, add it to the agenda and discuss it separately.]

5. **New Business**
   a. **Agenda Item**
      [Use the email from the Senate Council office as the name of the agenda item. A member of the committee or academic council will describe the proposal and answer questions from other members.]

   b. **Next Agenda Item**

6. **Items from the Floor**
   [This is an opportunity for committee members to raise issues, concerns, etc., or to ask questions that do not fit anywhere else in the meeting. While motions can be made on issues that arise during "Items from the Floor," committees are not encouraged to hear new business and vote on it in the same meeting unless it is an exceedingly simple topic.]

Time Adjourned:

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.

Common Terms and Acronyms

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

Common Terms and Acronyms

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.

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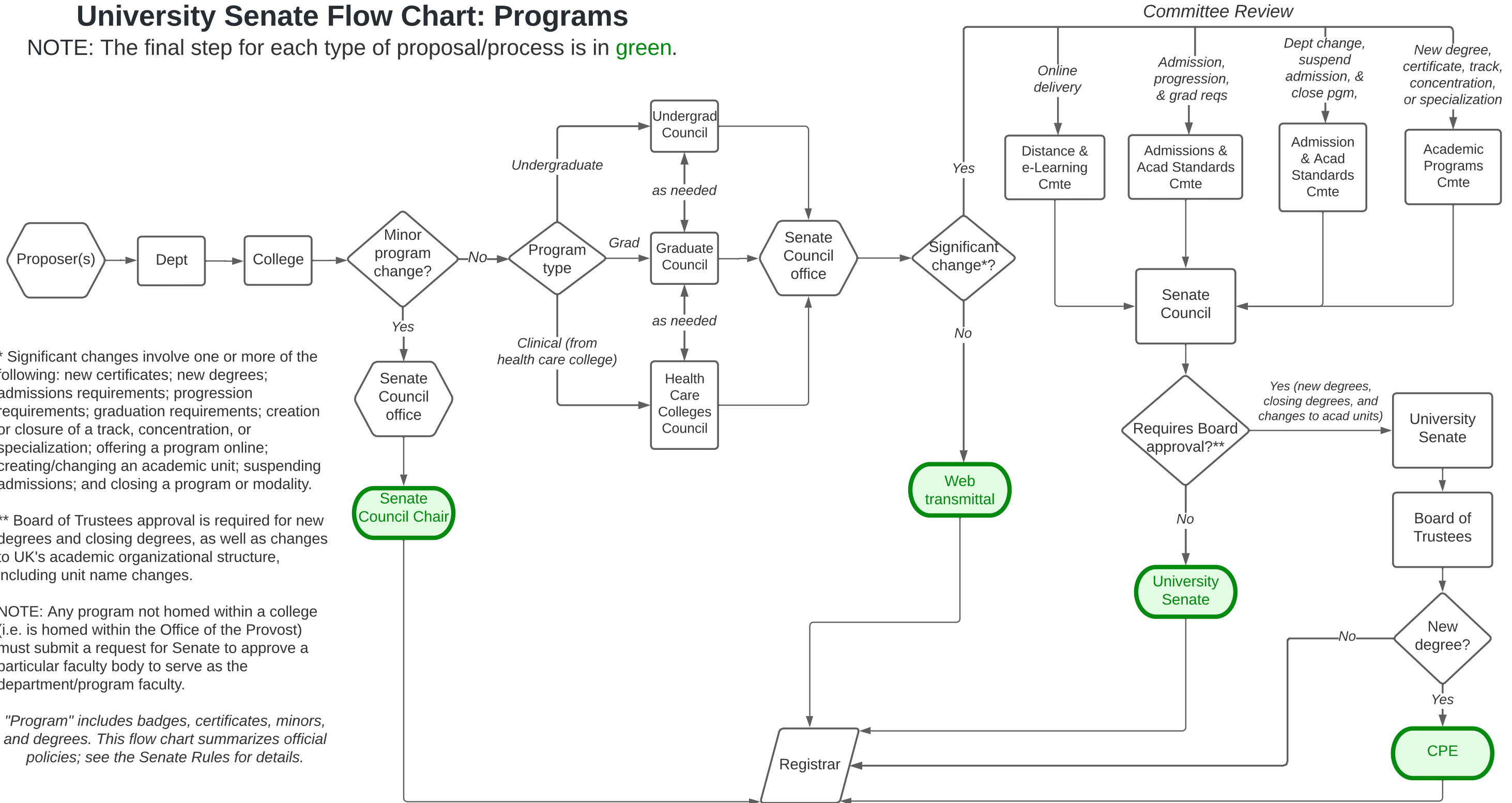
* Significant changes involve one or more of the following: new certificates; new degrees; admissions requirements; progression requirements; graduation requirements; creation or closure of a track, concentration, or specialization; offering a program online; creating/changing an academic unit; suspending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

UK Core Education Cmte ←Core— ┬ —GCCR→ Advisory Cmte on Graduation Composition & Communication Requirement (GCCR)

Proposer → Department → College

College →

100- to 500-level courses (inc 400G) & undergraduate programs?* —Yes→ Undergraduate Council (UC)

400G- to 700-level courses, professional courses for grad degrees, & master's and PhDs?* —Yes→ Graduate Council (GC)

if needed (between Undergraduate Council (UC) and Graduate Council (GC))

Clinical (from health care college) & is offered to grad or undergrad students? —Yes→ Health Care Colleges Council (HCCC)

if needed (between Graduate Council (GC) and Health Care Colleges Council (HCCC))

Healthcare course at 800- & 900-level? —Yes→ **Health Care Colleges Council** → Senate Council office

Proposal meets definition of minor course change? —Yes→ Senate Council office → **Senate Council Chair**

Undergraduate Council (UC) → Senate Council office
Graduate Council (GC) → Senate Council office
Health Care Colleges Council (HCCC) → Senate Council office

Senate Council office → **Web transmittal** → Registrar

Senate Council office (from Health Care Colleges Council) → Registrar

Senate Council Chair → Registrar

* This flow chart describes the official policies of the Senate, which can be found in the University Senate Rules.

** 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. Dpending 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	☐ Yes	☐ No	
2. Full title of the course in Curriculog and syllabus match	☐ Yes	☐ No	
3. Course housed in academic/educational unit	☐ Yes	☐ No	
4. Course is not an obvious duplication of another course already offered on campus[1]	☐ Yes	☐ No	
5. Course prerequisites are enforceable[2]	☐ Yes	☐ No	☐ N/A
6. Course prerequisites in Curriculog and syllabus match[3]	☐ Yes	☐ No	☐ N/A
7. Course description in Curriculog and syllabus match[4]	☐ Yes	☐ No	
8. Number of credit hours in Curriculog (whole numbers) and contact hours[5] match	☐ Yes	☐ No	
9. Meeting pattern in Curriculog and syllabus match (see SR 10.6)	☐ Yes	☐ No	
10. Repeatability, multiple registrations within a semester, and variable credit are correctly requested[6]	☐ Yes	☐ No	☐ N/A
11. *[For course changes, only]* The series of checkboxes describing the types of changes matches the types of changes proposed elsewhere in the form.	☐ Yes	☐ No	☐ N/A
12. *[For course changes, only]* Course descriptions in Curriculog and syllabus match description in Schedule of Classes (unless description is changing)	☐ Yes	☐ No	☐ N/A
13. *[For new courses, only]* Course descriptions in Curriculog and syllabus match	☐ Yes	☐ No	☐ N/A
14. *[For undergraduate graduation composition and communication requirement (GCCR) courses, only]* 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]	☐ Yes	☐ No	☐ N/A
Continued….			

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[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.

Syllabus Review[8]			
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")			
15. *[For course changes, only]* Full and accurate title of course corresponding to the title in the Schedule of Classes	☐ Yes	☐ No	☐ N/A
16. Course prefix, course number, and course section number	☐ Yes	☐ No	
17. Instructor's contact information[9]			
a. Instructor office location	☐ Yes	☐ No	
b. Instructor office phone number including area code	☐ Yes	☐ No	
c. Instructor official UK email address	☐ Yes	☐ No	
d. In-person or virtual office hours (days, times, location) and/or how to make appointment	☐ Yes	☐ No	
e. *[For distance learning courses, only]* Instructor's preferred method of communication	☐ Yes	☐ No	☐ N/A
f. *[For distance learning courses, only]* Maximum time frame for responding to student communications	☐ Yes	☐ No	☐ N/A
18. Required materials for the course, e.g. textbooks, required readings/films, etc. are listed	☐ Yes	☐ No	
19. Associated expenses other than "required materials," such as the cost of a field trip, proctoring fees, or polling software devices, if applicable	☐ Yes	☐ No	☐ N/A
20. Skill/Technology requirements, if applicable (If specific technical/digital literacy skills or software are required, the syllabus must describe these)	☐ Yes	☐ No	☐ N/A
21. Student learning outcomes			
a. Student learning outcomes are measurable[10]	☐ Yes	☐ No	
b. Student outcomes reflect the level of the course	☐ Yes	☐ No	
c. Student learning outcomes align with course components and assessments	☐ Yes	☐ No	
22. Assignments/assessments reflect the level of the course	☐ Yes	☐ 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)	☐ Yes	☐ 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)	☐ Yes	☐ No	☐ N/A
25. Policy on not returning assignments, if applicable	☐ Yes	☐ No	☐ N/A
26. Grading scale, e.g. undergraduate, P/F, or graduate	☐ Yes	☐ No	
27. *[For 400G- and 500-level courses, only]* Expectations of graduate students and differentiation from undergraduate students	☐ Yes	☐ No	☐ N/A
28. Midterm grades, if undergraduate students are enrolled in the course (see University Calendar for specific date)	☐ Yes	☐ No	☐ N/A

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[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.

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).	☐ Yes	☐ 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.	☐ Yes	☐ No	☐ 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).	☐ Yes	☐ 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	☐ Yes	☐ No	☐ N/A
b. *[For professional courses, only]* Program's rules on academic offenses or link to a webpage with that information	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ N/A
Items Related to Academic Policy Statements			
33. URL/hyperlink to, or copy and paste of, Academic Policy Statements	☐ Yes	☐ No	
34. Acceptable documentation for excused absences[11], e.g. a letter from an institution or medical provider, or published information	☐ Yes	☐ No	
35. Policy for absences due to major religious holidays, if applicable.	☐ Yes	☐ No	☐ 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)	☐ Yes	☐ 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.	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ N/A
b. Schedule of activities does not include required interactions on Reading Days	☐ Yes	☐ No	☐ N/A
Distance Learning (if applicable)			
39. Curriculog discusses/affirms timely interactions between students and the instructor	☐ Yes	☐ No	
40. Curriculog describes comparable experiences for DL and in-person students	☐ Yes	☐ No	

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[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.

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

Reviewer's Notes

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).

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/closure[1], 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 proposals[2]
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:			

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[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.

All Proposals		
A1. Curriculog		
Description of home department is clear	☐ Yes	☐ No
Description of college within which the department is situated is clear	☐ Yes	☐ No
Home unit (i.e. department) aligns with proposed program	☐ Yes	☐ No
Program as proposed is not a duplication of another program already offered on campus[3]	☐ Yes	☐ No
Proposal is clear about whether or not Senate approval for online delivery is being sought [4]	☐ Yes	☐ No
Demand for program is meaningfully described	☐ Yes	☐ No ☐ N/A
Reviewer's comments about Curriculog information, if any:		

A2. Curriculum Workbook[5]		
A2a. Admissions/Progression/Graduation Tab		
Admissions, progression, and graduation requirements are described properly on the correct tab	☐ Yes	☐ No ☐ N/A
Departures from standard undergraduate policies and Graduate School policies are clearly described (graduate degrees, only)	☐ Yes	☐ No ☐ N/A
An exit exam is adequately described (master's degrees, only)	☐ Yes	☐ No ☐ N/A
A2b. College Requirements Tab[6]		
Description of college requirements matches the college requirements described in the Undergraduate Bulletin	☐ Yes	☐ No ☐ N/A
A2c. Pre-Major Courses Tab		
Pre-major courses are described properly on the correct tab	☐ Yes	☐ No ☐ N/A
All the new and change pre-major course proposals have been received by the academic council conducting the review	☐ Yes	☐ No ☐ 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.)	☐ Yes	☐ No ☐ N/A
Pre-major courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	☐ Yes	☐ No ☐ N/A
Progression of rigor and complexity of pre-major courses is appropriate	☐ Yes	☐ No ☐ N/A
Responses about pre-major courses make sense overall	☐ Yes	☐ No ☐ N/A
A2d. Major Courses Tab		
Major courses are described properly on the correct tab	☐ Yes	☐ No ☐ N/A

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[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.

	All new and change course proposals for major courses have been received by the academic council conducting the review	☐ Yes	☐ No	☐ 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.)	☐ Yes	☐ No	☐ N/A
	Major courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	☐ Yes	☐ No	☐ N/A
	Progression of rigor and complexity of pre-major courses is appropriate	☐ Yes	☐ No	☐ N/A
	Responses about major courses make sense overall	☐ Yes	☐ No	☐ N/A
	A2e. Guided Electives Tab [7]			
	Guided elective courses are described properly on the correct tab	☐ Yes	☐ No	☐ N/A
	All new and change course proposals for guided elective courses have been received by the academic council conducting the review	☐ Yes	☐ No	☐ 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.)	☐ Yes	☐ No	☐ N/A
	Guided elective courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	☐ Yes	☐ No	☐ N/A
	The progression of rigor and complexity of guided elective courses is appropriate	☐ Yes	☐ No	☐ N/A
	Responses about guided elective courses make sense overall	☐ Yes	☐ No	☐ N/A
	A2f. Free Elective Courses Tab [8]			
	Free elective courses are described properly on the correct tab	☐ Yes	☐ No	☐ N/A
	All new and change course proposals for free elective courses have been received by the academic council conducting the review	☐ Yes	☐ No	☐ 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.)	☐ Yes	☐ No	☐ N/A
	Free elective courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	☐ Yes	☐ No	☐ N/A
	The progression of rigor and complexity of free elective courses is appropriate	☐ Yes	☐ No	☐ N/A
	Responses about free elective courses make sense overall	☐ Yes	☐ No	☐ N/A
	A2g. UK Core Tab [9]			
	Information about UK Core courses makes sense	☐ Yes	☐ No	☐ N/A

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[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.

	A2h. Graduation Composition and Communication Requirement (GCCR) Tab[10]			
	Number of GCCR courses to be used is included	☐ Yes	☐ No	☐ N/A
	Specific prefix and course number(s) of the GCCR course(s) are listed	☐ Yes	☐ No	☐ N/A
	Curriculog status of all courses is listed	☐ Yes	☐ No	☐ N/A
	Home unit for each GCCR course is identified	☐ Yes	☐ No	☐ N/A
	A2i. Track/Concentration/Specialization Tab[11]			
	All new and change course proposals for these courses have (at the least) been received by the academic council conducting the review	☐ Yes	☐ No	☐ 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.)	☐ Yes	☐ No	☐ N/A
	These courses are the appropriate level (for example, undergraduate degrees cannot require graduate-level courses)	☐ Yes	☐ No	☐ N/A
	The progression of rigor and complexity of these courses is appropriate	☐ Yes	☐ No	☐ N/A
	Responses about these courses make sense overall	☐ Yes	☐ No	☐ N/A
	A2j. Summary Information Tab			
	Summary of courses per level is described properly	☐ Yes	☐ No	☐ N/A
	A2k. Semester-by-Semester Plan Tab			
	Semester-by-semester plan generally makes sense.	☐ Yes	☐ No	☐ N/A
	As described in the plan, the credit hours add up to the correct number of credit hours for the program[12]	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ N/A
	Letter/email/minutes for each borrowed course explicitly names the prefix and number for each course	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ N/A
	Reviewer's comments about affected unit information, if any:			

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[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.

B. Online Delivery[14]			

B1. Online Delivery Form					
	Online Delivery Form uploaded	☐ Yes	☐ No	☐ N/A
	Online Delivery Form questions answered satisfactorily	☐ Yes	☐ No	☐ N/A
	Reviewer's comments on online delivery form information, if any:			

B2. Distance Learning Workbook					
	Distance learning workbook uploaded	☐ Yes	☐ No	☐ N/A
	Distance learning workbook questions answered satisfactorily	☐ Yes	☐ No	☐ N/A
	Reviewer's comments on distance learning workbook information, if any:			

B3. SAP Program Structure[15] (if applicable)					
	Program structure is uploaded	☐ Yes	☐ No	☐ N/A
	Reviewer's comments on SAP program structure information, if any:			

B4. Dean's Letter Regarding Online Feasibility[16]					
	The letter from the dean regarding online feasibility is uploaded	☐ Yes	☐ No	☐ 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.	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ 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			

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[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

	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	☐ Yes	☐ No	☐ N/A
	Description of proposed composition is logical given the program's content and level of collaboration with other units	☐ Yes	☐ No	☐ N/A
	Reviewer's comments on faculty of record information, if any:			

C2. Assessment Plan

	Assessment plan uploaded	☐ Yes	☐ No	☐ N/A
	Courses included in the curriculum map are those referred to through the proposal.	☐ Yes	☐ No	☐ N/A
	Student learning outcomes are measurable and describe what students will be able to do after completing the program	☐ Yes	☐ No	☐ N/A
	Program assessment plan is narrowed to a handful of student learning outcomes, for which the proposed data reporting is manageable and sustainable	☐ Yes	☐ No	☐ N/A
	Program outcomes are assessed on admissions, retention, and completion of the program	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ 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	☐ Yes	☐ No	☐ N/A
	Letter/email/minutes for each borrowed course explicitly names the prefix and number for each course	☐ Yes	☐ No	☐ 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.	☐ Yes	☐ No	☐ N/A
	The dean addresses the financial resources needs in the letter.	☐ Yes	☐ No	☐ N/A
	Reviewer's comments on dean's letter regarding administrative feasibility, if any:	☐ Yes	☐ No	☐ N/A

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

C5. Graduation Composition and Communication Requirement (GCCR) Form[19]			
GCCR program form is uploaded	☐ Yes	☐No	☐N/A
Reviewer's comments on GCCR information, if any:	☐ Yes	☐No	☐N/A

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

D. University Scholars Program (USP) Proposals[20]			
Information provided in Curriculog is reasonable and makes sense	☐ Yes	☐No	☐N/A
Letter of support from program faculty of undergraduate degree uploaded	☐ Yes	☐No	☐N/A
Reviewer's comments about USP information, if any:			

E. Suspension of Admissions and/or Closure Proposals[21]			
Information provided in Curriculog is reasonable and makes sense	☐ Yes	☐No	☐N/A
Teach-out plan uploaded	☐ Yes	☐No	☐N/A
Reviewer's comments about suspension of admissions and/or closure of a program information, if any:			

Reviewer's Notes

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[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.

Posting Committee Meeting Agendas and Minutes

Chairs of academic councils <u>and</u> committees are able to post meeting agendas (and minutes) on the Senate's website directly. See the following guide on how to do this.

Chairs of committees and academic councils are no longer required to submit activity reports. The ability to post agendas and minutes will take the place of those reports.

Common Terms and Acronyms

STEP 1

Navigate to universitysenate.uky.edu and scroll to the bottom of the page
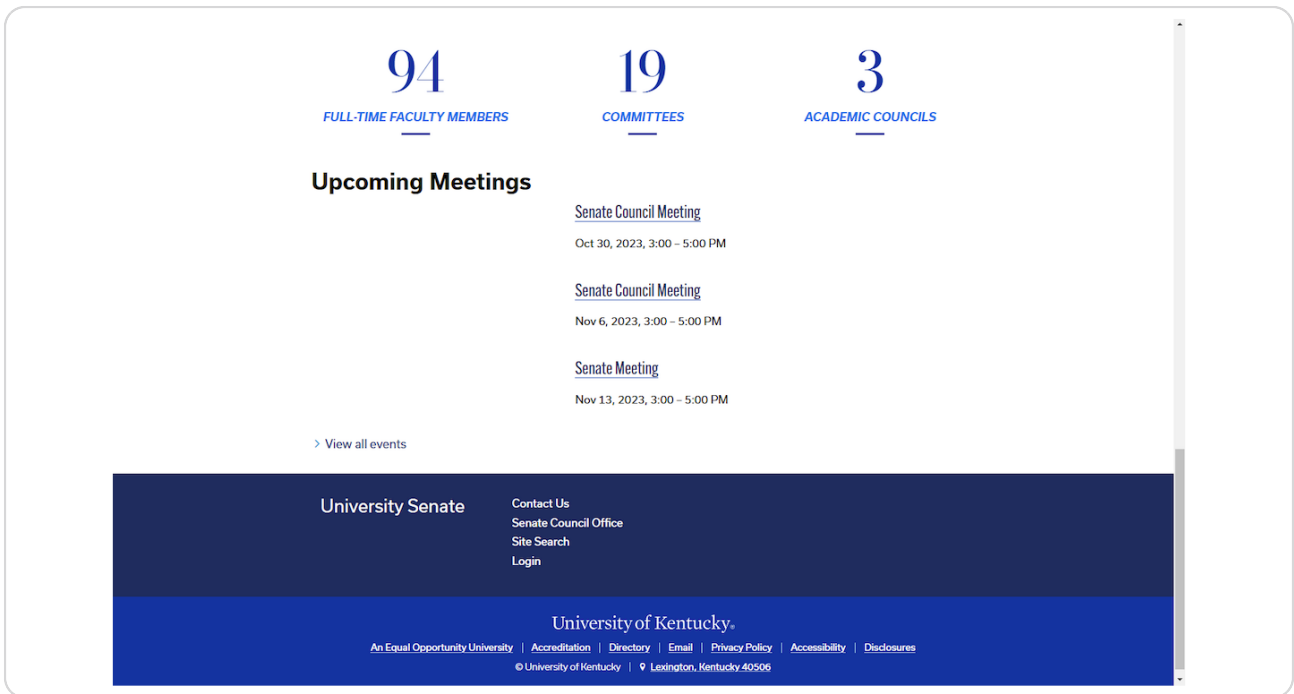
STEP 2

Click on Login
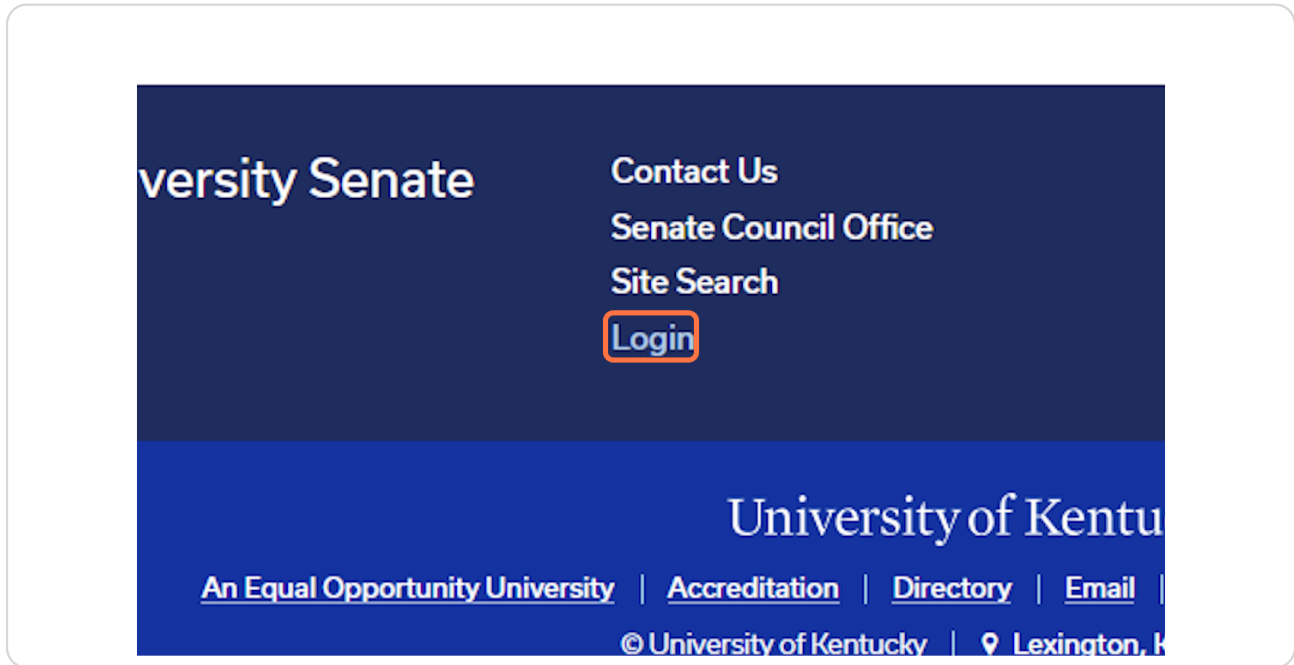
STEP 3

Enter your username and password
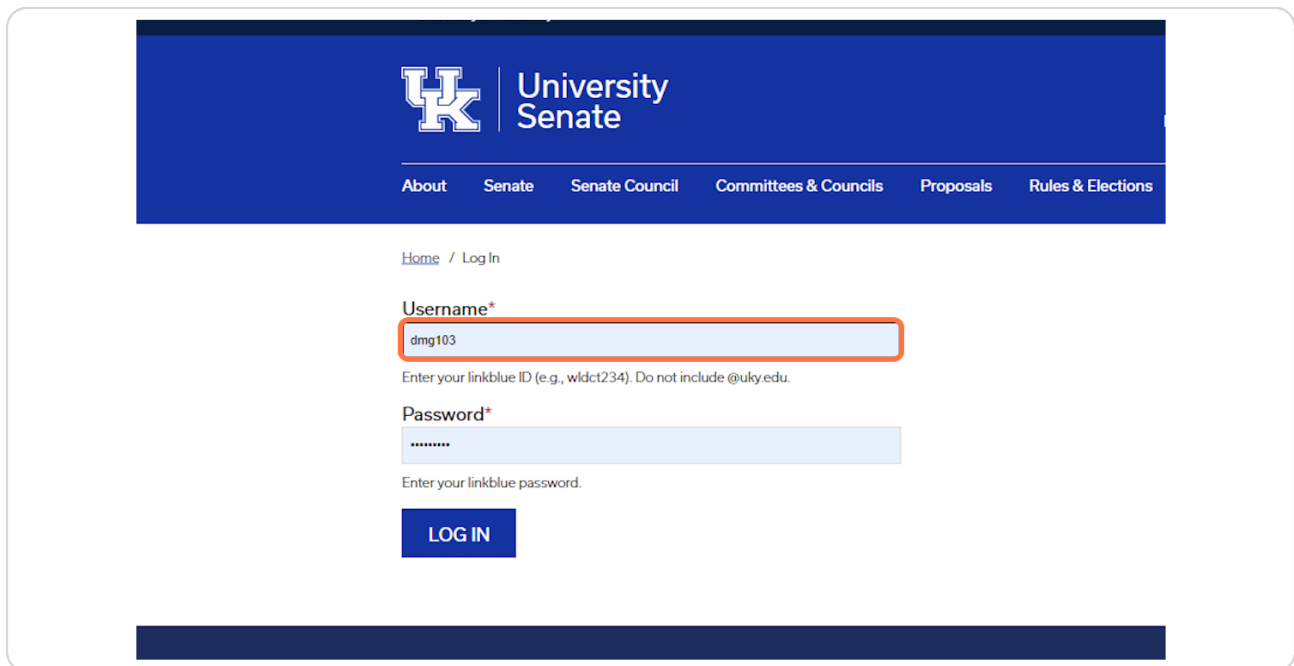
STEP 4

Click on "Login"

STEP 5

<u>Locate and click on "Manage", located at the top left of the window</u>

STEP 6

Hover over "Content", then hover over "Add content"
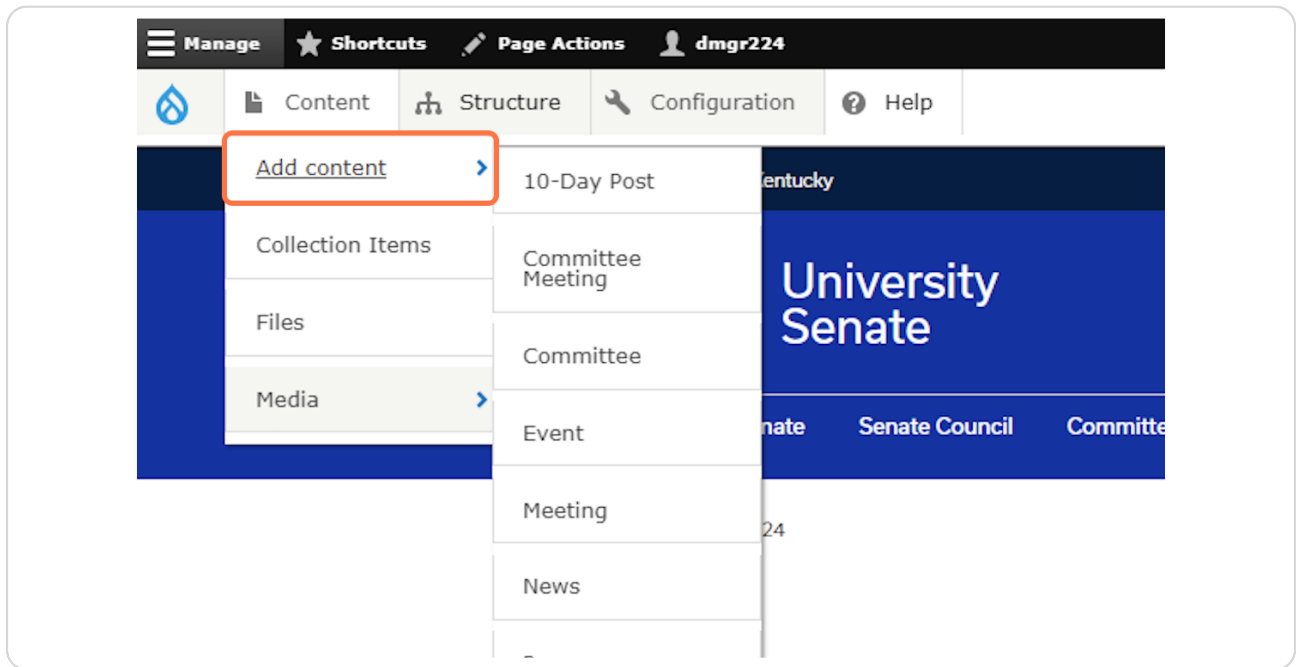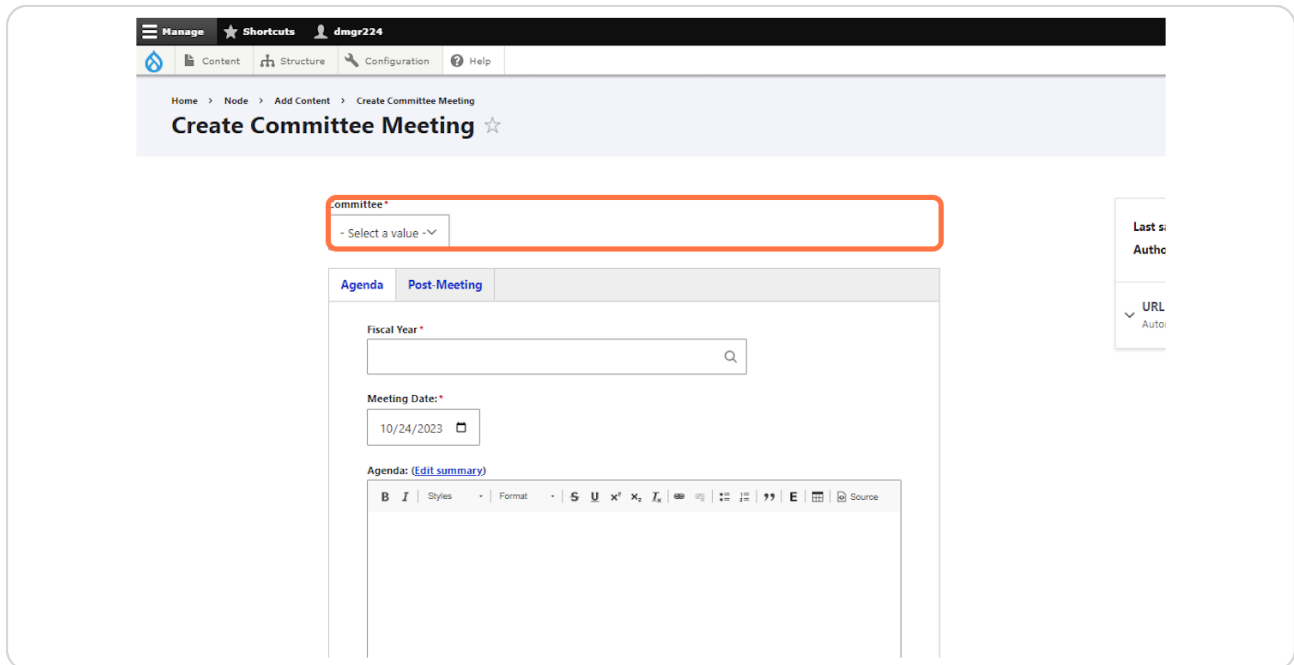
STEP 7

Click on Committee Meeting
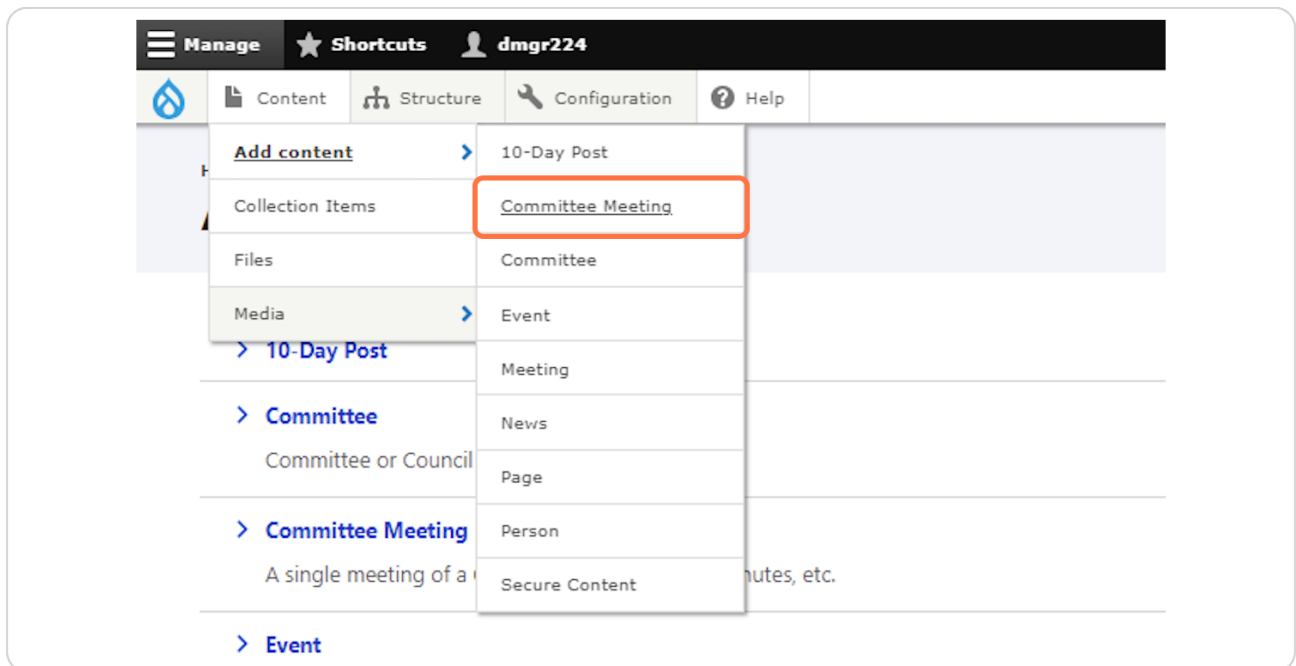
STEP 8
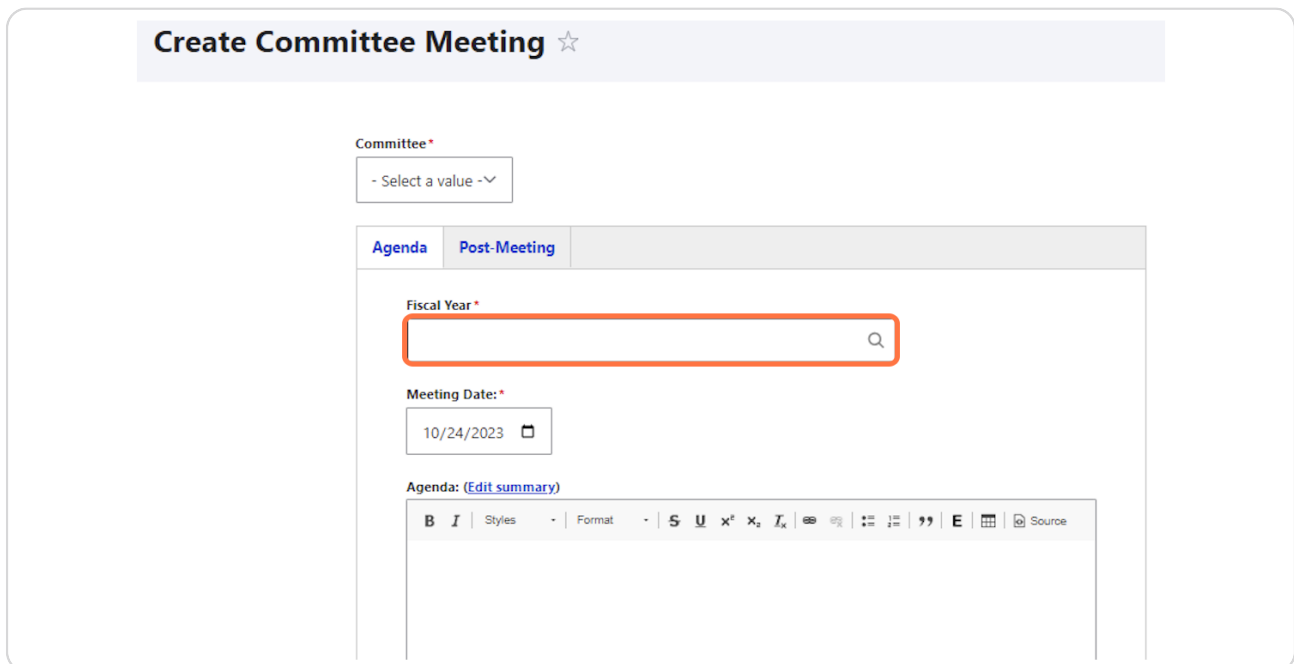
Select your committee from the drop down box

STEP 9

Enter the fiscal year

Enter the meeting date

Copy and paste your agenda into the "Agenda" field

To add a link to your webpage

Highlight the text you would like to hyperlink
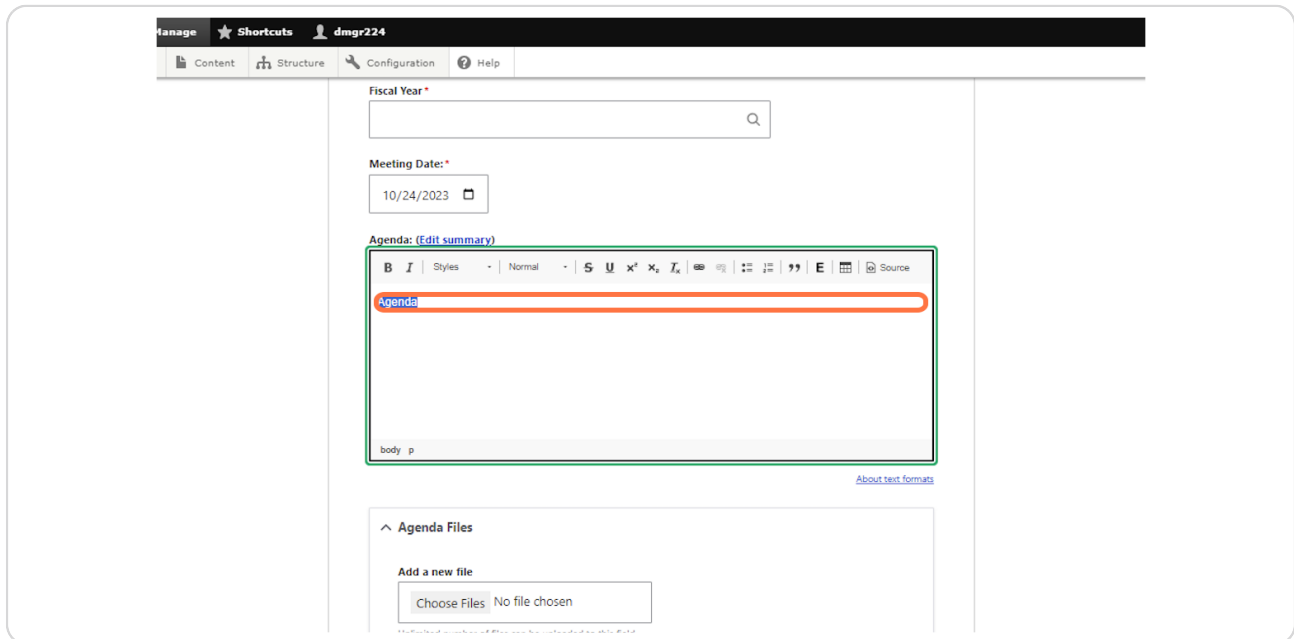
Click on the link icon in the toolbar
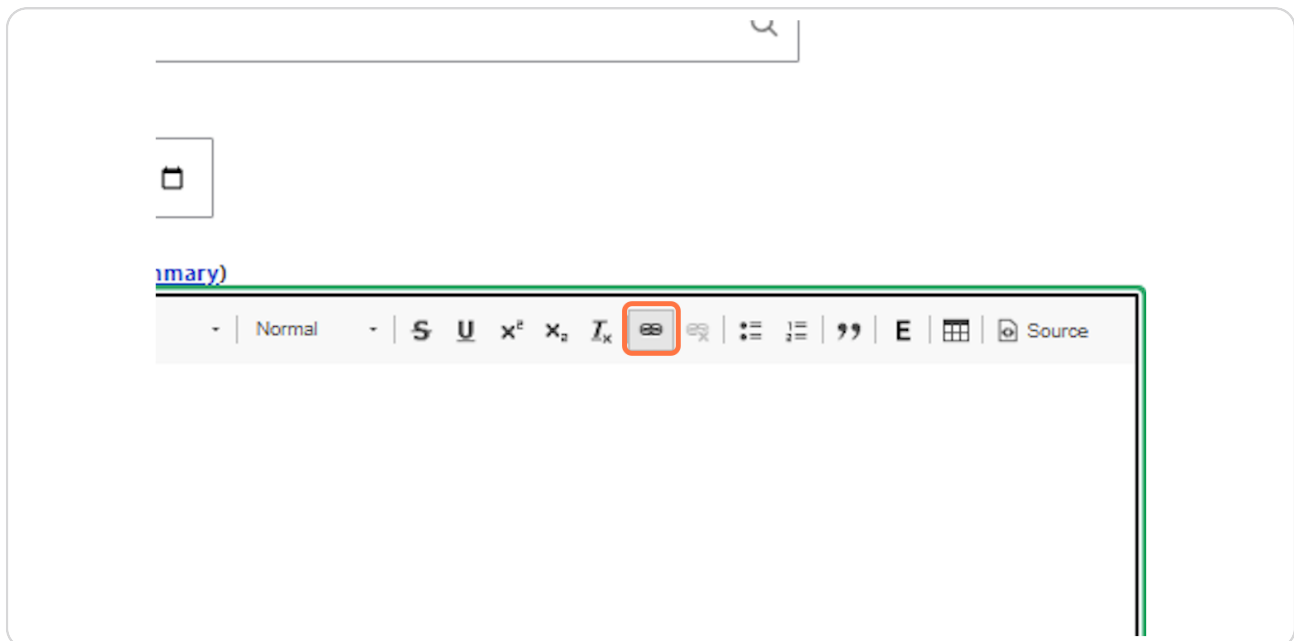
STEP 14

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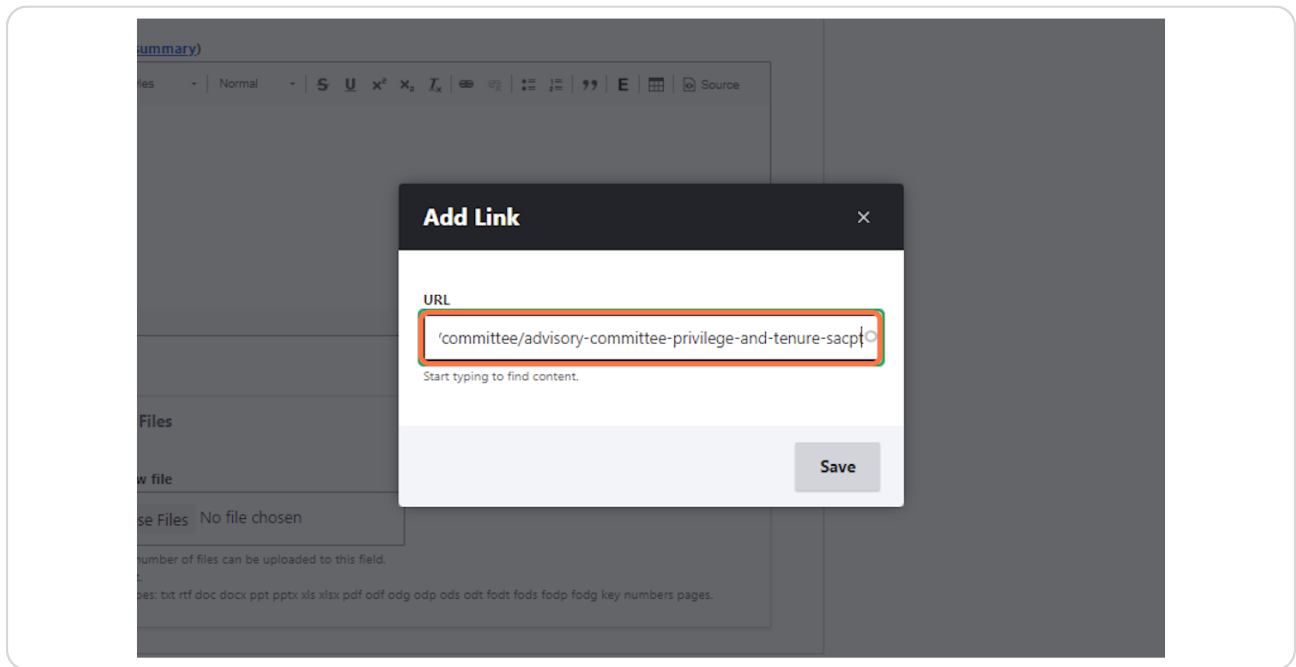
STEP 15
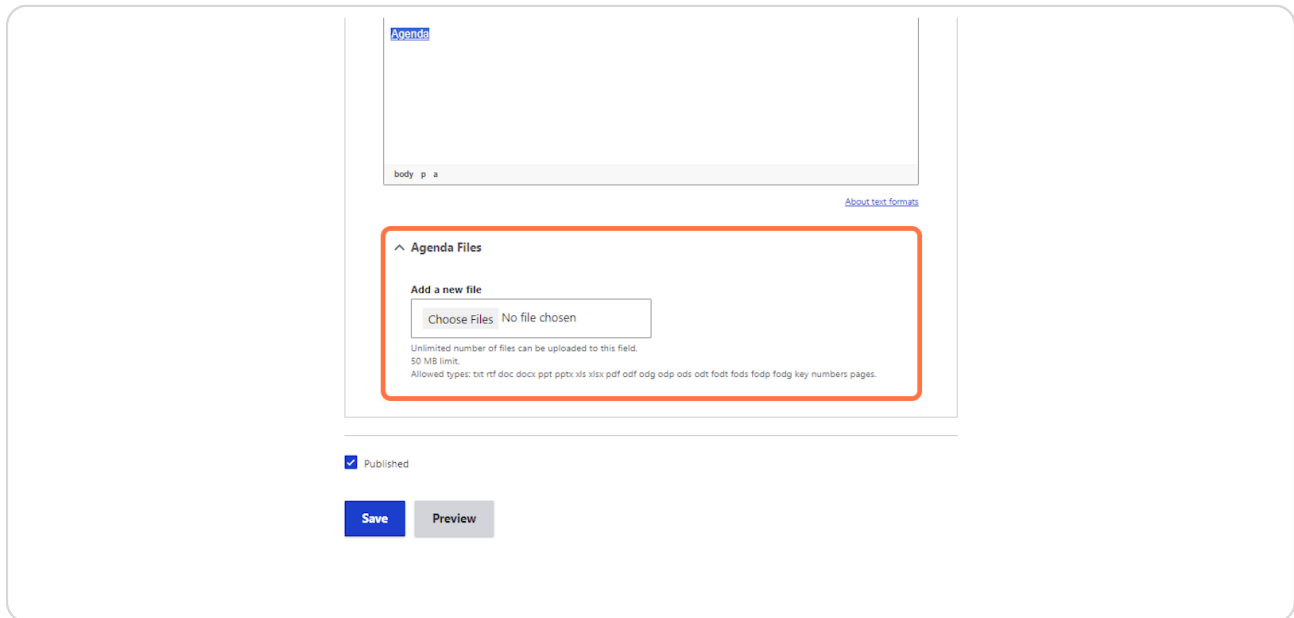
Click on Save
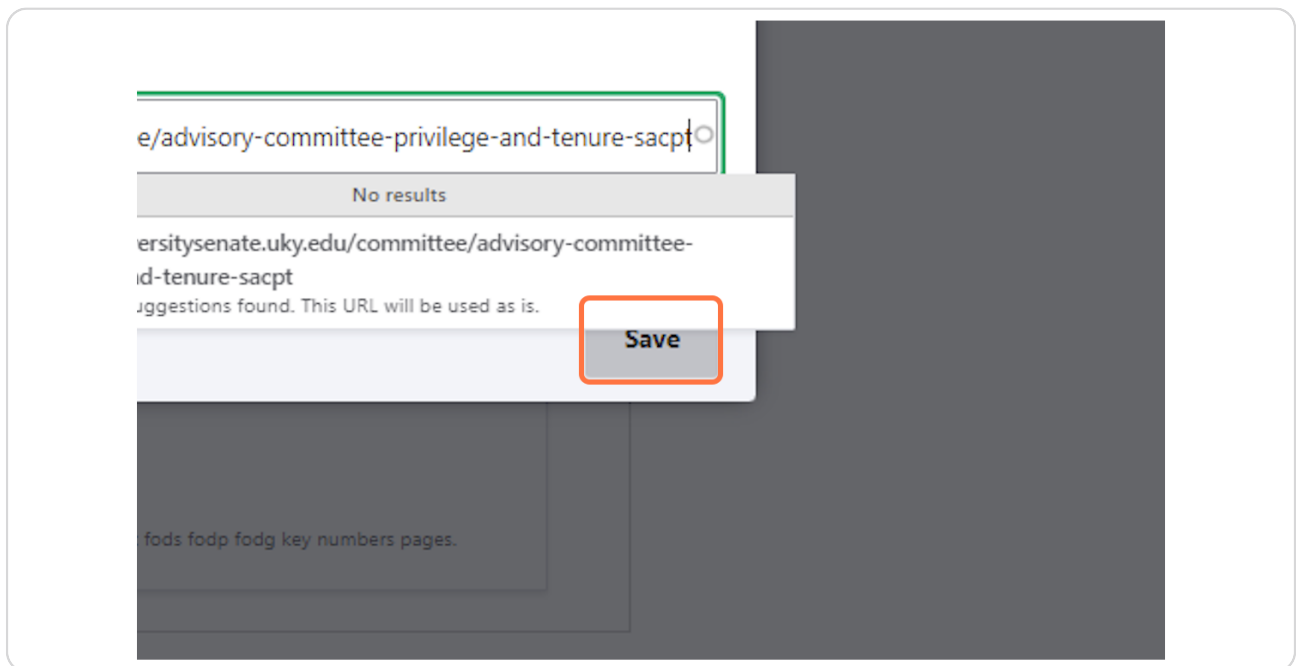
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Locate the "Agenda Files" field
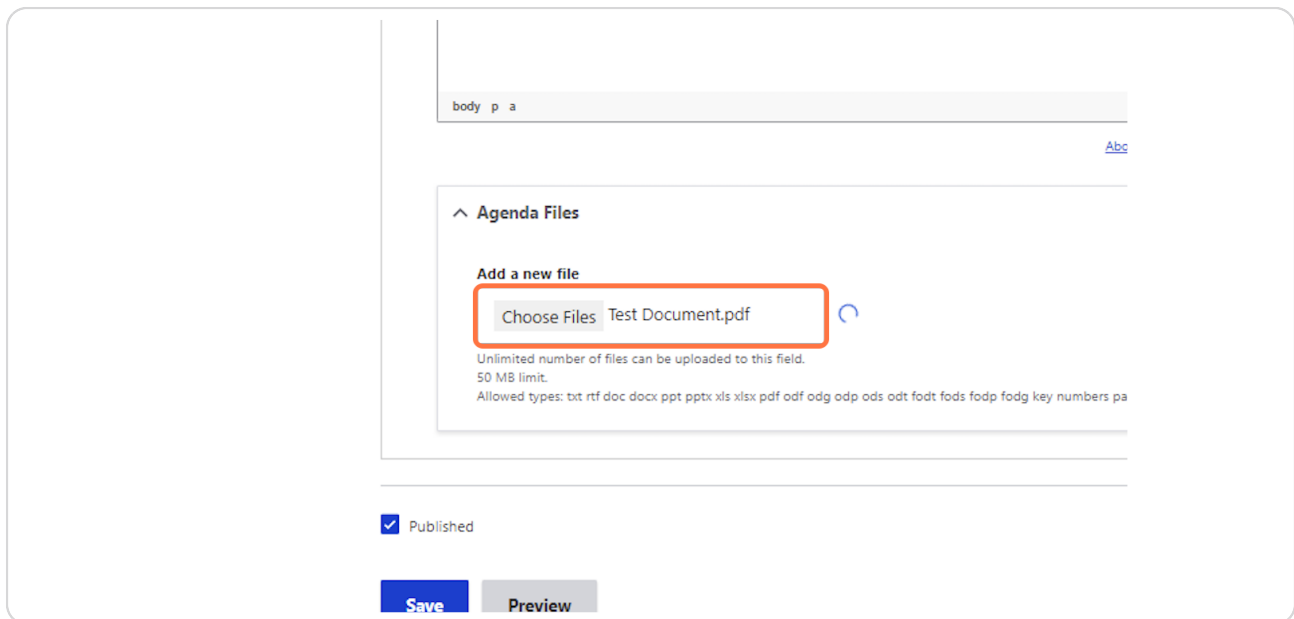
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Select your document from file upload menu

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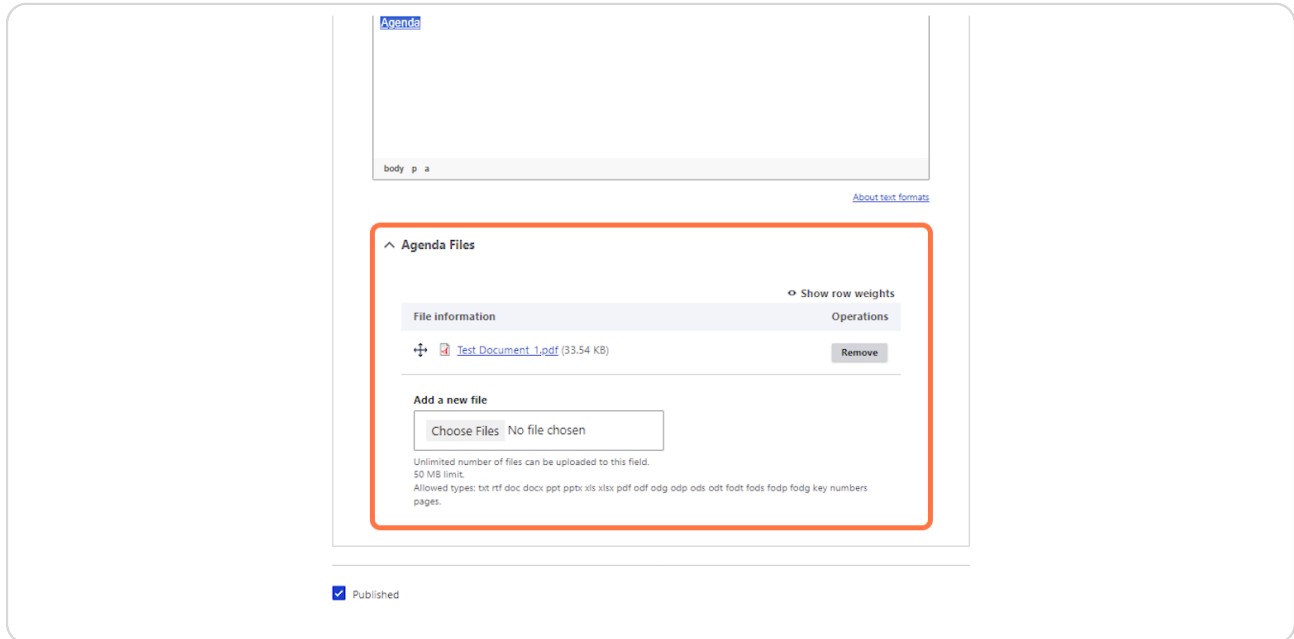
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Right click on the file and select "copy link address"
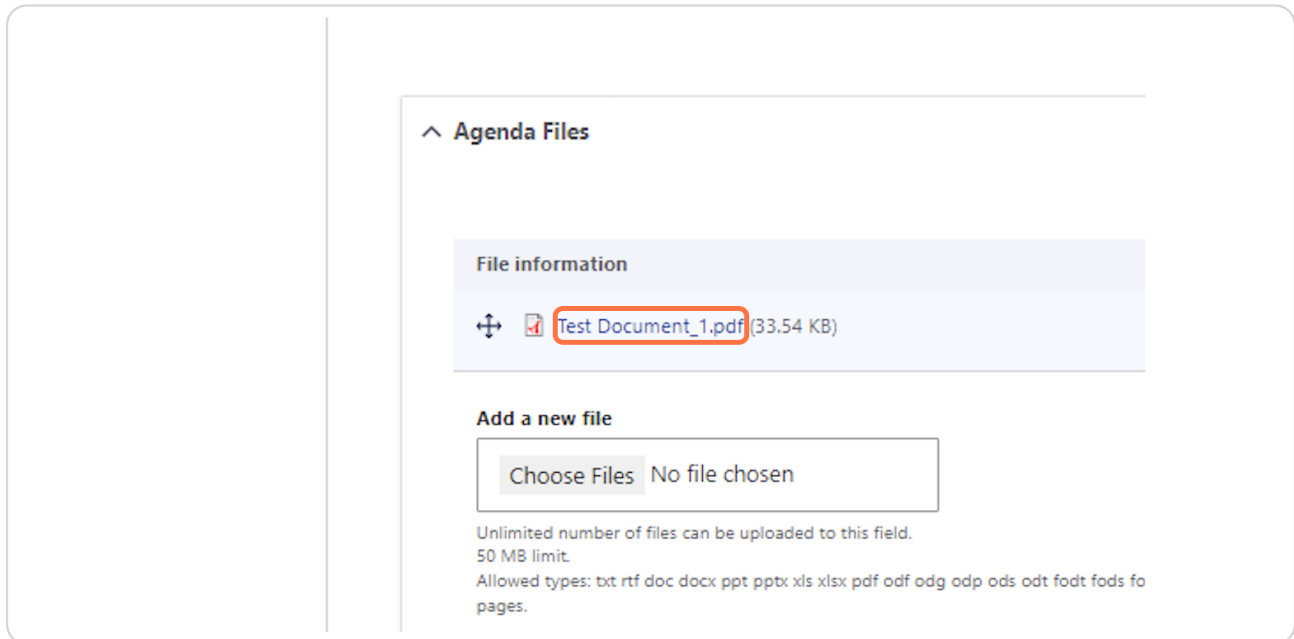
Highlight the text you would like to be the link
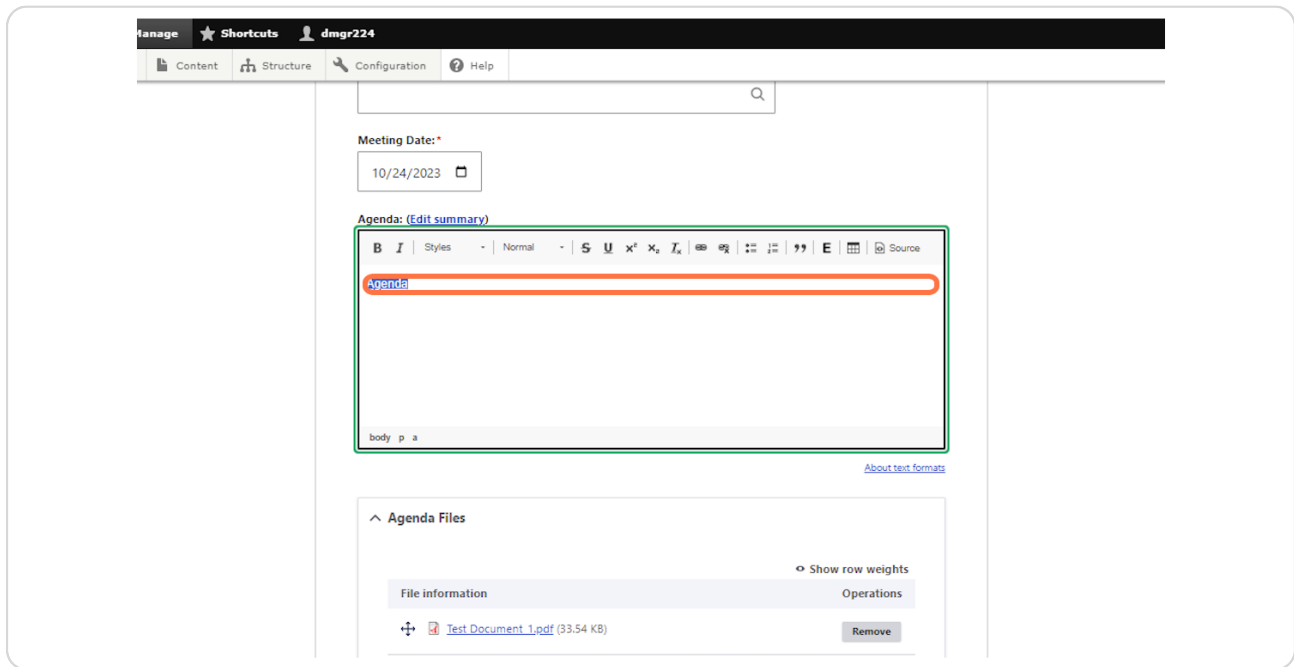
Click on the link icon in the toolbar
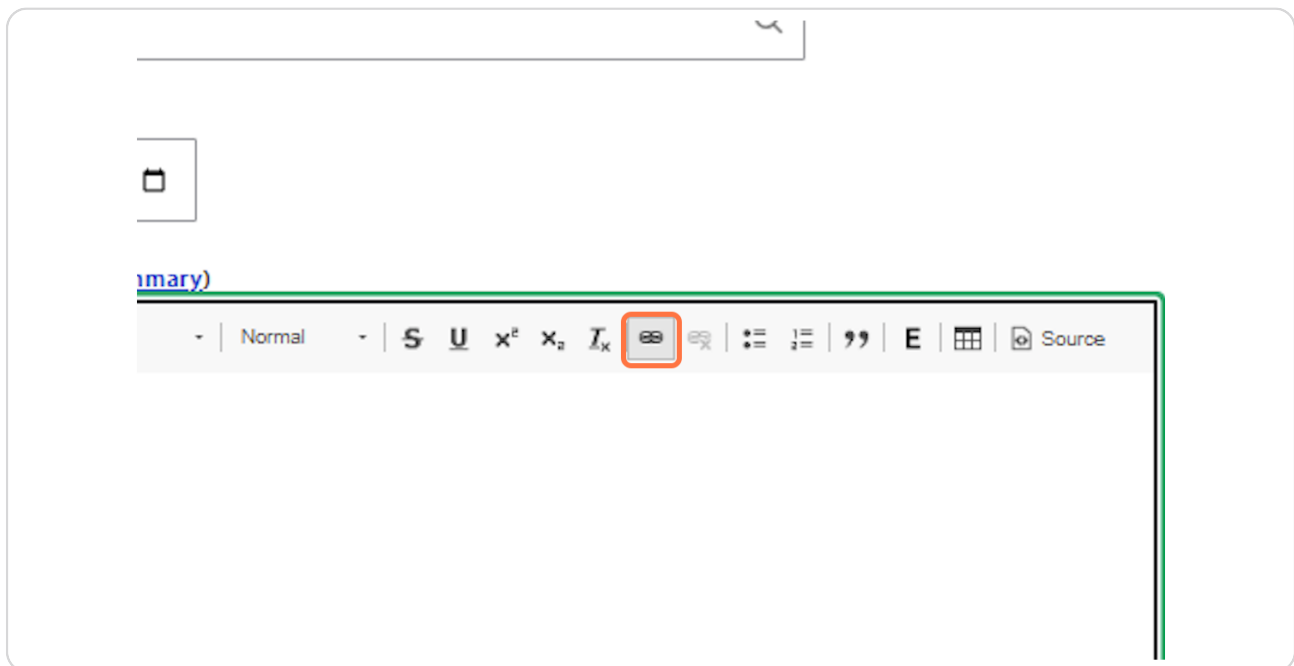
Paste the link address

This can be done by right clicking in the URL field and selecting "Paste"
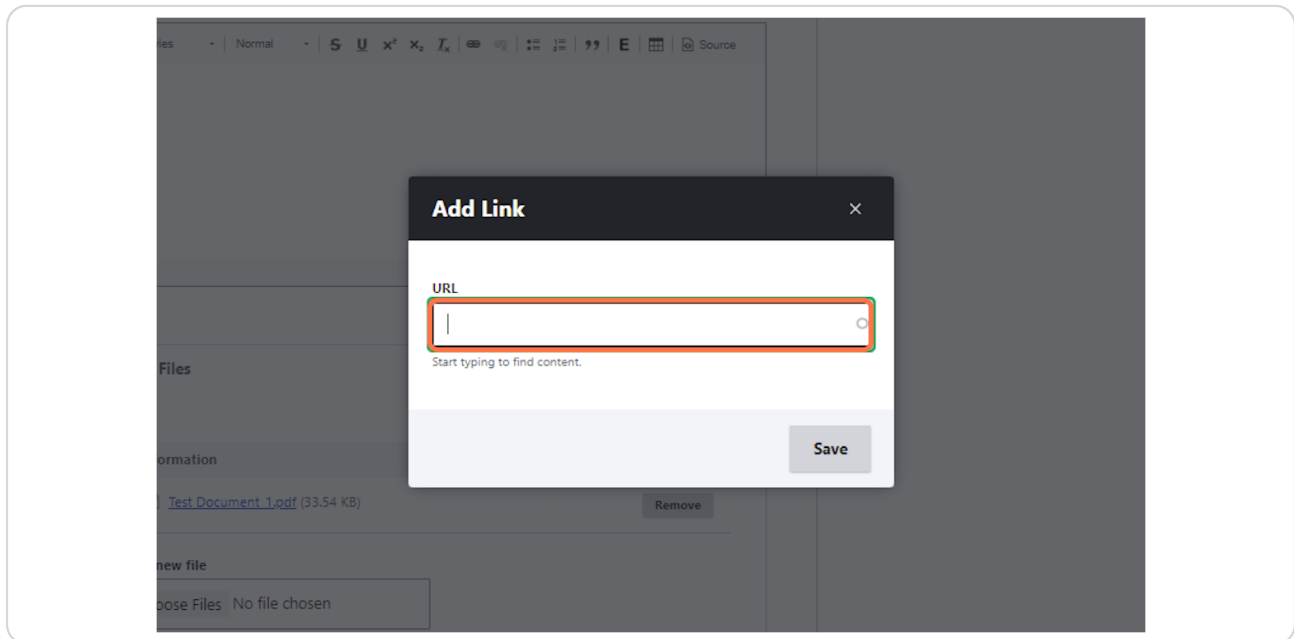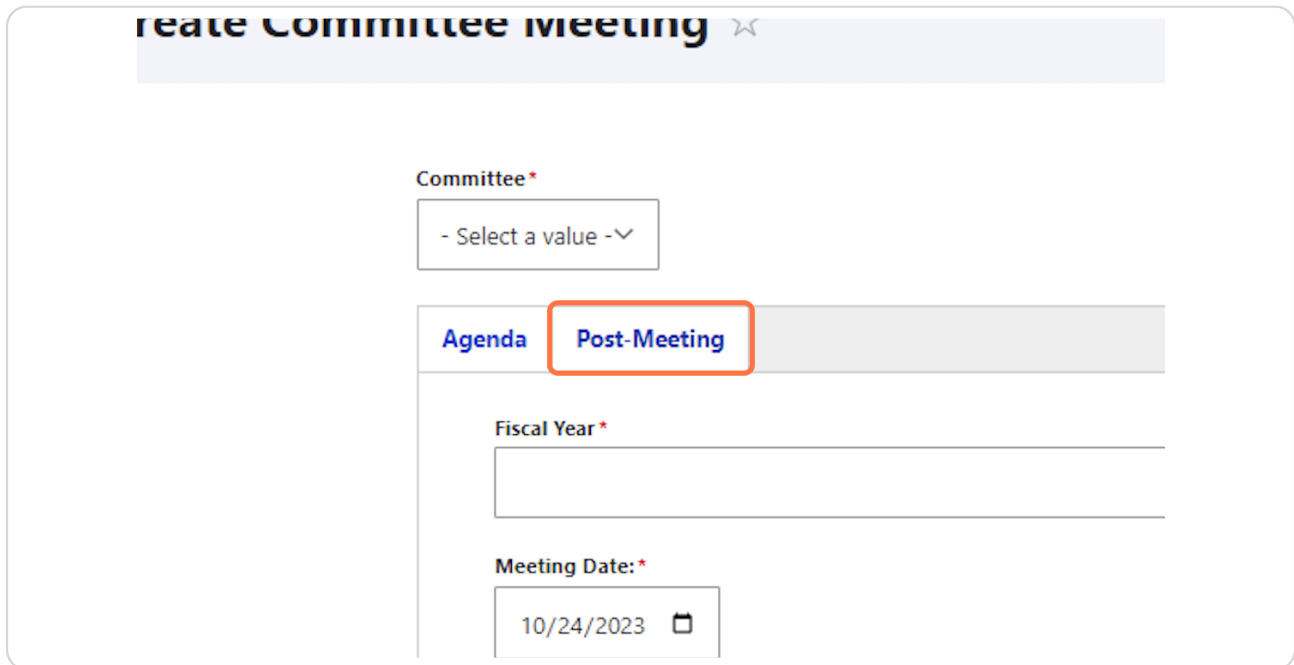
Click on Save
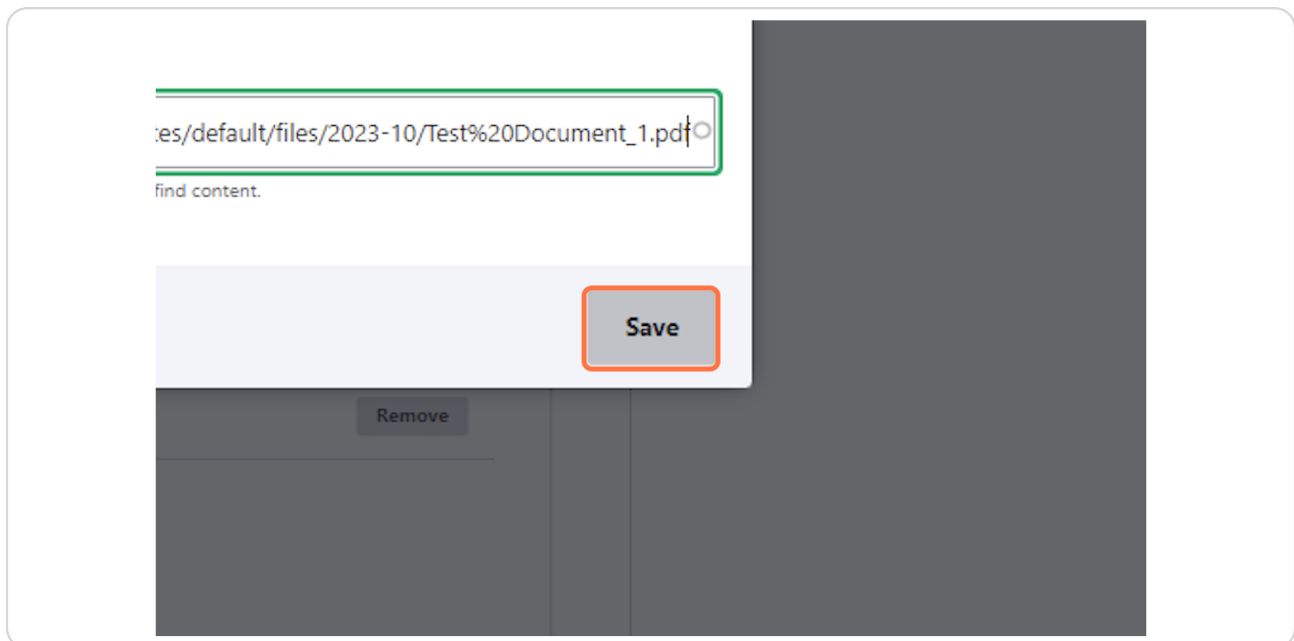
STEP 24
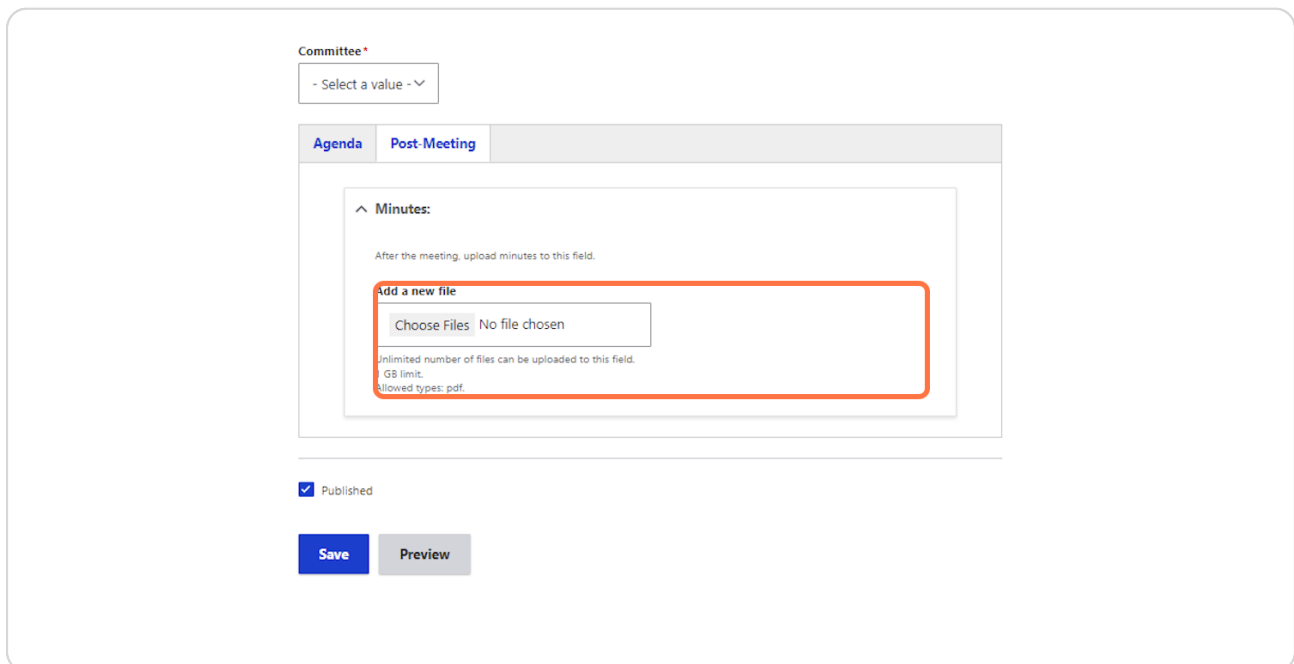
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STEP 25

Click on "choose files" and select your document from the file upload menu

STEP 26

Your minutes file will appear here

STEP 27

Make sure the "Published" box is checked

Click on "Save"

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