University Senate Agendas, 2011-2012

All meetings are from 3:00 - 5:00 pm in the Auditorium of W. T. Young Library
unless otherwise noted.

Monday, March 19, 2012

1. Minutes from February 13 and Announcements   pg. 2 - 7

2. QEP Update (Multimodal Communication Across the Curriculum) - Diane Snow and Deanna Sellnow

3. Officer and Other Reports
    a. Vice Chair

    b. Trustee
        i. Background on Proposed Changes to Governing Regulations
            ▪ History of Changes to Core Values (*Governing Regulations I.C.3*)   pg. 8 - 9

    c. Chair
        i. Proposed Changes to *Governing Regulations I.C.3* (track changes)   pg. 10
            ▪ Proposed Changes to *GR I.C.3* (changes incorporated)   pg. 11

        ii. Proposed Changes to *Governing Regulations IV.C*   pg. 12 - 14

4. Committee Reports
    a. Senate's Admissions and Academic Standards Committee (SAASC) - Raphael Finkel, Chair
        i. Dual Credit/Proposed Change to *Senate Rules 3.2.0* and *SR 4.2.1.3.4*   pg. 15 - 24

    b. Senate's Academic Programs Committee - Andrew Hippisley, Chair
        i. Proposed New Undergraduate Certificate in Global Studies   pg. 27 - 37

        ii. Proposed New Minor in Information Studies   pg. 38 - 50

        iii. Proposed new BSEd in STEM Education   pg. 51 - 66

        iv. Proposed New PhD in Gender and Women's Studies   pg. 67 - 82
            ▪ Proposed New MA in Gender and Women's Studies (*en passant*)   pg. 85 - 89

5. State of Undergraduate Education - Associate Provost for Undergraduate Education Mike Mullen
    a. State of Undergraduate Research - Professor Diane Snow

Next Meeting: April 9, 2012

University Senate
February 13, 2012

The University Senate met in regular session at 3 pm on Monday, February 13, 2012 in 103 Main Building. Below is a record of what transpired. All votes were taken via a show of hands unless indicated otherwise.

Chair Hollie I. Swanson called the University Senate (Senate) meeting to order at 3:00 pm.

1. Minutes from December 13, 2012 and Announcements
Friar **moved** that the Senate approve the Senate minutes from December 12, 2011 as amended. Wasilkowski **seconded**. A **vote** was taken and the motion **passed** with none opposed.

The Chair offered a variety of announcements.

- Board of Trustees Chair Britt Brockman met with the Senate Council (SC) in late January. He will be attending the Senate meeting in April. Anyone with suggested topics of discussion can send them in.

- There are four new SC members; the Chair introduced Debra Anderson, Gail Brion, Alison Davis and Elizabeth Debski.

- The Chair approved the inclusion of three students on UK's December 2011 degree list, who were omitted due to a clerical error. The degrees earned were a BS in Equine Science and Management, a PhD in Animal Sciences and a PhD in Psychology.

- On behalf of Senate, at request of the Gatton College of Business and Economics, the SC approved the temporary suspension (one year) of admissions into the BBA in Analytics. This is part of the efforts to restructure the School of Management.

- Regarding the annual reports from the Senate's Advisory Committee on Privilege and Tenure (SACPT) the Chair noted that a faculty member with an appeal going to the SACPT reviewed the past annual reports and let the Chair know that they were very helpful. In addition, there was a positive outcome to faculty member's situation. The Chair said that when senators were unsure of the benefits of committee reports, this type of assistance was very helpful to faculty.

- A mass email will be sent out in future days regarding changes to worker's compensation.

- Two web transmittals are currently posted – senators should take a few minutes to review them.

The Chair asked Davy Jones, chair of the Senate's Rules and Elections Committee (SREC), to share information with senators about the ongoing faculty trustee election, in its second and final round. Jones reminded senators that Terry Conners (AG), Shelly Steiner (AS) and John Wilson (ME) were the candidates who made it to the final round of voting. There are 2, 128 eligible voters. Voter participation in the first round ranged from 25% to 81% by college, with an overall 48% of eligible voters participating. Jones thanked the College of Nursing faculty for setting a high bar for having the highest participation

rate. He added that at the beginning of the first and second rounds, an email announcement was sent to all eligible voters; that email was also sent to deans and faculty council chairs with the hope that they will forward to all faculty in their area. In addition, information was disseminated through a couple of UKNow articles. He asked all senators to be sure to vote if they had not already done so.

There were additional announcements.

The Chair reported on the activities of a variety of standing and ad hoc committees (Senate's Academic Programs Committee, Senate's Academic Planning & Priorities Committee, Senate's Academic Organization and Structure Committee, Joint Staff/University Senate Employee Ombud Committee, ad hoc Distance Learning Committee, ad hoc Calendar Committee, the group comprising the Honors Faculty of Record and the Faculty Committee on Review, Rewards and Retention Committee (FCR[3]).

The FCR[3] is charged with reviewing policies and procedures related to faculty evaluation, promotion and tenure. Define opportunities & incentives, aligned with the priorities of the University, which hold the greatest possibility to improve faculty satisfaction & overall outcomes for the University. There will be three workgroups, with the following sub-charges:

- Examine criteria & expectations used to evaluate faculty performance & recommend changes, if necessary.
- Examine annual/performance reviews and recommend changes, if necessary.
- Determine whether faculty development and accountability are appropriately addressed and recommend changes, if necessary.

The document handling system is coming along nicely although it is still in the pilot stages in AS while the rest of the kinks are worked out.

The Alumni Association is donating a sculpture to the University, which will be unveiled in Wildcat Plaza, across from Memorial Coliseum. Those interested in being a part of this activity can purchase pavers for about $250 or so and the income will be used for scholarships.

The Chair introduced Bill Swinford, the President's Chief of Staff. Guest Swinford began by offering a memorial resolution in honor of the late Gloria Singletary, wife of UK's eighth president.

Memorial Resolution Presented to the University Senate by Bill Swinford of behalf of
President Eli Capilouto and Dr. Mary Lynne Capilouto
February 13, 2012

Gloria Walton Singletary passed away the afternoon of February 10, 2012, following a brief illness. Mrs. Singletary is survived by two daughters, Bonnie Singletary Robertson and Kendall Singletary Barret; one son, Robert Scot Singletary; four grandchildren; and five great-grandchildren. She was 88.

Married to the eighth President of the University of Kentucky, Dr. Otis A. Singletary, Gloria was affectionately referred to by many as "Glo." She left an indelible impression on our University and forever changed the Lexington community and Bluegrass Region.

Born Gloria Walton, she was the daughter of a Methodist minister, a native of Lanett, Alabama, and grew up on the Gulf Coast of Mississippi. A 'quintessential southern lady,'

Ms. Walton met her husband Otis Singletary while attending Perkinston Junior College in 1940. They were later married on D-Day, June 6, 1944 in her father's church in Moss Point, Mississippi.

Following World War II, where the Singletarys enlisted in the US Navy, the couple earned their degrees in history at Millsaps College in 1948.

In the midst of turmoil and restlessness for our campus and country, the Singletarys arrived at the University of Kentucky in 1969. With patience, intellect and resolve the two of them, together, led UK for nearly two decades through a period of tremendous progress – helping define and grow the modern public research institution we have become.

Described as the 'grand first lady' for the University of Kentucky, Gloria Singletary, with a sense of grace, clever honesty, and pleasant diplomacy, stood with her husband and blazed her own path as a mother away from home to countless UK students, comforter of patients in our hospital, and advocate of the arts in our community.

After her husband's tenure as third-longest serving president of the University of Kentucky and his passing in 2003, Gloria continued to champion the arts and numerous causes in our community. Her steadfast devotion to The Living Arts and Science Center helped enrich the lives of countless children and adults through engagement in civic art programs and basic sciences.

"No, I've got to take care of this roof," shouted Gloria from the roof to her fellow board members standing in the parking lot of the Living Arts and Science Center. Having never asked someone to do something that she was not willing to do first, Mrs. Singletary climbed to the top of the Center's roof to address needed maintenance concerns.

The Center dedicated the Gloria W. Singletary Gallery in honor of her many contributions.

Gracious, unassuming, personable, genuinely interested in others – all recollections of her dearest admirers over her nearly 90-year life – frame the character of Mrs. Singletary. A singular manifestation of the type of life we strive to lead – one of service, sacrifice, and love.

Anderson **moved** that the Senate endorse the memorial resolution and Wasilkowski **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed. On behalf of President and Dr. Capilouto, Swinford thanked senators.

Swinford then offered senators information about the 2012 General Assembly's activities to date, focusing on the activities that involve UK, President Eli Capilouto's interactions with legislators, the prospect of a public-private partnership to build one, and perhaps additional dorms on campus, and information on UK's 2013 budget, including the anticipated cut from the state. Swinford answered a wide variety of questions from senators.

When the discussion concluded, the Chair thanked him, and senators offered a round of applause.

3. Committee Reports
a. Senate's Retroactive Withdrawal Appeals Committee (SRWAC) - Tom Nieman, Chair
i. 2010 - 2011 Annual Report
Guest Tom Nieman offered a report to senators on the 2010 – 2011 activities of the Senate's Retroactive Withdrawal Appeals Committee.

b. Senate's Admission and Academic Standards Committee (SAASC) - Raphael Finkel, Chair
i. Proposal to Change BS in Community Communication and Leadership Development
Finkel explained the proposal. There was brief discussion about the proposal.

Finkel noted that the **motion** from the SAASC was that the Senate approve the proposed changes to the BS in Community Communication and Leadership Development, effective fall 2012. There being no further discussion, a **vote** was taken and the motion **passed** with one opposed.

ii. Proposal to Change Minor in Community Communication and Leadership Development
Finkel explained the proposal to senators.

Finkel noted that the motion from the SAASC was that the Senate approve the proposed changes to the Minor in Community Communication and Leadership Development, effective fall 2012. There was one question asked for clarification. A **vote** was taken and the motion passed with none opposed.

c. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
i. Proposed New University Scholars Program for a BS to MS in Civil Engineering
Hippisley explained the proposal. There were no questions from senators. The **motion** from the SAPC was that the Senate approve the proposed University Scholars Program for a BS to MS in Civil Engineering. A **vote** was taken and the motion **passed** with none opposed.

d. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
i. Proposed Changes to *Senate Rules 1.4.4.2* ("Senate Advisory Committee on Privilege and Tenure (SACPT)")
Jones explained the proposed changes. The **motion** from the SREC was that the Senate approve the proposed changes to *Senate Rules 1.4.4.2*, effective immediately. A **vote** was taken and the motion **passed** with none opposed.

ii. SREC Recommendation on Proposed Changes to *Senate Rules 3.1.0* ("Course Numbering System")
Jones explained the proposed changes to *Senate Rules 3.1.0* and answered questions from senators. After brief discussion, Jones explained that the changes to undergraduate courses in the 800- and 900-level series was a separate discussion item, which would be discussed at a later date. Jones clarified that the proposed changes were throughout Section 3.1, not just in Section 3.1.0.

Jones noted that the **motion** from the SREC was that the Senate approve the proposed changes to *Senate Rules 3.1*, effective immediately. A **vote** was taken and the motion **passed** with none opposed.

iii. SREC Recommendation on Select 800- and 900-Level Courses
Jones explained that the SREC was requesting that this particular item be pulled. The recommendation was for the 800- and 900-level courses (professional series) in Landscape Architecture and Nursing be renumbered, since SACS and the CPE no longer recognizes those undergraduate degrees as professional

degrees requiring 800- and 900-level numbers. The intent was for the change to be effective fall 2013. However, the SREC will work with both programs on a timeline that works best for each program.

Jones **moved** to return the SREC recommendation on select 800- and 900-level courses to the SREC for further discussion. Grossman **seconded**. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.

4. Proposed 2011 Honorary Degree Recipients - Dean Blackwell, Chair, University Joint Committee on Honorary Degrees
Jeannine Blackwell, dean of the Graduate School offered a presentation on two honorary degree recipients.

Wood **moved** that the elected faculty senators approve the two candidates for honorary degrees to be conferred at the May 2012 commencement and submission through the President to the Board of Trustees, as the recommended degrees (honorary doctor of engineering and honorary doctor of science) to be conferred by the Board . D. Anderson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The Chair asked Dean Blackwell if she wanted to say something about the confidentiality of the names. Dean Blackwell said that she did – she asked senators to keep the names confidential.

After a brief discussion about the number of nominees, etc., Jones clarified that the *Senate Rules* allowed for five honorary degrees to be offered during one academic year.

5. Preliminary Discussion on Financial Disclosure Policy (Presentation and Clarification Only)
The Chair offered a simple introduction to senators, explaining that the proposed financial disclosure policy was a result of federal requirements and that there were probably aspects of the proposed new policy that senators would not like. She added that the language has been vetted through the University Committee on Academic Planning and Priorities, the Regulation Review Committee, and the Senate Council.

Provost Kumble Subbaswamy offered a brief presentation to senators on the proposed new financial disclosure language and policies. It was reiterated a number of times that the external activities that must be reported are those that have bearing on one's UK work responsibilities. J. Tracy added that all faculty, exempt staff and non-exempt technical staff will need to submit such disclosures. In response to a question from Debski, the disclosure will need to be filled out by post-doctoral fellows, but not graduate students, as per the federal definition of "investigator" (one who is responsible for the design, conduct or reporting of information, and who is reasonably independent).

When there were no further questions, the meeting was adjourned at 4:47 pm.

Respectfully submitted by Robert Grossman,
University Senate Secretary

Absences: Adams, Allison, Anderson, H., Anstead, Arthur[*], Atwood, Ballard, Bensadoun, Brennen, Davis, de Beer, Deep, Eckman, Ettensohn, Farrell, Feist-Price, Ferrier*, Fielden, Goldstein, Hackbart, Harris,

[*] Denotes an absence explained prior to the meeting.

Harrison, Heller*, Hulse*, Jackson, Karan, Kelly, Kirk, Lester, Martin*, Mazur, Mock, Murthy, Newman, O'Hair, D., O'Hair, M. J., Osborn, Payne*, Pienkowski, Richey, Schein, Scutchfield, Sekulic*, Shannon, Smith, Steiner, Stombaugh, Subbaswamy, Tick, Tracy, J., Tracy, T., Turner, Voro, Wells, Wimberly, Wiseman, Witt, Wyatt*, Yelowitz*.

Prepared by Sheila Brothers on Thursday, March 1, 2012.

Core Values GR1 April, 2003	Core values GR1 October, 2006	Current Core Values wording in GRI		Core values from strategic plan 2009: first reading to BOT Feb, 2012, for GR1 change	Amended core values proposal for consideration
Integrity	Integrity	Integrity		Integrity	**Integrity**
Academic excellence and freedom	Academic excellence andacademic freedom	Academic excellence and academic freedom		Excellence	**Excellence**
				Academic freedom	**Academic freedom**
Mutual Respect and human dignity	Mutual respect and human dignity	Mutual respect and human dignity		Mutual respect and human dignity	**Mutual respect and human dignity**
Diversity of thought, culture, gender, and ethnicity	Embracing diversity	Embracing diversity and inclusion		Diversity and inclusion	**Diversity and inclusion**
Personal and institutional responsibility and accountability	Personal and institutional responsibility and accountability	Personal and institutional responsibility and accountability			**Personal and institutional responsibility and accountability**
Shared governance	Shared governance	Shared governance		Shared Governance	**Shared Governance**
A sense of community	A sense of community	A sense of community			**A sense of community**
Sensitivity to work-life concerns	Sensitivity to work-life concerns	Sensitivity to work-life concerns		Work-life sensitivity	**Work-life sensitivity**
Civic Responsibility	Civic Responsibility	Civic responsibility		Civic engagement	**Civic engagement**
	Service to Society	Service to society		Social Responsibility	**Social Responsibility**
Core values in April, 2003—Link 1 Strategic plan in June 2003—Link 2 Links to BOT documents on following page	Core values and strategic plan: October, 2006 –link 3	Modification to core values in GR Jan 23, 2007—Link 4		Adopted by BOT on June 9, 2009, with core values embedded in St. Plan.-- Link 5 See minutes regarding what BOT was told about core values: -- Link6.	

DRAFT VERSION   SUNDAY, March 4, 2012.

Link One -- http://www.uky.edu/Trustees/agenda/full/apr03/pr5.pdf   Core values in April, 2003.

Link Two-- http://www.uky.edu/Trustees/agenda/full/jun03/pr10.pdf   2003-2006 Strategic plan approval . June 2003.

Link Three-- http://www.uky.edu/Trustees/agenda/full/oct06/pr3.pdf   Approval of new core values and 2006-2009 strat. Plan Oct, 2006

Link Four--- http://www.uky.edu/Trustees/agenda/full/2007/jan/pr3.pdf Modifications to core values January, 2007

Link Five--- http://www.uky.edu/Trustees/agenda/full/2009/jun/pr3.pdf   Approval of strategic plan 2009-2014 June, 2009

Link Six--- http://www.uky.edu/Trustees/minutes/2009/jun/minutes.pdf   Information to the BOT about the core values embedded in discussion of strategic plan. (Board minutes (June, 2009) pages 7-8, sec F (Provost).

University Senate
March 19, 2012
Proposed Changes to *Governing Regulations I.C.3* (Track Changes)

Note: The Senate is only discussing the proposed "Values," specifically the two in **BLUE**. ("Personal and institutional responsibility and accountability" and "A sense of community").

C. Vision, Mission and Values

The University of Kentucky Board of Trustees adopted the following amended Vision, Mission and Values Statement on June~~January~~ 9~~23~~, 2009~~7~~.

1. Vision

The University of Kentucky will be one of the nation's 20 best public research universities~~, an institution recognized world-wide for excellence in teaching, research, and service and a catalyst for intellectual, social, cultural, and economic development~~.

2. Mission

The University of Kentucky is a public, ~~research-extensive,~~ land grant university dedicated to improving people's lives through excellence in education~~teaching~~, research and creative work, service and health care~~, cultural enrichment, and economic development~~. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- facilitates learning, informed by scholarship and research;
- expands knowledge through research, scholarship and creative activity; and
- serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

3. Values

The ~~values of the~~ University of Kentucky is guided by its ~~decisions and the behavior of its community. Its~~ core values ~~are~~:

- integrity;
- ~~academic~~ excellence ~~and academic freedom~~;
- mutual respect and human dignity;
- ~~embracing~~ diversity and inclusion;
- academic freedom;
- personal and institutional responsibility and accountability;
- shared governance;
- a sense of community;
- ~~sensitivity to~~ work-life sensitivity~~concerns~~;
- civic engagement~~responsibility~~; and
- social responsibility.
- ~~service to society.~~

Recommendation: that the University Senate ask President Capilouto to forward to the Board of Trustees a request to amend Governing Regulation I.C.3 to keep the Core Values of "Personal and institutional responsibility and accountability" and "A sense of community" and modify the 2009 – 2014 Strategic Plan accordingly.

C. Vision, Mission and Values

The University of Kentucky Board of Trustees adopted the following amended Vision, Mission and Values Statement on June 9, 2009.

1. Vision

   The University of Kentucky will be one of the nation's 20 best public research universities.

2. Mission

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- facilitates learning, informed by scholarship and research;
- expands knowledge through research, scholarship and creative activity; and
- serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

3. Values

   The University of Kentucky is guided by its core values:

- integrity;
- excellence;
- mutual respect and human dignity;
- diversity and inclusion;
- academic freedom;
- personal and institutional responsibility and accountability;
- shared governance;
- a sense of community;
- work-life sensitivity;
- civic engagement; and
- social responsibility.

University Senate
March 19, 2012

Recommendation from the Senate's Rules and Elections Committee on
Proposed Changes to *Governing Regulations IV.C*

Background: There is a need to reword *Governing Regulations IV* so that closure of degree granting programs must go to the Board of Trustees for final action (per new SACS requirement).

[snippet from *GR IV.C*]

C. University Senate Functions

The University Senate is not assigned any management or administrative functions. The University Senate functions include the following:

1. Determine the broad academic policies of the University, including the similar academic policies that may be made necessary by governmental or accreditation agencies, and make rules to implement these policies.

Current GR IV.C.2,3

"2. Approve all new academic programs and make final academic decisions on recommendations to changes of these programs.

"3. Make final decisions for the University on curricula, courses, certificates and diplomas offered at the University and on the termination of academic programs."

Proposed GR IV.C.2,3

"2. Upon the recommendation of the University Senate, the Board of Trustees shall make the final University decision on the establishment or closure of degree-granting academic programs. Other decisions on the academic status and content of academic programs shall be made by the University Senate, pursuant to procedures contained in the University Senate Rules.*

_____
"*Except when the Kentucky Council on Postsecondary Education or the Southern Association of Colleges and Schools requires final action by the Board of Trustees.

"3. Make final decisions for the University on curricula, courses, certificates and diplomas offered at the University.

__Recommendation from the Senate's Rules and Elections Committee__: that the Senate endorse the proposed new wording for Governing Regulations IV.C.2 and Governing Regulations IV.C.3.

From:	Jones, Davy
Sent:	Friday, March 16, 2012 4:59 PM
To:	Swanson, Hollie
Cc:	Grossman, Robert B; Pienkowski, David; Wood, Connie; Brion, Gail M; Blonder, Lee; Brothers, Sheila C
Subject:	RE: SREC endorsement of GR IV.C.2,3

Hollie,

The SREC members concur that the language worked out with the President, Provost, BoT and Faculty Trustees earlier this week move forward for the endorsement of the University Senate.

Davy

From: Jones, Davy
Sent: Thursday, March 15, 2012 2:14 PM
To: Grossman, Robert B; Pienkowski, David; Wood, Connie; Blonder, Lee; Brion, Gail M; Hager, Jacquie
Subject: SREC endorsement of GR IV.C.2,3

SREC,

We've been asked by SC Chair Hollie Swanson to advise the Senate Council on whether the most currently proposed 'SACS update' to GR IV.C (below) accomplishes the required adjustment for the most recent SACS policy, without otherwise changing any of the Senate's other responsibilities for final academic decisions on academic programs. The new SACS policy is that closure of *degree-granting* academic programs requires the final approval of the BoT; this new SACS policy pairs with the ongoing CPE requirement that establishment of new *degree-granting* academic programs also requires final approval of the BoT. Note that the proposed new wording preserves the current Senate role, that proposals to establish or close degree-granting academic programs only reach the BoT upon the decision of the Senate to forward to it a recommendation (the language "upon the recommendation" is taken from KY state law where the recommended degree list, or the recommended candidates for honorary degrees, only reach the BoT upon the Senate's decision to so recommend). Notice also that in addition to accommodating the new SACS policy, there is a new footnote that causes any future additional changes in policy by SACS or CPE to be codified by adjustment of the Senate Rules, rather than having to amend the BoT Governing Regulations each time.

I am informed that the Provost, President, and BoT Academic Affairs Committee Chair all agree that the new wording accomplishes the accommodation to the recent new SACS policy, without otherwise changing any other existing responsibilities of the University Senate over academic programs.

Please let me know of your concurrence with the proposed wording below.

Davy

Current GR IV.C.2,3

"2. Approve all new academic programs and make final academic decisions on recommendations to changes of these programs.

"3. Make final decisions for the University on curricula, courses, certificates and diplomas offered at the University and on the termination of academic programs."

Proposed GR IV.C.2,3

"2. Upon the recommendation of the University Senate, the Board of Trustees shall make the final University decision on the establishment or closure of degree-granting academic programs. Other decisions on the academic status and content of academic programs shall be made by the University Senate, pursuant to procedures contained in the University Senate Rules.*

"3. Make final decisions for the University on curricula, courses, certificates and diplomas offered at the University.
_____
"*Except when the Kentucky Council on Postsecondary Education or the Southern Association of Colleges and Schools requires final action by the Board of Trustees."

Proposal for Establishing Policy and Guidelines for
University of Kentucky's Dual Credit Partnerships with Secondary Schools

Many high school students take advantage of the University of Kentucky's rich curricular offerings by enrolling in UK courses while finishing up their high school diplomas. However, this tradition in dual enrollment could be more adequately supported if offered within a formalized dual credit opportunity (i.e., offer qualified students the opportunity to earn college credit as part of their high school curriculum). The purpose of UK's Dual Credit Program would be to provide academic enrichment opportunities to high school students who are ready for the rigors and challenges of coursework in a research university. In addition, the proposed Program would serve as an immersive professional development opportunity for our partner secondary school educators and counselors who would learn first-hand the transitions issues inherent in the success of their students moving on to a public Research I university. Promoted as a partnership between Kentucky's secondary school system and the flagship university, this program would serve as a strategic alternative to

a) Dual credit programs already in place with Kentucky community colleges (e.g., BCTC's Opportunity College) or Kentucky comprehensive universities (e.g., Morehead State's tuition-free Dual Credit Program).
b) Concurrent enrollment (also called dual enrollment) at the University of Kentucky. Out of the 373 students who enrolled with the "HN" registration type (i.e., identified by Admissions as currently enrolled high school students) since the early 1990s, 348 came back to enroll later at UK with very mixed results. Only 48 UK undergraduates formerly with a "HN" registration type are on campus today.

A formal dual credit program launched at the University of Kentucky can address several pressing issues for the Commonwealth.

- Persistent lack of strategic alignment from high school to college; so...
  UK faculty oversight of courses offered to high schoolers - and their effectiveness for student progress at UK - is critical to providing a more coherent progress to a UK degree.
- Kentucky public high school students (despite reform initiatives) overall remain in the lowest ranks nationally for college/career readiness; so...
  UK's professional advisors need to intervene in a more intrusive and purposeful way when a high schooler enrolls in a UK course and provide more rigorous advisement including an academic career plan based on that student's overall preparedness for UK (not just test scores and grades).
- UK's continuing need to attract high achieving students of diverse backgrounds and ethnicities; so...
  UK's strategic efforts in building dual credit programs could include targeted high school populations in which nationally ranked universities have been already successful in attracting and enrolling high caliber students with low socio-economic status and/or underrepresented minority status who are excelling in those learning experiences in which UK departments already provide challenging outreach programming.

A UK Dual Credit Program builds an academic connection between the UK faculty of a particular department and an accredited high school. This connection allows students to take a course while in high school and get both high school and UK credit for it. This opportunity for high school students should be transparent in its academic rigor and review. The process and procedures should flow as naturally within UK's department and college curriculum development and review process as possible.

Documentation supporting that effort would be archived in the department, college and Undergraduate Council. In addition, the UK Department associated with the course must evaluate it according to its own policies, which it might tailor to specifically address the quality and academic rigor of dual credit courses. If the dual-credit course fulfills any prerequisites for other UK courses, including prerequisites fulfilled by courses cross-listed with the one the student took, the UK department faculty needs to make sure that the course prepares its students adequately. The UK department faculty may set a grade hurdle for successful completion of a dual-credit course that serves as a prerequisite for other UK courses.

Course evaluation and review for a dual-credit course must at least satisfy SACS policy and guidelines, which include evidence of continual improvement. The Division of Undergraduate Education will oversee the signing of the Memorandum of Agreement for a Dual Credit Initiative and submits the original document to The Office of Vice President for Institutional Research, Planning, and Effectiveness. The Division of Undergraduate Education will periodically review the central repository of dual credit initiatives and request information from the departments regarding the status of their periodic reviews with the dual credit partners. The communications about the process should be welcoming of all disciplines and inviting enough for high school instructors to want to generate new initiatives with UK, especially for those that can scale to a state or national level. Ultimately, the University should strive to encourage rather than discourage dual credit initiatives by making the documentation and oversight process easy and conducted in a timely manner.

Policy and Procedure Guidelines for
University of Kentucky's Dual Credit Partnerships with Secondary Schools

Many high school students take advantage of the University of Kentucky's rich curricular offerings by enrolling in UK courses while finishing up their high school diplomas. However, this tradition in dual enrollment could be more adequately supported if offered within a formalized dual credit opportunity (i.e., offer qualified students the opportunity to earn college credit as part of their high school curriculum). The purpose of UK's Dual Credit Program is to provide academic enrichment opportunities to high school students who are ready for the rigors and challenges of coursework in a research university. In addition, the Program serves as an immersive professional development opportunity for our partner secondary school educators and counselors who learn first-hand the transitions issues inherent in the success of their students moving on to a public Research I university.

The benefits in crafting a formal dual credit program include:
- o UK faculty are responsible for regular oversight of courses offered to high schoolers - and their effectiveness for student progress at UK - providing a more coherent progress to a UK degree.
- o UK's professional advisors in Undergraduate Studies are responsible for intrusive intervention when a high schooler takes a UK course, providing a more rigorous and consistent advisement including an academic career plan based on that student's overall preparedness for UK (not just test scores and grades).
- o UK's outreach programs which currently deliver challenging and innovative programming in Kentucky schools will provide a seamless pathway to admission to the state's flagship institution and offer especially those high caliber students with low socio-economic status and/or underrepresented minority status who are excelling in those learning experiences to continue in their academic career with nationally ranked faculty here at UK.
- o UK's students who are continually enrolled in a UK dual credit program and who transition from non-degree-seeking status after high school graduation to a full-time degree-seeking status at UK will be counted as first-time freshmen and thus included in UK's official retention and graduation rates.

A UK Dual Credit Program builds an academic connection between the UK faculty of a particular department and an accredited high school. This connection allows students to take a course while in high school and get both high school and UK credit for it. This opportunity for high school students should be transparent in its academic rigor and review. The process and procedures should flow as naturally within UK's department and college curriculum development and review process as possible. Documentation supporting that effort would be archived in the department, college and Undergraduate Council. In addition, the UK Department associated with the course must evaluate it according to its own policies, which it might tailor to specifically address the quality and academic rigor of dual credit courses. The

sponsoring UK Department may require more than the guidelines suggested 70% course coverage or may require the use of common exams. If the dual-credit course fulfills any prerequisites for other UK courses, including prerequisites fulfilled by courses cross-listed with the one the student took, the UK department faculty needs to make sure that the course prepares its students adequately. The UK department faculty may set a grade hurdle for successful completion of a dual-credit course that serves as a prerequisite for other UK courses.

Course evaluation and review for a dual-credit course must at least satisfy SACS policy and guidelines, which include evidence of continual improvement. The Division of Undergraduate Education will oversee the signing of the Memorandum of Agreement for a Dual Credit Initiative and submits the original document to The Office of Vice President for Institutional Research, Planning, and Effectiveness. The Division of Undergraduate Education will periodically review the central repository of dual credit initiatives and request information from the departments regarding the status of their periodic reviews with the dual credit partners. The communications about the process should be welcoming of all disciplines and inviting enough for high school instructors to want to generate new initiatives with UK, especially for those that can scale to a state or national level. Ultimately, the University should strive to encourage rather than discourage dual credit initiatives by making the documentation and oversight process easy and conducted in a timely manner.

Definitions of terms commonly used:

Dual or concurrent enrollment - initiatives undertaken by postsecondary institutions in which a high school student may earn college credit for courses taken while still in high school. However, unlike dual credit programs, students in concurrent enrollment classes are not guaranteed high school credit upon course completion. Whether a course is credited toward high school graduation requirements may vary depending upon the institutions or the guardian/parental involvement.

Dual credit program - an accelerated learning program whereby high school students receive both high school and college credit for taking a single course. Courses may be taught in the high school or on a college campus. Dual credit program agreements are regional or local in nature, with college credit being granted through a single sponsoring college or university. This is unlike Advanced Placement or International Baccalaureate programs which rely on a test by an outside organization as a condition for receiving college credit.

Retention and graduation rates - a state and federal measurement of postsecondary institutions in which is determined the percentage of an official entering cohort (first time, full time, first year, degree-seeking) that persists from their first fall semester through the census date of the second fall semester (retention rate) and then persists to graduate from that same institution within six years (graduation rate).

Lifecycle for a New Dual Credit Initiative:

1. Initial contact may come from a high school instructor (and this should be encouraged across all disciplines, especially those who interact with UK professors in disciplinary-based communities), or it might also come from a department or unit here on the UK campus. Either way, the department chair should request and receive the following:

   - a formal letter of intent from the high school principal (or district superintendent) that includes: name of instructor (if already identified); course(s) in the high school curriculum and which in the UK schedule book are requested for dual credit; affiliations (if any) with other postsecondary institutions;

   - official transcripts of the proposed instructor(s) of the high school course(s) being requested for dual credit initiative – with evidence of at least 18 graduate hours in the discipline (this documentation will placed in the UK department's Standard Personnel File and reported appropriately in the UK Faculty Database);

   - syllabus(i) of the course(s) submitted for review by the department faculty and approval by the department chair.

2. The department faculty must examine the course not only for the course content coverage, rigor of assignments/assessments, but also delineate how the high school course relates to the UK course learning outcomes (this is especially important if the dual credit course being proposed is or might become a general education course). In addition, the department must show how the course is deployed in a similar mode as is offered at UK. For example, if the course is not yet approved for distance learning at UK, then the high school cannot use it for distance education unless UK approves it officially as with any other DL course. The UK course taught to high school students may span a different time span from the one taught to traditional students at UK. Deadlines for common exams or enrollment-related matters (including drops) need to be specified on a per dual course basis.

   If approved at the department level, the chair then forwards to the college dean and/or faculty oversight committee the letter of intent and syllabus(i) under cover of an explanatory memo emphasizing the dual credit initiative's parameters and expectations for scalability and specifying the timing for periodic review by the department and the partner school(s). The sponsoring UK Department, as part of the decision-making for determining the appropriate teaching model for the dual credit course, will state whether the course instructor will be hired
      - as a Part Time Instructor;
        OR,
      - as a teaching assistant supervised by the UK instructor of record, (i.e., the high school teacher has no control over the syllabus, text, assignments and

tests, and is trained in instructional methods for postsecondary education, meeting regularly with instructor of record)

The sponsoring UK Department must also clarify what compensation, if any, that is provided to the instructor of a dual credit course. NOTE: If the high school course doesn't exactly match the coverage content but evidences corresponding academic rigor in student performance (e.g., successful completion of required class assignments can show the same rigor of academic performance as the on-campus UK students can show), then as a guideline, no less than 70% of the UK course should be covered by the high school course. We recognize that this guideline would not work for some disciplines but it is posed for consideration in order to show that there doesn't have to be a 100% direct match on the content coverage. This would allow for more flexibility in the decision-making by the department faculty.

3. If approved at the college level, the proposal then moves forward to the Undergraduate Council to assure quality and University-level oversight of completeness for the institutional repository for documentation and review of UK's dual credit programs.

   NOTE: If a student completes the course at the high school and later enrolls full-time at UK, the UK department that coordinates the dual credit course (whether it initiated the request or responded to a request originating in a high school) gets credit for that student's credit hours. If the original UK course is cross-listed with another department's course, the originating department that determines the equivalency to the high school course gets the headcount. If, later, the student attends UK and the cross-listed department advisors see the equivalent course on the student's transcript, then the department could waive or substitute if they so desire at that time.

Deployment stage for a Dual Credit Initiative:

1. Upon approval by the Undergraduate Council, the department chair then sends

   - a reply letter to the principal (or superintendent) summarizing the decisions of the UK faculty and clarifying the obligations on both partners in the dual credit initiative and specific policies/procedures to follow, e.g., course completion is determined by the UK grading scale, access to UK resources and support services specified for the initiative.

     NOTE: The UK department chair is responsible for periodic assessment of the dual credit high school and college student artifacts to document this and any other systematic review to ensure comparable learning with traditional UK courses.

   - notification to the Provost's Office about the course sections (if separate) and timing of the dual credit course being offered so to alert Admissions, Financial Aid and

Registrar of the initiative and to get appropriate contacts in the school(s)

- if needed, notification to the department budget officer (or the appropriate UKIT/EAG liaison) to have the new instructor(s) sign the UK statement of responsibility and grant access to the portal for submission of UK grades

2. Admissions sends the short form application to the appropriate contacts at the school and receives from them the documentation needed, including a letter from the guidance counselor documenting dual credit status of the course in the student(s) Individual Learning Plan at the school. NOTE: currently enrolled high school students who apply to take a UK course do not pay the usual application fee, however, UK tuition for that course must be paid.

3. If appropriate, financial aid counselors and scholarship staff are assigned to individual students and parents to help with filling out any forms necessary to pay for the college tuition and fees.

4. Registrar seats the successful applicants in the assigned course/sections in SAP and assigns each enrolled (non-degree) student with a UK academic advisor as directed by the Senior Assistant Dean of Undergraduate Studies.

5. Admissions tracks and communicates with students and their families as to the status of the UK application for course credit.

6. Course commences and the instructor (or instructor of record) submits midterm and final grades as per the UK department academic calendar and grading scale.

7. Course instruction is evaluated using a modified TCE form that includes some common questions regarding the dual credit program and/or learning outcomes artifacts (e.g., for general education program assessment).

Review/Oversight of a Dual Credit Initiative:

The course evaluation and review should function similar to any other course review process, and evidence of continual improvement in the joint venture with the secondary school should be archived in the department, college and Undergraduate Council specific to the SACS policy and guidelines. The Office of Undergraduate Education oversees the signing of the Memorandum of Agreement for a Dual Credit Initiative and submits the original document to The Office of Vice President for Institutional Research, Planning, and Effectiveness. The Office of Undergraduate Education periodically reviews the central repository of dual credit initiatives and requests information from the departments regarding the status of their periodic reviews with the dual credit partners.

DUAL CREDIT AGREEMENT BETWEEN

UNIVERSITY OF KENTUCKY

AND

RUSSELL HIGH SCHOOL

In an effort to provide a seamless path of education for high school students seeking the academic rigor of a Research I institution, the University of Kentucky (UK) and Russell High School (RHS) have agreed to cooperate in a district-wide initiative for secondary students to receive dual credit in both the high school and University curriculum requirements. The course (or courses) offered in this way will be in accord with the current UK Senate Rules. This way, upon enrollment at UK or any university that accepts college credit successfully achieved at UK, a Russell High School (RHS) student will have the option of completing his/her college program in less time.

1. Russell High School will teach UK curricula for all academic dual credit courses. To ensure quality, any RHS task lists and/or competencies may exceed UK curricula, but must include at least 70% of the course content in the equivalent UK course and be approved by the UK faculty. The dual credit course must use the same course descriptions and competencies listed in the UK course catalog.

2. Russell High School students who choose to apply for the UK course credit will have UK course titles posted to their UK transcript regardless of the title of their high school course.

3. Teachers in the Russell High School District will meet UK and SACS standards and teaching qualifications, included but not limited to a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). For those teachers at RHS who do not have a master's degree in the discipline associated with the course content, they must have at least 18 graduate semester hours in the course's academic discipline and will require direct supervision by a UK faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

   RHS instructors for a UK dual credit course will submit the following to the appropriate UK department and instructor for approval:
   a. A copy of his/her transcripts, including evidence of the 18 graduate semester hours in the academic discipline of the course being taught.
   b. A current curriculum vita showing all their teaching and work experience.
   c. A copy of each RHS course curriculum that is being taught as part of the dual credit initiative.

d. An official UK syllabus will be prepared for each dual credit course. One copy will be submitted to the UK department and individual copies will be given to students who choose to enroll in the UK course.

4. Staff from Russell High School in conjunction with the Enrollment Management Office at UK will be responsible for enrolling secondary students in dual credit classes.

    Enrollment Management will appoint a single point of contact to manage the admission, registration and grading process.
    a. UK's Enrollment Management staff will be responsible for informing RHS staff and teachers of the current requirements, costs and fees associated with enrollment at UK as a participant in the dual credit initiative.
    b. RHS staff will be responsible for gathering from the students who choose to participate in the dual credit initiative all the information needed for the UK short application form (see special UK application form in Appendix A) and will adhere to due dates and guidelines, as outlined in the UK Bulletin.
    c. UK's Enrollment Management staff (in collaboration with the appropriate UK department and college staff) will be responsible for enrolling the RHS students in the dual credit course section at UK.
    d. UK COMPASS scores, ACT equivalents or UK Placement Tests will be needed for certain courses at UK. The UK Office of Undergraduate Education staff will be responsible for working with the UK department and college staff to assure appropriate placement and/or supplemental instruction if any is required for each RHS student.
    e. RHS students who chose to participate in the dual credit initiative will be assessed the rate of the non-degree-seeking, part-time student as indicated on the UK website for regular tuition and fees.
    f. UK Enrollment Staff will work with each RHS student seeking UK college credit for the course to establish deadlines, bill for payment, and communicate tuition rates and refund policies. Currently enrolled high school students who apply to take a UK course do not pay the usual application fee.
    g. RHS staff will be responsible for obtaining parental permission for release of all grades in the dual credit class, if necessary, to the University of Kentucky.

5. At midterm and at the end of each semester, the Russell High School teacher will be responsible for submitting grades to the Enrollment Management Office.

    A class roster of the UK dual credit students will be made available to each instructor at midterm and near the end of the course on which the instructor will submit grades on the date specified on the academic calendar posted in the UK Bulletin.

6. The RHS instructor is responsible for gathering and submitting the students' assessable artifacts (showing achievement of learning outcomes, e.g., a final report or project) to the UK department chair in keeping with the manner with which any UK instructor presents evidence of the students' performance for department, college or University assessment purposes.

The UK department is responsible for periodic assessment of student artifacts to ensure comparable learning with traditional UK courses.

7. A RHS student enrolled in the UK course will receive a grade using the UK grading scale and it should be a similar grade that is earned in the RHS dual credit course. Students choosing to participate in the RHS-UK dual credit initiative must receive credit at both institutions. Enrollment and dual credit will be based on consent of the RHS classroom instructor, the RHS guidance counselor and principal.

8. The RHS student or the school system will be responsible for purchasing required course materials and providing access to any library or other support resources necessary for student success as outlined by SACS guidelines.

9. Russell High School dual credit students will also complete an evaluation for each course taken as a dual credit course. Evaluation forms (whether on paper or in electronic format) will be handled in a private and secure manner as required by UK Senate Rules. Results will be returned to UK as soon as coursework is completed.

10. RHS students enrolled in dual credit courses will adhere to the regular UK Academic Calendar. Should Russell High School be closed for weather related occurrences, all UK coursework must be made up in a manner approved by the instructor. UK holidays will be observed by UK employees.

11. Although the parties have attempted to address the issues needed for a successful initiative, both parties acknowledge that this is a new undertaking and agree to reasonably cooperate to resolve unaddressed needs.

This agreement shall remain in effect until one or both parties decide to terminate the agreement. The letter of intent showing the list of dual credit courses must be reviewed each August to ensure that current course offerings have been cross-referenced with the course expectations, skills and competencies to the satisfaction of both parties agreeing to this document.

This agreement covers the UK dual credit courses offered at RHS totaling up to, but not more than 29 credit hours total. If the total course credit offerings at RHS reaches 30, then notification to SACS is required and the procedures outlined in UK Administrative Regulations 1:5 (Substantive Change Policy) must be followed, terminating this agreement.

_____   _____
Principal   Date
 Russell High School

_____   _____
Department Chair, University of Kentucky   Date

_____   _____
College Dean, University of Kentucky   Date

_____   _____
Associate Provost for Undergraduate Education   Date
University of Kentucky

Approval from the Senate's Rules and Elections Committee, February 16, 2012

3.2.0 PROCEDURES FOR PROCESSING OF ACADEMIC PROGRAMS AND CHANGES
The initiation of academic programs and changes in existing academic programs shall be processed as provided in this rule. When new programs involve new courses or changes in courses, the programs and courses will receive simultaneous consideration under this rule. Changes in courses not involving changes in academic programs shall be approved under Rule 3.3.0 and not under this Rule. Dual credit programs proposed by an educational unit Faculty in partnership with a high school or school district shall (a) comply with policies established by the Council on Postsecondary Education for these programs, (b) contain a specific provision that the UK educational unit Faculty approve both the educational site and each individual high school instructor, and (c) provide for the classification of enrolled high school students as non-degree seeking UK students.

4.2.1.3.4 Changing Status from Non-Degree to Degree Seeking [US: 10/11/93]
Applicants who have earned fewer than 24 semester credit hours at this University must meet the University's standards for automatic acceptance as first-time freshmen. Students who have earned 24 semester hours at UK may apply for degree seeking status and will be considered as transfer students for admission purposes. [US: 10/11/93; US: 4/13/98]

High school students who have enrolled continuously at the University and who have earned more than 24 semester credit hours in total in the course of a University of Kentucky dual credit program (including credit for prior assessment) will be considered as first-time freshmen when first changing their status from non-degree- to degree-seeking.

From:	Hippisley, Andrew R
Sent:	Tuesday, January 31, 2012 9:32 AM
To:	Brothers, Sheila C
Subject:	2 items for 6 feb senate council
Attachments:	Certificate Proposal 1 26 2012.doc; UK-WKU USP - KCM -- Modified by TPORTER.doc

Hi Sheila,

I will be in a position to present:

(2) Undergraduate Certificate if Global ~~Scholarship~~ Studies

Please note that the attached versions represent the most current versions.

Best,

Andrew

Dr Andrew Hippisley
Assoc. Prof. of Linguistics
Linguistics Program Director
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
andrew.hippisley@uky.edu
+1-859 2576989
fax (859) 323 1072

Undergraduate Certificate of Global Studies

PROPOSAL TO UNDERGRADUATE COUNCIL → SENATE COUNCIL → UNIVERSITY SENATE

Contact Information: Dr. Doug Slaymaker
                        Dept. of Modern & Classical Languages, Literatures & Cultures
                        College of Arts & Sciences
                        dslaym@uky.edu

Contents:

I.   Narrative

The Certificate of Global Studies will allow students to demonstrate their preparedness to live and work in a global community. By taking a series of courses with an international focus that amplifies the global dimension of their majors, by engaging in a credit-bearing education abroad experience, by enhancing their experience with a second language, and by participating in internationally-focused co-curricular activities, students will expand their view of the world and their place in it, and their perspectives on their own societies at home. As the workplace seeks employees who can work in international or multicultural teams, and as participation in U.S. society increasingly demands the skills of global citizenship, our students will benefit from an additional degree credential, alongside their major(s) and/or minor(s), that demonstrates their dedication to and experience with global perspectives. Having this certificate on the transcript will also show that the students are interested in the international facets of their academic and/or pre-professional training, which will be attractive to potential graduate programs or employers.[1]

The structure of the Certificate of Global Studies offers an academic credential as well as a coherently planned academic core, for students who otherwise might simply take a smattering of international courses or participate in some type of isolated international experience. At the heart of the Certificate is the required Education Abroad experience (study abroad, internship, research abroad), but the Certificate's structure is designed to make that experience integral to the undergraduate program of study. A coherent program in which the time abroad is both preceded and followed by appropriate opportunities for reflection, and bolstered by rigorous academic coursework, will enhance the impact of the international experience. Research has demonstrated that one advantage of education abroad is that, when appropriately designed, it can move students from dependent to independent learners, and

---

[1] See, for example, Stevan Trooboff et al, "Employers Attitudes Toward Study Abroad," *Frontiers: The Interdisciplinary Journal of Study Abroad* XV (Winter 2007-08), 1-34.

can help them to acquire interpersonal and intercultural competence. As Arthur W. Chickering writes (1994):

> Many courses and classes are strong on conceptual abstractions but short on concrete experiences—active application, experimentation, and reflection. Many extraacademic opportunities can provide powerful experiences and contexts for application but are short on concepts or reflection. When students learn how to build in the missing elements and create the appropriate mix of all four elements, then their learning throughout college is greatly strengthened. [2]

Chickering identifies interpersonal competence as one of the three most important factors in a student's successful career after college. His definition aligns well with what we know about the adaptive skills required and refined during an education abroad experience: "We need to know how to work effectively with others, to seek and offer help, to influence others, to help others become more competent and strong themselves, to perform well with persons from diverse backgrounds, and in various situations."[3]

Similarly, Milton J. Bennett (1993) argues convincingly that intercultural sensitivity[4] can be developed through carefully designed educational experiences: "With the concepts and skills developed in [the field of intercultural communication], we ask learners to transcend traditional ethnocentrism and to explore new relationships across cultural boundaries."[5] Bennett demonstrates that such intercultural competence is best developed through "a learner's subjective experience of cultural difference, not just the objective behavior of either learner or trainer."[6] Grounded in this research, the current proposal includes an international experience as a central requirement.

This certificate facilitates development of both objective and subjective intercultural experience. It will appeal to a wide range of students. It is intended to encourage study abroad and cross-cultural experiences, and facilitate and credential that experience. Students in semester-long study abroad experiences as well as those students undertaking international programs during an 8-week summer period, a 4-week term abroad, or even a 1- or 2-week "study tour" will benefit by study *in situ*. The Undergraduate Certificate in Global Studies offers a curriculum and co-curriculum to bolster the learning that takes place abroad. Students gain both interpersonal and intercultural competence and are able to credential it (by enrolling in a defined certificate course of study).

In the Certificate curriculum, the skills that we hope are acquired during the student's experience abroad would be reinforced by coursework that situates that experience in both academic and pre-professional growth, beyond that which is in the major or minor course of study. If the coursework takes place before the program abroad, the student will be more receptive to the experience, better

---

[2] Arthur W. Chickering, "Empowering Lifelong Self Development." *NACADA Journal* 14 (2), Fall 1994, p. 52.
[3] Chickering 51.
[4] Bennett defines "intercultural sensitivity" as "a kind of cognitive complexity, where greater sensitivity is represented in the creation and increasing differentiation of cultural categories" (25.) He adds: "Development of intercultural sensitivity is ultimately the development of consciousness and, through consciousness, developing a new 'natural' approach to cultural difference" (26). See M.J. Bennett, "Toward Ethnorelativism: A Developmental Model of Intercultural Sensitivity," in R.M. Paige, ed., *Education for the Intercultural Experience* (Yarmouth ME: Intercultural Press, 1993), 21-71.
[5] Bennett 21.
[6] Bennett 22.

prepared to cope with cultural difference, and more educated about socio-historical contexts. If the coursework takes place after the student's return, it offers opportunities for reflection and enrichment of the lessons learned abroad. In either case, the experiential learning in the international context goes hand-in-hand with coursework that has an intercultural and global focus.

The Certificate curriculum is designed to be feasible across the array of UK academic majors. If the student already has selected a major with an international focus, the Certificate's additional coursework and required component abroad will extend and deepen that curriculum. And if the student has a major that does not have a visible and discrete international focus, the Certificate structure offers the student a context within which to understand the major from an internationally aware perspective.

The Certificate curriculum is well aligned with our new General Education framework, which speaks strongly to both global learning and experiential learning; as the program's foundational Design Principles state:

> We must help our students understand the contours of the society in which they will live and work as productive citizens. More so than earlier generations, they will encounter at home and abroad, people who speak other languages, practice other religions, and differ in other ways. The demands of engaged citizenship require students to strive for cultural competency and appreciate the value of human diversity. It is important that our graduates appreciate the role that culture plays in influencing individual behavior, attitudes, and beliefs. Appropriate courses will adopt multidisciplinary perspectives and include both historical and contemporary analysis of institutions and social organizations, of nation-states and transnational affairs.[7]

II.   CERTIFICATE DESCRIPTION[8]

The Certificate of Global Studies is designed so as to comply with University of Kentucky standards for undergraduate certificates, and also to be feasibly combined with a broad array of majors across UK's colleges. UK's parameters for all undergraduate certificates are the following:

- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

---

[7] "Design Principles of a Revised General Education Curriculum for the University of Kentucky," University Senate, March 2008.
[8] Significant models for this proposal include the University of Kansas Global Awareness Program (http://www.international.ku.edu/gap/) and North Carolina State University's Global Perspectives Certificate (http://gpc.ncsu.edu/).

The Certificate will be administered by a faculty Director, with staff assistance (see 4.c., below). The Director of the Certificate will become an ex officio member of the Chellgren Center faculty council, within the Office of Undergraduate Studies. For this work, which will constitute a compensated "overload" (see 4.c, below), the Director of the Certificate will report to the Dean of Undergraduate Studies. The inaugural faculty Director will be Dr. Doug Slaymaker, Department of Modern & Classical Languages/ Literatures/Cultures, College of Arts & Sciences.

The Certificate has four interlocking components: **1) globally focused coursework, 2) second language coursework, 3) credit-bearing education abroad component, 4) co-curricular programming**.

1) **COURSEWORK**: Students must enroll in 12 hours of globally focused coursework at the 200 level or above, in conformance with UK requirements for undergraduate certificates. As noted above At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above. "Globally focused coursework" is satisfied as follows:
   a. Any course that has been deemed as appropriate for the A&S International Studies major/minor, at the 200+ level; this compendium of courses from across the university currently numbers over 230 courses.
   b. Any course within the General Education category of Global Dynamics, at the 200+ level
   c. Any courses taken abroad as part of the education abroad component
   d. Other courses can be considered, by petition to the faculty Director, if they are deemed to meet the learning outcomes of the Global Dynamics or International Studies course categories.

2) **SECOND LANGUAGE COURSEWORK**: For an academic credential that certifies a student as a global scholar, experience with a second language should be required at a level beyond that required for all undergraduates. All language courses taken at UK provide linguistic competence and sophistication beyond what is provided in High School or by other means. The language ability enriches the international experience; further, because UK language courses incorporate significant cultural materials and exercise analytical facilities, they provide the tools for expanded student awareness and interaction within the international experience. Students may satisfy this requirement in one of two ways:
   a. Complete the third semester of a language sequence (e.g. level 201), or the proficiency equivalent thereof;
   b. Enroll in a language not previously studied in high school, at the first-semester level or above, or demonstrate the proficiency equivalent thereof.[9]

3) **CREDIT-BEARING EDUCATION ABROAD COMPONENT**: Students will participate in an education abroad experience that involves at least one academic credit hour.[10] Internationally oriented

---

[9] It should be noted that, if the student selects this option, the course will not count towards the 12 hours of the certificate, as the course would not be level 200+.

[10] ISP 599, a one-hour course in which most Education Abroad participants enroll, is not considered an "academic" credit hour and therefore does not, in itself, fulfill this requirement. Generally, ISP 599 is accompanied by other academic credits earned abroad.

experiences undertaken within the U.S. will not satisfy this requirement; students must travel to a non-U.S. region to fulfill the requirement.[11] Examples might include, but are not limited to:
   a. Education abroad programs facilitated by UK faculty or select customized programs offered in conjunction with Education Abroad at UK;
   b. University-wide or departmental education abroad exchange programs;
   c. Education abroad programs facilitated through UK consortia;
   d. Education abroad programs hosted by international institutions in which UK students are directly enrolled; and
   e. Education Abroad programs facilitated by third-party providers and other internship/service-learning based programs.

4) **CO-CURRICULAR COMPONENT**: Students who are preparing for participation in a global community should engage in activities that promote engagement with multiple cultures. For this reason, the Certificate of Global Studies requires participation in a minimum of two internationally focused events (lectures, films, performances, etc.) held in the U.S. These events may be sponsored by UK or by a non-UK organizer. This is a first step intended to encourage further participation in such activities; it takes hints from successful programs such as the College of Arts and Sciences' "Passport to China" (2011-2012), "Passport to South Africa" (2010-2011), and the International Understanding Certificate Program. This prepares students to more fully understand the multicultural fabric of their region; they will also be prepared to build on that experience when studying abroad.

Students will submit a one-page reflective essay for each event they attend, documenting the cultural input gleaned from the experience, in accordance with a template designed to guide reflection and assessment of the learning experience.
   a. Qualifying events are those which meet the criteria of a set of "qualifying questions," that will be listed on the Blackboard tracking site. These questions will require a reporting on the event, an analysis of the event, and a consideration of what the student learned from the event. There will be a frequently updated list of pre-approved events, maintained by the staff administrator; this list will include events sponsored by the Patterson School, the International Studies program, or the Office of International Affairs. If the student wishes to attend an event not on that list (e.g. that takes place in another state or that for some other reason was not pre-approved), then the student will complete a one-page form that addresses the qualifying questions.
   b. Essays will be submitted via Blackboard; once the two essays have been accepted and evaluated by program faculty, acknowledgment will be noted on the student's APEX screen. Following the model provided both by UK's College of Arts and Sciences Passport program, as well as that of the University of Kansas' passport program, the essay requires reflection by the student and documents attendance; it will not be a graded piece of academic writing.
   c. The staff administrator of the Certificate will initially be a staff member designated within the office of Undergraduate Studies. This administrator will work under the direction of the faculty Director of the Certificate on all aspects of the program, including tracking the essays. At the point that student numbers require increased staff

[11] An exception will be made for education abroad in Puerto Rico or other US possessions overseas; for purposes of global citizenship, based on differences of history, language, and culture, we will consider work in unincorporated US territories abroad as a valid education abroad experience.

support, other options will be considered, such as a graduate assistant dedicated to this work.

III.   ASSESSMENT

Student success will be measured, in part, by retention between enrollment in the certificate and its completion.   The quality of the co-curricular essays will be assessed in terms of level of engagement demonstrated and qualitative impact as expressed by the student. We will also compare academic success (GPA, degree completion, time to degree) among three groups: overall Education-Abroad-participating students, non-Education-Abroad students, and students in the Certificate of Global Studies. Assessment of Education Abroad experience is ongoing. We will also track the ways in which students design the certificate course of study in their various majors, for purposes of ongoing refinement and assessment as well as enrollment management. Finally, we will track diversity among the student participants, in order to assess whether the certificate attracts a broad and representative spectrum of students.

The initial program review will take place in the fourth year.

In order to evaluate the longterm success of the program, we will maintain a database of alums who will then be requested to complete a survey in the year following graduation. We will be especially interested to determine if graduates find that the certificate program a) enhanced their chances of employment, b) expanded their global scholarship skills, and, c) left them prepared for the jobs they secured.

IV.   RESOURCES

A summer stipend will be provided by the Office of the Provost, for the faculty Director of the Certificate ($5000, plus $2000 in travel funds towards international travel). No additional resources are needed in terms of general coursework. If the Certificate enrolls large numbers of (non-A&S) students, additional sections of language courses may be required. No additional resources are required to maintain the education abroad component. The certificate will draw from existing courses, so no new courses are required. No new resources are required for promotion of the certificate, as promotion will be managed through existing Education Abroad channels as well as via college advisors, directors of undergraduate studies, and associate deans for undergraduate and international education. For the co-curricular component, technological investment will be required for the Blackboard submission of essays and for integration of this requirement into APEX. If technology is appropriately designed, no additional staff resources should be required (unless/until enrollments grow substantially).

V.   ACADEMIC STRUCTURES

The Undergraduate Certificate in Global Studies will have an academic home within the office of the Dean of Undergraduate Studies (Dr. Mike Mullen). The Dean will appoint the director, following recommendation by the certificate faculty. The director's term will be three years and may be renewed upon majority vote of the faculty and approval of the Dean of Undergraduate Studies. The Certificate Program faculty body, ideally consisting of 10-15 members, will initially be comprised of the faculty members listed below, invited because of their involvement with undergraduate, international education. Additional faculty may join this body upon the recommendation of the Director and majority vote of the current faculty. Faculty who have not taught a course that counts toward the certificate in the previous two academic years will no longer be members of the certificate faculty.

The following faculty have been invited to serve in this body:

Professor Mike Reed, College of Agriculture, Department of Agricultural Economics
Professor Sue Roberts, Chair, Department of Geography, College of Arts and Sciences,
Professor Steve Skinner, College of Management, Gatton School of Business
Professor Beth Barnes, School of journalism and Communication
Professor Kyle Miller, Architecture, College of Design
Professor Sharon Brennan, Department of Curriculum and Instruction, College of Education
Professor GT Lineberry, Department of Mining Engineering, College of Engineering
Professor Monica Visona, Department of Art, College of Fine Arts
Professor Sharon Stewart, College of Health Sciences
Professor Suzanne Prevost, Department of Nursing Instruction, College of Nursing
Professor Marie Antoinette Sossou, College of Social Work
Professor Carlos de la Torre, Director of International Studies, College of Arts and Sciences
Professor Anthony Ogden, Director of Education Abroad, Office of International Affairs

Undergraduate Certificate – General Definition

Approved by University Senate, April 2011

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation.   Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

Undergraduate Certificates are becoming an increasingly important component of the total range of educational opportunities offered by a modern, comprehensive research university. Certificates provide the opportunity for students to pursue a topic that complements their undergraduate degree program or the opportunity to explore outside the range of their undergraduate degree.

Why do we need Undergraduate Certificates?

Undergraduate Certificates can serve several important purposes for our programs and students.

Undergraduate Certificates will provide:
- **The ability to respond to emerging and cutting edge fields:** Certificates provide a way to make new, innovative programs emergent: Arts and Sciences plans to offer certificates in newly forming areas so students can show competence in response to contextual emerging changes in their respective fields. To successfully do this, flexibility would be key, such as not requiring certificates to be interdisciplinary. However, some topics will require that interdisciplinary approaches be utilized
- **The ability to certify specializations:** Assist students in developing competency in areas of specialization where there is no major or degree program.
- **Potential motivation for innovative course development:** Faculty could be motivated to explore new areas, address emerging needs, or build niche specialties.
- **Flexibility to address universal needs:** Certificates allow for responsiveness to emerging needs and contextual changes and are more flexible than a minor. There are many areas on campus that have experiences that do not fit 'traditional' academic models such as creative arts projects, theatre experiences, architectural projects, and international study (intellectual learning paired with international experience).
- **An enhancement for recruitment to UK or to a College**: Certificates would provide another tool for attracting higher quality students to whom innovative certificates appeal (therefore the need for flexibility within the certificate to be able to respond to the context and needs of each major and area of study to be cutting edge).

- **An enrichment and retention opportunity:** Certificates may also be used to polish and help retain students following recruitment. Examples: Global Scholars (B & E) was created in response to complaints of employers- it is an enrichment program (it builds professionalism vs. specific content only). It is much like an honors track in business; high achieving freshmen join as a cohort and engage early with the college. This also enhances retention with is important due to B& E's selective admission's requirement. Another program offered along with Engineering- SEAM (2nd semester)- is tied into a living learning community and is also meant to be an honors- like track. The Global Scholars program will be connected with a living learning community next year, further enhancing its potential for engaging students.

Proposed Requirements for an Undergraduate Certificate:
- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

Administrative and Academic Structure:
- There must be a designated Faculty Director for each certificate. The Director shall represent the curriculum and any affiliated faculty in multidisciplinary certificates.
- Minimum admission requirements for a certificate will be that students must be in good academic standing and can enter at any time in their undergraduate career. However, the faculty offering the certificate can impose additional requirements for a certificate.
- Courses taken prior to admission to the certificate can be used in the certificate.
- The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.
- The awarded certificate is to be posted on the student's official transcript.
- The certificate will not appear on the diploma. Programs may award a paper certificate, to be signed by the Associate Provost for Undergraduate Education or the appropriate designee (e.g., a College Dean) and the Certificate Director.

- All certificate proposals must be developed in consultation with faculty in contributing or affected academic units. The proposal must be approved through the faculty curriculum committee of the college or colleges participating in the certificate, and then submitted to Undergraduate Council. Certificates approved by UC will then be forwarded to University Senate for final approval.
- An undergraduate certificate curriculum shall be approved or re-approved for operation for a period of 6 years (or a lesser period if requested). Toward the end of the 5th year of its duration, the certificate Director shall prepare a report summarizing its status, operations, and certificate awardees during that period of time, and indicating its prospects for the future if renewal of the certificate curriculum is sought. The report will be provided to participating college Deans and to the Associate Provost for Undergraduate Education. If a certificate is suspended or terminated, students currently enrolled in the curriculum shall have a reasonable period of time, not to exceed three years, to complete the requirements for the certificate.

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Please fill out Section I.

SECTION I: GENERAL INFORMATION

Program: School of Library and Information Science

Minor: Information Studies

College: College of Communications and Information Studies   Department: School of Library and Information Science

Bulletin PP: _____   CIP Code: 25.0101

Accrediting Agency (if applicable):   None

⇨ Fill out Section II if you are proposing a *NEW* minor.

Section II: New Minor

Minor Prerequisites (list course prefix, number and title):   _____

Minor Requirements (list course prefix, number and title):   IS 200 Information Literacy and Critical Thinking
IS 201 General Information Sources
IS 202 Technologies for Information Services

Minor Electives (list course prefix, number and title):   Existing courses (all are 3 hour courses):
IS 322 Multimedia I (Cross-listed with MAS 322)
IS 355 Communication and Information Systems in Organizations (Cross-listed with MAS 355)
IS 535 Network Management (Cross-listed with MAS 535)
IS 555 The Internet and Social Change (Cross-listed with MAS 555)

Initial proposed courses will include (all 3 hour courses)
IS 303 Systems Analysis
IS 402 Competitive Intelligence
IS 404 Health Informatics

Total Hours Required: 18

Rationale for Proposal: The program would be initiated with the development of several new courses that meet the newly revised general education requirements and be launched as a minor in the third year, by which time six new courses will have been developed. The creation of a new minor is particularly strategic at this time given the increased demand for minors due to the recent reduction in general education requirements. Furthermore, information studies is a minor that has high synergy with most other disciplines given that the production, organization and management of information is relevant to so many fields. Students with an information-studies interest would create a program of study by choosing courses that would be created within the School of Library and Information Science as well as relevant courses that exist in other departments. All courses in the minor would be conducted online, so that students could complete their coursework away from campus - an advantage for them, as well as husbanding UK classroom space.

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

⇨ **Fill out Section III if you are _CHANGING_ requirements for an existing minor.**

Section III: Change in Minor Requirements

Current	Proposed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Total Hours: _____   _Proposed Total Hours:_ _____

Rationale for Proposal: _____

Will this program be printed in the Bulletin?   Yes ☒   No ☐

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Signature Routing Log

General Information:

Proposal Name: Information Studies Minor

Proposal Contact Person Name: Jeff Huber   Phone: 7-2334   Email: jeffrey.huber@uky.edu
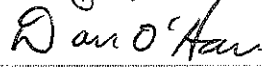
INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SUS Faculty	2/4/11	Jeff Huber /7-2334/jeffry.huber@uky.edu	_(signature)_
Dean, CCIS	2/22/11	Dan OHair /218 0290 /ohair@uky.edu	Dan O'Hair
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[1]
Undergraduate Council	3/22/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:
We will begin offering courses Fall 2011 with a full minor available Fall 2014. All courses will be offered online and be housed in the College of Communications and Informration Studies.

---

[1] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Undergraduate Program Proposal

from the

School of Library & Information Science

and the College of Communication & Information Studies

University of Kentucky

submitted by

Jeff Huber, Director

February 2011

Table of Contents

1. Introduction

In May 1997 the Kentucky General Assembly enacted and Governor Paul Patton signed into law what is commonly referred to as House Bill 1, the Kentucky Postsecondary Education Improvement Act of 1997. The legislation created a new section of Kentucky Revised Statutes, chapter 164, and the new section includes the following:

> 164.003
>
> (2) The General Assembly declares on behalf of the people of the Commonwealth the following goals to be achieved by the year 2020:
>
> (b) A major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky.

Thus was born what is commonly referred to as the Top 20 mandate, and, since becoming President of the University of Kentucky, Lee Todd has made clear his commitment to enacting the mandate. His official biography opens with a brief first paragraph of a single sentence, followed by a paragraph that reminds us:

> Since his arrival on campus, President Todd has concentrated his efforts and energies on helping his alma mater achieve a greater level of national prominence. To that end, he launched the University of Kentucky's Top 20 Business Plan in December 2005. The plan is a quantitative analysis highlighting what it will take for UK to achieve its state-mandated goal of building a Top 20 public research university.[1]

The Top 20 Business Plan calls for the University to become a significantly larger institution. Between 2004 and 2020, undergraduate enrollments are to increase from 18,492 to 24,692, an increase of 6,200 students.[2] An obstacle in increasing undergraduate enrollments, however, stems from competition from other universities for a population of college-bound teens. In such a situation UK may be faced with admitting a larger proportion of applicants in order to increase enrollments in traditional majors. The downside may be a weakening of selectivity and hence admissions indicators. Weakened selectivity increases the likelihood that students who come to the University may not be adequately prepared, which may lead to decreased retention rates as well.

An answer to the above dilemma is to create new majors. One such major would be in information studies,[3] which has become a popular degree program at a number of U.S. research universities, including North Carolina, Michigan, Syracuse, and Florida State. In nearly all of the programs we are aware of, the major was created within the college or school that houses the university's ALA-accredited master's-degree program. That is one – but by no means the only -- reason for our proposing not only that UK create an information studies program but also that it do so within the School of Library and Information Science (SLIS), which now offers the University of Kentucky's ALA-accredited master's-degree program, the only such program in Kentucky.

Ultimately, a new degree program in information studies, particularly when offered in an online format, would recruit rural, non-traditional and out-of-state students who would otherwise not attend the University of Kentucky. The introduction of this minor coincides with a push to offer distance learning at UK, as evidenced by the large number of online classes offered for by the College of Arts and Sciences for the first time last year. By the time an information studies major was fully realized, a sufficient number of online courses would exist to permit students to earn a significant portion, if not all of, their degree from remote locations. In the meantime, an online minor would enable students to earn credit hours from a distance during the summer and/or select semesters. The roll-out of the minor now will also serve as a model for online course development in additional areas of the curriculum. The flexibility afforded by offering this as an online program would attract students, particularly during summer semesters, who are unable or unwilling to commute to the Lexington campus. In addition, offering this program in the online format is in keeping with current trends in the information professions, which rely heavily on electronic resources.

---

[1] http://www.uky.edu/President/biography.htm, December 15, 2009.
[2] University of Kentucky, *Top 20 Business Plan*, 2005, PF-5, 1.
[3] We use "information studies" generically. For degree names at various universities, see Table I.

A collateral advantage of introducing a new minor and, ultimately, a new major in information studies would be enhanced possibilities for fund-raising and contracts. The nearest competitor in this arena is Northern Kentucky University, with a somewhat different program (i.e., more based in computer science) than is proposed here. The new NKU College of Informatics has raised over seven million dollars in external gifts in its four-year history, largely due to the perceived need for informatics personnel by area corporations. NKU has also received federal grants for research and development, including a 2008 grant of $816,000 for two projects, one in Internet Security and another in Infrastructure Management.[4] In the four years from its inception until the fall semester of 2008, the College of Informatics at NKU grew to 1,273 students, 1,136 of them at the undergraduate level.[5]

2. Recent Trends in Schools of Information Studies

The impact of information technology, digital initiatives, and changes in information-seeking behavior have been shifting the teaching and research agendas of schools of information studies, and prominent has been the introduction of undergraduate programs in schools that traditionally offered only graduate programs. Although, as we noted, in nearly all of the information studies undergraduate programs we are aware of, the program was created within the college or school that houses the university's ALA-accredited master's program, nevertheless the two programs – ALA-accredited master's and information studies baccalaureate – attract different cohorts. A high percentage of those attracted to our master's-degree program are interested in careers in libraries, especially academic and public libraries. However, students attracted to undergraduate information studies programs appear to be interested especially in careers in corporations.

Over the past 15 years, schools of information studies have experienced growth in the following areas:
- creation, organization, and preservation of digital materials, including standards development and metadata creation;
- information architecture and knowledge management;
- web design;
- information literacy;
- studies of information seeking behavior, particularly related to health;
- increasing importance of medical informatics.

However, the single largest area of change in the field has been an emphasis on information technology and large undergraduate majors. This trend has gone from virtually zero undergraduate majors twelve years ago to several thousand students nationwide in 2009. Beyond traditional markets, the National Research Council report, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economy Future* (2006), forecasts a need for more information scientists to manage the knowledge-intensive enterprises upon which the future U.S. economy will be based. Anticipating this trend, such programs currently exist at many of UK's benchmark universities and others, including NC Chapel Hill, Washington, Michigan, UCLA, Pittsburgh, Florida State, Oklahoma, University of Wisconsin-Milwaukee, Rutgers, Drexel and South Carolina. (See Table I.) The University of Illinois, UCLA and the University of Texas-Austin currently have minors in this area, and are planning for a major.

---

[4] "Griffin Industries Gift . . .", June 26, 2009. http://informatics.nku.edu/display_news.php?ID=3529.
"NKU IT Program Gets Boost . . .", January 15, 2008.
http://cincinnati.bizjournals.com/cincinnati/stories/2008/01/14/daily23.html
[5] http://ppb.nku.edu/ir/enrollment/hcntcollgelevel.php

3. The Job Market for Information Studies Graduates

The job market has been growing steadily for graduates who understand both the technical and human side of information management. With the Internet and electronic business generating large volumes of data, there is a growing need to be able to store, manage, and extract data effectively. According to the Commerce Department's *Occupational Outlook* database, employment in the information supersector is expected to increase by 6.9 percent, adding 212,000 jobs by 2016. Professions in this sector carry out such tasks as

- Analyzing the computer and information needs of their organizations from an operational and strategic perspective, and ensuring they are met.
- Analyzing data on competitors and donors through environmental scanning of various data sources.
- Organizing information so as to optimize organizational decision-making.
- Creating organizational and public websites to disseminate information.
- Ensuring computer systems within an organization, or across organizations, are compatible so that information can be shared efficiently.

Computerization in various sectors of the economy has led to a need for *analysts* of many types, including those who analyze organizational information systems (*systems analysts*) as well as those who study industries (*research analysts,* or *competitive intelligence analysts*), and foundations or other donors (*donor analysts*). The growth of the Internet and the expansion of the World Wide Web (i.e., the graphical portion of the Internet) have also generated a variety of occupations related to the design, development, and maintenance of Web sites and their servers. For example, *webmasters* are responsible for all technical aspects of a Web site, including performance issues such as speed of access, and for approving the content of the site. *Internet developers*, also called *Information architects* or *Web designers*, are responsible for day-to-day site creation and design. The data-processing, hosting, and related services industry, which is expected to grow by 53 percent, includes establishments that provide Web and application hosting and streaming services. Internet publishing and broadcasting is expected to grow rapidly as it gains market share from newspapers and other more traditional media.[6] In addition we expect that the proposed adoption of electronic medical records in U.S. health care agencies will create further demand for specialists in managing electronic information.

Table II: Commerce Department Projections for Select Information Technology Jobs			
Job Title	**Existing Jobs**	**Projected Growth**	**Median Income**
Computer Analysts	504,000	29%	$69,760
Internet Publishing	*	44%	*
Research Analysts	*	20%	$58,820
*unavailable for this subset of the profession.			

---

[6] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2010-11 Edition. http://www.bls.gov/oco/, December 22, 2009.

Other job titles for undergraduates with an information studies degree have been widely reported, but systematic data on them is not yet collected by the U.S. Commerce Department. Such titles include:

Business Information Coordinator	Information Manager
Business Information Specialist	Information Officer
Community Web Site Coordinator	Information Research Analyst
Computer Services Manager	Interface Specialist
Content Manager	Knowledge Analyst
Data Services Specialist	Knowledge Architect
Database Editor	Knowledge Manager
Health Care Information Specialist	Knowledge Resource Specialist
Health Information Technician	Medical Information Specialist
Information Analyst	Medical Record Analyst
Information Architect	Technology Consultant

4. Proposed Information Studies Program at the University of Kentucky

We propose creating a program in information studies in two phases. This proposal will outline phase one, which is the development of a minor, but also makes some preliminary projections for phase two, which would be the development of a major. The information studies program would be housed in the School of Library and Information Science and draw on other programs at UK. In particular, we expect to work closely with the School of Journalism and Telecommunications, which is the other professional school in our College, the College of Communications and Information Studies. We believe the opportunities are excellent for synergies within the College, and, although we see opportunities for collaboration with units outside the College, nevertheless the essential reality, that information is at the core of the mission of the College, makes the College the ideal unit within the University for the proposed undergraduate program in information studies. In turn, the introduction of this minor/major has the potential to increase synergies within the college in other ways. We are proposing supporting this program with two teaching assistant positions, in addition to other types of staffing. We expect the candidates for these posts would be students pursuing an LIS focused doctorate in communication with an educational and/or professional background in LIS. The recruitment of two LIS focused students into our college-level graduate program would both strengthen our presence in that program and provide enhanced opportunities for LIS faculty to mentor and collaborate with doctoral students.

The program would be initiated with the development of several new courses that meet the newly revised general education requirements and be launched as a minor in the third year, by which time six new courses will have been developed. The creation of a new minor is particularly strategic at this time given the increased demand for minors due to the recent reduction in general education requirements. Furthermore, information studies is a minor that has high synergy with most other disciplines given that the production, organization and management of information is relevant to so many fields. Students with an information-studies interest would create a program of study by choosing courses that would be created within SLIS as well as relevant courses that exist in other departments. All courses in the minor would be conducted online, so that students could complete their coursework away from campus – an advantage for them, as well as husbanding UK classroom space.

A. Enrollment expectations

We anticipate an initial cohort of 25 students, ramping up to 75 students within three years. Our knowledge of the experience at other universities leads us to believe that, given adequate resources and a concerted marketing effort, it is reasonable to believe the program, if it were ultimately expanded to include a major, would have the potential to grow to the range of 200-300 students.

B. Program structure

The information studies minor would require 18 hours, and be composed of ten courses developed at the 200 - and 500-levels to be chosen from:

- new courses within the School developed explicitly for the information studies program;
- complementary coursework in other units within the College and departments of the University.

The 18 hours would be comprised of IS 200, IS 201 and IS 202. The remaining 9 hours would be selected from electives in conjunction with the advisor.

C. Proposed Areas, Courses and Sequence of the Undergraduate Curriculum

There would be five areas covered by the curriculum:

- Research Skills and Sources,
- Information Technologies,
- Information System Design, Management and Evaluation,
- Human Aspects of Information Technology,
- Specialized Content Areas.

Each area would be represented by one or two courses in the curriculum, as described below:

Research Skills and Sources

IS 200 Information Literacy and Critical Thinking (3 hours)
This course provides an introduction to the concepts and practices of information literacy. It explores how to effectively and ethically find, evaluate, analyze, and use information resources in academic and everyday-life situations. Emphasizing critical inquiry and critical thinking, this course will explore the theories and definitions surrounding the term "information literacy." Students will put this theory into practice by developing problem-solving skills that allow them to meet information needs throughout their lifetimes. Students will gain a better understanding of how information and knowledge function in society and will discover methods of finding, accessing, evaluating, and using different information sources in an effective and ethical manner.

IS 201 General Information Sources (3 hours)
Information professionals play a major role in the information life cycle by facilitating the process of finding what others have created and accumulated. Their role is: to amass collections of information resources; to develop services to help people identify and articulate their information needs; and to enable people to find, evaluate and use items of relevance. This course provides students with a basic understanding of the information environment, as well as an understanding of the differences in the information behavior, needs, and uses of various user groups. Upon completion of this course, students will be able to critically evaluate and employ information sources in different formats, and be able to communicate with users to identify and address their information needs.

Information Technologies

IS 202 Technologies for Information Services (3 hours)
This course is designed to teach the fundamental concepts of information technology in ways relevant to professional practice in the library, archival, and informatics fields. It explores applications of computers and networks to information problems. Included are features of hardware, types of software, commercial systems and search engines.

*IS 322 Multimedia I (3 hours) (Cross-listed with MAS 322)

Introduction to techniques of multimedia production and the basic principles of communication via multimedia. Practical, hands-on experience with various media used in computer-based multimedia including: text, still graphics, motion graphics, animation, sound, and hyperlinking. Includes stand-alone computer- and Web-based applications.

*IS 355 Communication and Information Systems in Organizations. (3 hours) (Cross-listed with MAS 355)
An examination of the role of a variety of communication and information systems used in organizations. This includes the study of communication processes across a variety of systems, including the telephone, e-mail, voice mail, and audio- and video-conferencing. It also includes an examination of the uses for a variety of information systems and technologies, including computer networks, integrated voice response systems, computer-telephony integration, call centers, automated attendants, voice recognition, and synthesis, database management systems, and a variety of additional hardware and software tools used in business today. Prerequisite: 202.

*IS 535 Network Management (3 hours) (Cross-listed with MAS 535)
Introduces concepts and technologies of computer networking, focusing on telecommunications, data networks, LAN hardware and LAN operating systems, and network application development. Prerequisite: 303.

Information System Design, Management and Evaluation

IS 303 Systems Analysis (3 hours)
This course examines and applies the principles of information systems analysis. It surveys project management, feasibility and analysis, systems requirement definition and resource allocation. It utilizes a structured systems development methodology that spans the entirety of the information system lifecycle, which starts with the conception of the need for a specific information system and ends with the implementation of that system. The course utilizes a case approach in which students initiate the analysis and logical design of a limited-scope information system. Prerequisite, IS 202.

Human Aspects of Information Technology

*IS 555 The Internet and Social Change (3 hours) (Cross-listed with MAS 555)
Examines the political, cultural, and social aspects of information technology on society. Among the issues considered are the historical development and acceptance of new technologies, regulation (and de-regulation), how automation has changed the workplace, information poverty, intellectual property and privacy concerns, and the future of information technology and Internet applications.

Specialized Content Areas

IS 402 Competitive Intelligence (3 hours)
This course examines competitive intelligence models, functions, & practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical & legal considerations; identifying intelligence needs; intelligence project management, research methods, analysis, production, and dissemination; the uses of intelligence; intelligence sources and tools; managing the intelligence function; and the evolution of CI. Prerequisite: IS 201.

IS 404 Health Informatics (3 hours)
Provides an overview of health care information systems, legal and ethical issues in health care, compliance and regulatory requirements, coding of health care data, quality management, HL7, data security, and HIPAA. Explores major applications and commercial vendors, decision support methods, evaluation of health-care information systems; and new opportunities and emerging trends. Prerequisite: IS 201, IS 202.

*Indicates an existing course.

D. Proposed Implementation Schedule

This proposal calls for a three-year implementation schedule. It also makes some two-year projections into the development of a major to provide some context:

Current Year (2010-2011)

1. Initial curricular development will begin. IS 200 will be developed by the new instructor shared by Composition and Communication and SLIS.

2. Seek distance learning development funds to provide for additional curricular development.

3. Seek approval from UK Undergraduate Council for all new courses.

4. Meet with primary stakeholders about their interest in, and possible contribution to, the program. Initially these would be the UK Undergraduate Council, Department of Communication, Department of Computer Science, Gatton College of Business and Economics, and School of Journalism and Telecommunications. Other potential stakeholders would be contacted as they are identified.

5. Begin recruiting new instructor shared by Composition and Communication and SLIS for 2011/2012.

Year One (2011-2012)

1. Further develop curriculum, creating detailed lesson plans and assignments for each course. This will be funded through distance learning development funds.

2. Hire a new instructor shared by Composition and Communication and SLIS.

3. Four courses, including IS 200, new courses and existing courses, will be offered. In addition to two courses taught by the instructors, funds are requested to staff courses by: 1) two new teaching assistants, 2) existing departmental faculty through overload assignments, 3) existing departmental faculty who will be relieved from a regular teaching assignment by employing part time instructors, and/or 4) employing part time instructors.

4. Seek approval from UK Undergraduate Council for the remaining courses and for the undergraduate minor in Information Studies.

5. Evaluate new courses.

6. Recruit one Instructor to continue curricular development and teach courses for the minor.

7. Begin recruiting doctoral students with an LIS background to apply to the graduate program to serve as a TA for our program.

Year Two (2012-2013)

1. Six courses, including new and existing courses, will be offered.

2. Continue to evaluate new courses and instructional staff.

3. Hire first teaching assistant.

Year Three (2013-2014)

1. Roll out minor with the offering of 10 sections of new and existing courses.

2**.** Evaluate success and sustainability of the minor and make recommendations about expanding to a major**.**

3. Construct a proposal for Phase II to expand to a major if warranted.

4. Hire a new instructor.

5. Hire second teaching assistant.

Years Four and Five (2014 – 2016)

1.   Develop a major. Figures are estimated here to demonstrate the potential of expansion.

E. Potential Revenue

Because we propose offering this new minor in an online format, we believe it will generate enough revenue for the University to make it self-sustaining. If expanded to a major, we furthermore believe it would recruit rural, non-traditional and out-of-state students who would otherwise not attend the University of Kentucky. The students in this program would provide a new source of tuition revenue for the University. Each student would also generate pro-gram-fee revenue for SLIS, which would be needed to support the technology necessary for the program.

5. Resources required

Table III. below outlines both the resources required to develop the program and an estimate of the resulting tuition revenues generated. The bulk of resources requested fund one Instructor line and recurring salary funding for PTI or overload salaries. Incidental funding is requested to provide for faculty development and technology support.

6. Conclusions: Strategic Considerations

A. College of Communications and Information Studies

The proposed new degree program would fit well with the College of Communications and Information Studies Strategic Plan. In particular, it would contribute to broader College emphases on digital environments, and on health promotion and consumer health information.

B. University of Kentucky

The proposed degree program also dovetails nicely with the University's Strategic Plan. The new program would attract additional students to the University. It is innovative and promotes integration, not only within the College of Communications and Information Studies but also across the University. We believe many of the applications growing out of this program would be entrepreneurial. It would also bring UK's undergraduate efforts in line with many of our benchmark institutions.

C. Commonwealth of Kentucky

For the Commonwealth of Kentucky, the program would accomplish two goals. First, it would create options for residents of rural areas in the region to complete coursework for a BA degree without spending four full years away from their communities. As one of the more rural populations in the country (with about 60% of the population living well outside of the only three metropolitan areas of more than 250,000 in population), Kentucky is ideal for an Internet-based degree program. Second, the program would demonstrate how the Internet can be used to address specific shortages in the labor force, in this case a need for information technology workers in the state of Kentucky.

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): ☒ Undergraduate* ☐ Masters* ☐ Doctoral* ☐ Professional*
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?
	YES ☒ Date of contact: Fall 2009; March 2011
	NO ☐ (Contact the APAA prior to filling out the remainder of this form.)
3.	Degree Title: Bachelor of Science in Education
4.	Major Title: STEM Education and <content area> (Mathematics, Physics+
5.	Option:
6.	Primary College: College of Education
7.	Primary Department: Science, Technology, Engineering, and Mathematics (STEM) Education
8.	CIP Code (supplied by APAA) 13.1399
9.	Accrediting Agency (if applicable): National Council of Accreditation of Teacher Education (NCATE)
10.	Who should be contacted for further information about the proposed new degree program:
	Name: Margaret Mohr-Schroeder Email: m.mohr@uky.edu Phone: 257-3073
11.	Has the APAA determined that the proposed new degree program is outside UK's band?
	☐ YES (Continue with the Section II* on a separate sheet.)
	☒ NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)

Section II (Attach separate pages.)

I. Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.

II. Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.

III. Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

---

* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

NEW UNDERGRADUATE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"[1])

1. General Information:

College:	Education	Department:	Science, Technology, Engineering, and Mathematics (STEM) Education
Major Name:	STEM Education and <content area> (Mathematics, Physics)	Degree Title:	Bachelor of Science in Education
Formal Option(s), if any:	——	Specialty Field w/in Formal Options, if any:	——

Date of Contact with Assoc. Provost for Academic Administration[1]:	Fall 2009; March 2011	Today's Date:	April 13, 2011

Accrediting Agency (if applicable):	National Council of Accreditation of Teacher Education

Requested Effective Date: ☒ Semester following approval. OR ☐ Specific Date[2]: _____

Contact Person in the Dept:	Margaret Mohr-Schroeder	Phone:	257-3073	Email:	m.mohr@uky.edu

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.
- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

General Education Area		Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)			
	Arts and Creativity	any approved course	3
	Humanities	any approved course	3
	Social Sciences	any approved course	3
	Natural/Physical/Mathematical	any approved course	3
II. Composition and Communication			
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)			
	Quantitative Foundations[3]	MA 113 or MA kx 137	4
	Statistical Inferential Reasoning	STA 210	3
IV. Citizenship (one course in each area)			

---

[1] Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

[3] Note that MA 109 is NOT approved as a Gen Ed Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

	Community, Culture and Citizenship in the USA	any approved course	3
	Global Dynamics	any approved	3
		Total General Education Hours	31

3. Explain whether the proposed new program (as described in sections 4 through 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

Letters of support are attached for Physics and Mathematics.

4. How will University Graduation Writing Requirement be satisfied?

☒ Standard University course offering	Please list: _____
☐ Specific course	Please list: _____

5. How will college-level requirements be satisfied?

☐ Standard college requirement	Please list: _____
☐ Specific required course	Please list: _____

6. List pre-major or pre-professional course requirements, including credit hours (if applicable):

SEM 110, 2 hours
EDP 202, 3 hours
MA 113 or 137, 4 hours
STA 210, 3 hours
MA 114, 4 hours
MA 261, 3 hours (for Mathematics)
PHY 231, 4 hours (for Physics)
CHE 105, 3 hours (for Physics)

7. List the major's course requirements, including credit hours:

Please see attached curriculum contract for course requirements

STEM Education Primary Major:
EDS 516, 3 hours
SEM 421, 3 hours
SEM 422, 3 hours
SEM 435, 10 hours
EPE 301W, 3 hours

AND One or more of the following areas:

Mathematics Secondary Major:
MA 213, 4 hours
MA 322, 3 hours
MA 361 & 362 OR MA 416 & 417 - 6 hours
MA 310, 3 hours
MA/STA 320, 3 hours
MA 341, 3 hours

NEW UNDERGRADUATE PROGRAM FORM

Physics Secondary Major:
CHE 107, 3 hours
PHY 232, 4 hours
PHY 228, 3 hours
PHY 306, 3 hours
PHY 335, 3 hours
PHY 361, 3 hours
PHY 401G, 3 hours
~~PHY 460W ** to be submitted; 4 hours~~
AST 310, 3 hours
MA 213, 4 hours   PHY ELECTIVE, 300 OR ABOVE, 4 HOURS

8. Does program <u>require</u> a minor?   ☐ Yes ☒ No

> If so, describe, including credit hours. _____

9. Does program allow for an option(s)?   ☐ Yes ☒ No

> If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any:
> _____

10. Does the program require a certain number of credit hours outside the major subject in a related field?   ☒ Yes ☐ No

> If so, describe, including credit hours: <u>STEM Content support courses outside of major subject up to 120 hours; approved by advisor</u>

11. Does program require technical or professional support electives?   ☐ Yes ☒ No

> If so, describe, including credit hours: _____

12. Is there a minimum number of free credit hours or support electives?   ☒ Yes ☐ No

> If so, describe, including credit hours: <u>STEM Support courses up to 120 hours (see attached curriculum contract for example courses)</u>

13. Summary of Required Credit Hours.

a.	Credit Hours of Premajor or Preprofessional Courses:	<u>19-23</u>	Not Applicable ☐
b.	Credit Hours for Major Requirements:	<u>63-75</u>	
c.	Credit Hours for Required Minor:	_____	Not Applicable ☒
d.	Credit Hours Needed for Specific Option:	_____	Not Applicable ☒
e.	Credit Hours Outside of Major Subject in Related Field:	<u>variable up to 120 hours total</u>	Not Applicable ☐
f.	Credit Hours in Technical or Prof. Support Electives:	_____	Not Applicable ☒
g.	Minimum Credit Hours of Free/Supportive Electives:	<u>variable up to 120 hours total</u>	Not Applicable ☐
h.	Total Credit Hours Required by Level:		

100:	<u>10</u>	200:	<u>10-13</u>	300:	<u>18-24</u>	400-500:	<u>21-27</u>

i. Total Credit Hours Required for Graduation:	<u>120</u>

14.   Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to those.

<u>See attached sheet</u>

15. List below the typical semester by semester program for a major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See attached sheet for Mathematics option and Physics Option</u>	YEAR 1 – SPRING:	<u> </u>
YEAR 2 - FALL :	<u> </u>	YEAR 2 – SPRING:	<u> </u>
YEAR 3 - FALL:	<u> </u>	YEAR 3 - SPRING:	<u> </u>
YEAR 4 - FALL:	<u> </u>	YEAR 4 - SPRING:	<u> </u>

NEW UNDERGRADUATE PROGRAM FORM
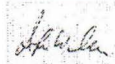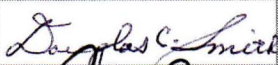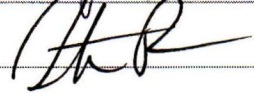## Signature Routing Log

General Information:

Major Name and Degree Title: <u>Bachelor of Science in Education - STEM Education and <content area> (Mathematics or Physics)</u>

Proposal Contact Person Name: <u>Margaret Mohr-Schroeder</u>   Phone: <u>257-3073</u>   Email: <u>m.mohr@uky.edu</u>

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
STEM Education	2/22/2011	Jennifer Wilhelm / / jennifer.wilhelm@uky.edu	_[signature]_
C+C Comm	3/28/11	Doug Smith / 1824 / dcsmit1 @ uky.edu	_Douglas C. Smith_
College of ED	4/19/11	Steve Parker / 52743 / spark10 @ uky.edu	_[signature]_
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council	11/8/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<u>The Department of STEM Education was approved by the Board of Trustees on February 22, 2011. It will be fiscally implemented on July 1, 2011.</u>

---

[4] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09

University of Kentucky — see blue.

Department of Science, Technology, Engineering, & Mathematics Education
Curriculum Contract
Bachelor of Science in Education with Rank III Certification
Double Major in STEM Education and _____

STEM PLUS – Producing Leaders for Urban/rUral Schools

Please TYPE

Name	
Email	

Address				
	Street	City	State	Zip

Phone				
	Home	Work	Cell/Other	Semester of Admission to Program

Required General Education Core: (31 hours)

May overlap with content major requirements. May not overlap with Content Support courses.

Course	Title	Term	Grade	Credits
Intellectual Inquiry				
	The Nature of Inquiry in the Natural, Physical, & Mathematics Sciences			3
	The Nature of Inquiry in the Social Sciences			3
	The Nature of Inquiry in the Humanities			3
	The Nature of Inquiry in the Arts & Creativity			3
Communications				
	Writing I			3
	Communication			3
Quantitative Reasoning				
MA 113 or MA 137	Mathematical, Logical and Statistical Foundations			4
STA 210	Statistical Reasoning			3
Citizenship				
	U.S. Citizenship			3
	Global Citizenship			3

Required STEM Education Major Core: (27 hours)

Course	Title	Term	Grade	Credits
SEM 110*	Introduction to STEM Education			2
EDP 202*	Human Development and Learning			3
EDS 516*	Principles of Behavior Management and Instruction			3
SEM 421*	STEM Methods I			3
SEM 422*	STEM Methods II			3
SEM 435*	STEM Student Teaching in the Secondary School			10
EPE 301W*	Education and American Culture			3

***** *Requires field experience hours*

Specialization STEM Content Coursework. Choose your content area below.

+ Eligible to meet a Gen Ed Requirement

Mathematics   **(36 hours)**

Course	Title	Term	Grade	Credits
Mathematics Core Courses				
MA 113+	Calculus I			4
MA 114	Calculus II			4
MA 213	Calculus III			4
MA 261	Introduction to Number Theory			3
MA 322	Matrix Algebra and its Applications			3
Mathematics Sequence, Choose one. May substitute a different sequence with prior faculty approval.				
MA 361	Elementary Modern Algebra I **AND**			3
MA 362	Elementary Modern Algebra II			3
MA 416	Principles of Operations Research **AND**			3
MA 417	Principles of Operations Research II			3
				3
				3
Required Mathematics Electives				
MA 310	Mathematics Problem Solving for Teachers			3
MA/STA 320	Introduction to Probability			3
MA 330	History of Mathematics			3
MA 341	Topics in Geometry			3
Optional Courses				
MA 214	Calculus IV			3

Physics   **(48 hours)**

Course	Title	Term	Grade	Credits
CHE 105+	General Chemistry I			3
CHE 107+	General Chemistry II			3
PHY 231	General University Physics			4
PHY 232	General University Physics II			4
PHY 228	Optics, Relativity, & Thermal Physics			3
PHY 306	Theoretical Methods of Physics			3
PHY 335	Data Analysis for Physicists			3
PHY 361	Principles of Modern Physics			3
PHY 401G	Special Topics in Physics and Astronomy for elementary, middle school, and high school teachers			3
PHY 460W	Active Learning Laboratory for Secondary Majors			4
AST 310	Topics in Astronomy and Astrophysics			3
MA 113+	Calculus I			4
MA 114	Calculus II			4
MA 213	Calculus III			4

STEM Content Support Courses – take up to 120 hours required for graduation

Select from each area of interest. You may not double count these courses with your major content course requirements or General Education requirements. Students should take courses in the STEM areas outside of their content/certification area. This list is not inclusive. All courses should be approved by advisor before taking.

Course	Title	Term	Grade	Credits
Mathematics/Statistics				

STA 291	Statistical Method			3
MA 501/502	Seminar in Selected Topics			3
OR/STA 524	Probability			3
EDC/EDP/EPE 522	Educational Tests and Measurements			3
SEM 525	Mathematics Clinic			3
	Engineering			
EGR XXX	SysSTEM			3
EGR 101	Introduction to Engineering			4
EGR 199	Technology and Society			3
EGR 199	Global Energy Issues			3
	Technology			
CS 115	Introduction to Computer Programming			3
TEL 201	Communication Technologies and Society			3
INF 401G	Informatics Fundamentals			3
EDC 543	Digital Game Based Learning and Instruction			3
EDC 544	Use and Integration of Instructional Media			3
CS 215	Introduction to Program Design, Abstraction, and Problem Solving			3
CS 221	First course in computer science for engineers			2
CS 316	Web Programming			3
	Science			
CHE 105	General College Chemistry I			3
CHE 111	General College Chemistry Lab I			1
BIO 148	Principles of Biology I			3
BIO 155	Principles of Biology Laboratory I			2
PHY 231/241	General University Physics			4
PHY 241	General University Physics Laboratory			1
GLY 220	Principles of Physical Geology			4

Total Credit Hours

Minimum 120 credit hours required for graduation and Rank III certification

Continuous Assessment

Checkpoint	Date
Satisfactory Entry Review	
Satisfactory Mid-point Review	
Satisfactory Exit Portfolio/Review	

Rationale for STEM PLUS Program

In Spring 2011, the STEM Education Faculty submitted an innovative undergraduate secondary certification program (called *STEM PLUS – Preparing Leaders for rUral/Urban Schools*). STEM PLUS program participants will earn a Bachelors of Science in Education with a double major in STEM Education and their content major (i.e., mathematics, physics, forthcoming--chemistry, biology, earth science, physical science, computer science) with secondary teaching certification (grades 8-12) in one or more state-certifiable STEM subjects in just 4 years. In addition, a proposal for a STEM Education major will be submitted that will allow College of Arts and Sciences and College of Engineering students to add on secondary mathematics, science, and/or computer science certification to their current degree program (see attached support letters). The STEM Education major will serve as the secondary major within their Arts and Sciences or Engineering degree program. There currently does not exist an undergraduate certification option for secondary mathematics, science or computer science students at UK. This degree program and major will allow for greater flexibility and multiple pathways towards becoming a STEM teacher.

There will be two undergraduate secondary education programs transferred to the new STEM Education Department in science and mathematics. Although these are Bachelor Degree programs, they do not lead to certification. A student who is within this program must continue on to the Master's with Initial Certification (MIC) program in order to be certified. However, data from the past 10 years of these two undergraduate programs have revealed that over 60% of the graduates do not go on to the MIC program. A majority of graduates decide to pursue alternative certification routes from other colleges or universities such as Eastern Kentucky University, Morehead State University, Georgetown College, and Northern Kentucky University. The main reason for these students pursuing their certification elsewhere is the financial burden of an intensive, full-time, one calendar year, Master's degree program such as the MIC. The STEM PLUS program will replace the existing secondary mathematics and science undergraduate programs. Current students in the undergraduate mathematics and science education programs (99 total) will have the option of transferring into the STEM PLUS program or finishing out their current program which does not lead to certification. If they choose to finish out their current program, we will continue to advise and foster them into the MIC Mathematics and Science Program. In early discussions with students, juniors and seniors (approximately 35) were interested in finishing out their current programs and the remaining students were interested in transferring to the new program when it became available. Future STEM PLUS students will be the result of recruiting high school students to become STEM teachers and choose UK to pursue their bachelor's degree and certification. We will utilize an Introduction to STEM Education Course, UK Admissions Office, websites, brochures, and other additional media means to recruit for the STEM PLUS Program and STEM Education Major Option. Figure 3 below represents graduation rates for the current programs and projected graduation rates (highlighted in yellow) for the STEM PLUS program.
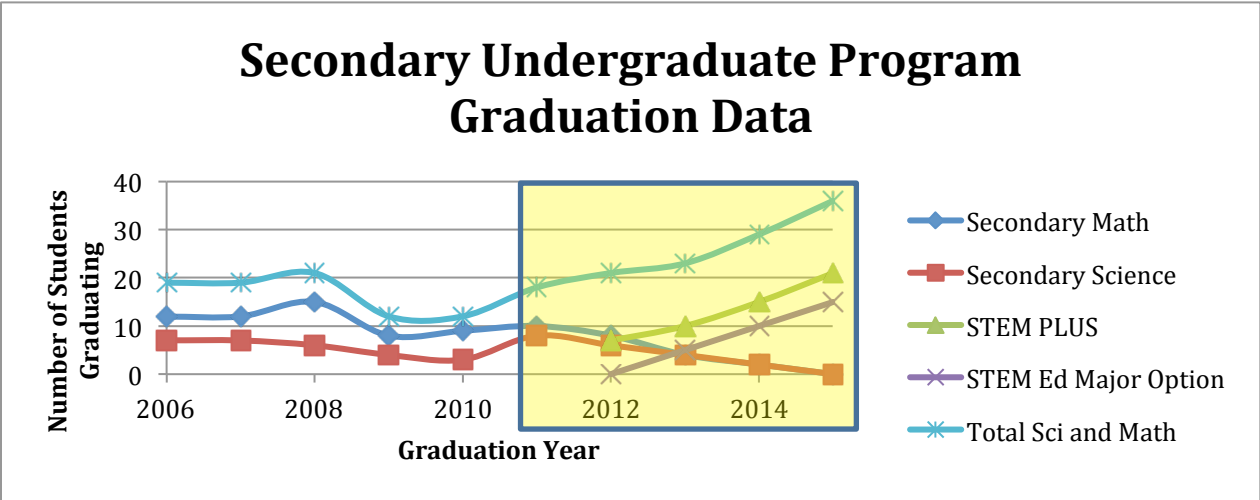
Secondary Undergraduate Program Graduation Data

Figure 3. *Current and Projected Secondary Undergraduate Program Graduation Data*

UK is a member of the *Science and Mathematics Teacher Imperative* (SMTI) and *The Learning Collaborative* (TLC), initiated by President Lee Todd and sponsored by the Association of Public and Land-Grant Universities (APLU). SMTI/TLC commits to "transform middle and high school science, technology, engineering and mathematics (STEM) education by preparing a new generation of world-class science and mathematics teachers." The SMTI Initiative includes 125 public research universities—including 12 university systems. As part of the initiative, UK had to commit to increasing the number of STEM teachers the university produces. President Todd and College of Education Dean Mary John O'Hair committed to tripling the number of secondary STEM teachers produced by 2014. Figure 4 below shows the current number of certified middle school and high school mathematics and science teachers graduating from UK. The highlighted yellow section represents the projected growth as a result of our undergraduate STEM Education Initiatives within our proposed new STEM Education Department. This tripling of numbers will help to meet the demand for highly qualified STEM teachers in secondary classrooms.
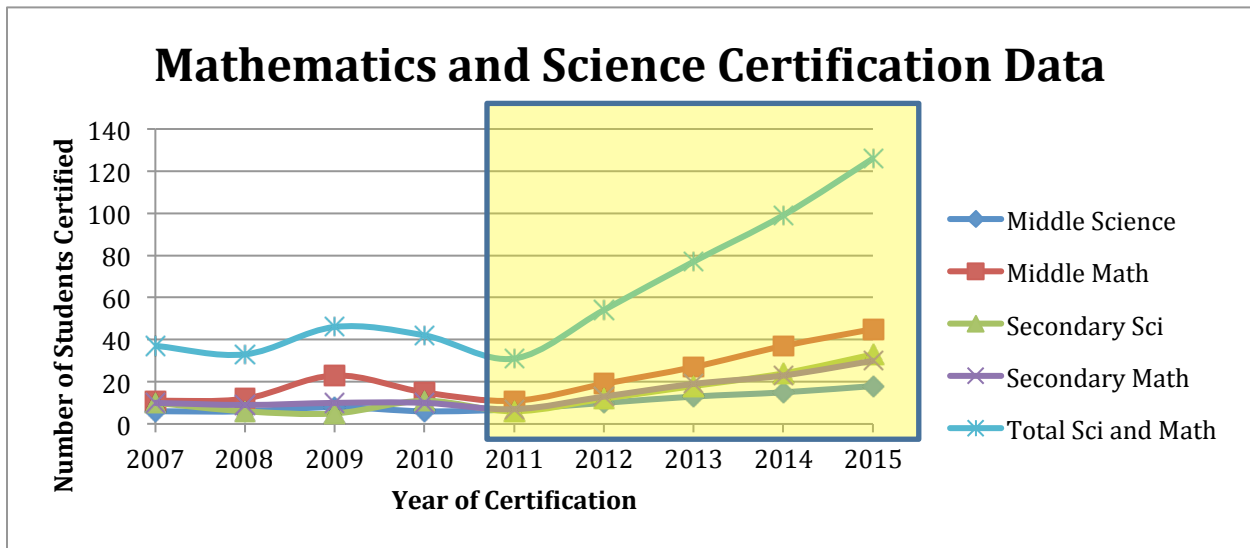
Figure 4. *Current and Projected Mathematics and Science Certification Data*

The lack of highly qualified mathematics and science teachers in middle and high school classrooms in the United States is a crisis that is well established. For example, unqualified teachers (i.e., out-of-field teachers) teach about 56% of high school students taking physical science and 27% taking mathematics. These percentages are magnified in high-poverty areas. Students enrolled in high minority schools have less than a 50% chance of having a science or mathematics teacher who has both a degree and license in the discipline taught (Darling-Hammond, 1999). Judy Jeffrey, a leader in the National Council of Chief State School Officers and the director of the Iowa State Department of Education, says, "In any given year, I have more openings for physics teachers than I can fill because I can't find highly qualified teachers in this field." This is compounded with the attrition of K – 12 teachers. Over the coming decade, approximately two-thirds of K – 12 teachers will either retire or leave the workforce. Of that, about 200,000 are secondary mathematics and science teachers (COSEPUP, 2007). The shortage of science and mathematics teachers is evident in the American Association for Employment in Education (AAEE) 2007 report, *Educator Supply and Demand in the United States* (see Figure 5 below).

AAEE Estimates of Relative Demand for Teachers by Subject Area on a Five Point Scale in 2007 (1=Considerable Surplus, 5=Considerable Shortage)
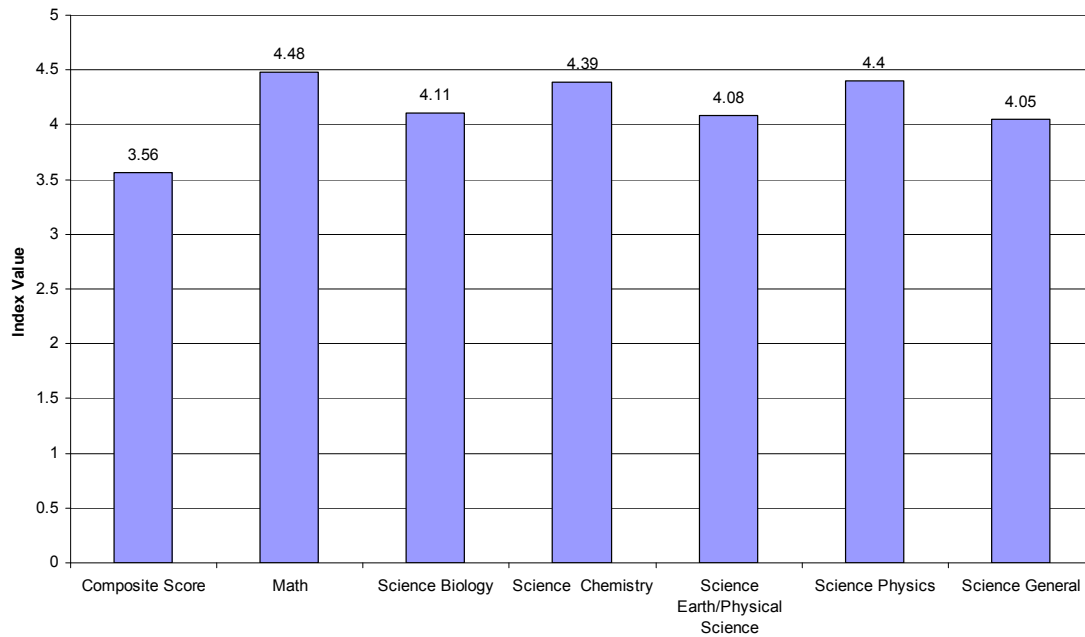
Figure 5. *Relative Demand for STEM Teachers by Subject Area*

At the state level, the Kentucky Department of Education annually compiles a list of certification shortage areas based on data provided by the Education Professional Standards Board (EPSB). Mathematics and science certification areas have been on the list since its inception in the 1990's. A review of the emergency issuances during the 2009-2010 school year indicates the reason for this inclusion. During this school year, the last for which there is a full year's set of data, the EPSB issued a total of 461 emergency certificates to districts in Kentucky. Of that number, 123 certificates were in the areas of biology, chemistry, physics, earth/space science (all grades 8-12), mathematics (grades 8-12), middle school science (grades 5-9), and middle school mathematics (grades 5-9). (see Executive Director Phil Rogers' letter of support)

The shortage and lack of qualified mathematics and science teachers has had a detrimental effect on the job market. A 2007 *Jobs for the Future* report remarks that three-quarters of students in America are not prepared for college studies in mathematics, science, engineering, and technology. Thus, employers are left to remediate gaps in knowledge and skills, as students are unable to apply their science education in a STEM work environment. Furthermore, according to a National Association of Manufacturers survey, 51% of employers state their graduates are "deficient in math and science" (Foster, 2010). If the U.S. is to be a leader in engineering, technology, and innovation in the global market, the state of science and mathematics education must be reversed.

We believe the addition of the STEM PLUS undergraduate degree program and the STEM Education Major Option will help to address state and national STEM teacher shortages. These two options, in addition to the current MIC Mathematics and Science Programs, will help to meet the SMTI/TLC commitment of tripling our STEM teachers and help meet the demand for more STEM teachers in the Commonwealth. The current draft of the STEM PLUS program has been vetted through the following departments: Mathematics, Biology, Physics, Chemistry, Civil Engineering, Mechanical Engineering, Chemical Engineering, Electrical Engineering, and Computer Sciences. All of the department chairs whole-heartedly embraced and approved the STEM PLUS initiative and the option of adding a second major to their current degree programs. In addition, Deans Lester and Kornbluh, Colleges of Engineering and Arts and Sciences, respectively, are supportive of the proposed programs and pathways.

Sample Degree Plan - Mathematics

Fall 1	15	Spring 1	16
MA 113/QR1	4	MA 114	4
Comm 1	3	Comm 2	3
Int. Inq. 1	3	Int Inq 2	3
Cit 1	3	Cit 2	3
SEM 110	2	STA 210	3

Fall 2	16	Spring 2	15
MA 213	4	MA 261	3
MA 322	3	MA 320	3
STEM Elec 1	3	STEM Elec 2	3
Int Inq 3	3	Int Inq 4	3
EDP 202	3	EPE 301W	3

Fall 3	15	Spring 3	15
MA Seq 1	3	MA Seq 2	3
MA 341	3	MA 310	3
EDS 516	3	MA 330W	3
STEM Elec 3	3	SEM 421	3
STEM Elec 4	3	STEM Elec 5	3

Fall 4	13	Spring 4	12
SEM 422	3	SEM 435	10
STEM Elec 6	3	STEM Elec 9	2
STEM Elec 7	3		
STEM Elec 8	4		

TOTAL	120

Sample Degree Plan - Physics

Fall 1	14	Spring 1	16
MA 113/QR1	4	MA 114	4
Comm 1	3	PHY 228	3
PHY 231	4	CHE 105	4
Cit 1	3	Cit 2	3
		SEM 110	2

Fall 2	15	Spring 2	15
MA 213	4	PHY 306	3
PHY 232	4	PHY 361	3
PHY 335	1	Int Inq 1	3
CHE 107	3	Comm 2	3
EDP 202	3	EPE 301W	3

Fall 3	15	Spring 3	16
AST 310	3	PHY 401G	4
Int Inq 2	3	Int Inq 3	3
EDS 516	3	STEM Elec 2	3
STA 210	3	SEM 421	3
STEM Elec 1	3	STEM Elec 3	3

Fall 4	14	Spring 4	12
SEM 422	3	SEM 435	10
PHY 460W	4	STEM Elec 5	2
Int Inq 4	3		
STEM Elec 4	4		

TOTAL	120

From:	Hippisley, Andrew R
Sent:	Wednesday, February 29, 2012 1:22 PM
To:	Brothers, Sheila C
Subject:	Re: SC_Global Studies Added to Agenda
Attachments:	STEM PLUS New ProgramREVISED_rev.pdf; GWS reponses.doc

Sheila,

Here goes:

1. PhD/MA Gender & Women Studies

Item 1 comes as a bundle of attachments, and this may be overwhelming for Senate Council. In this email I'll send our questions and GWS's answers. In the next email I'll send on what they sent me that together constitutes the revision. This item was technically voted through but our committee had reservations which I can talk about on the day. Here's our charge, with my highlighting:

"the SAPC shall review the academic excellence, the need, and the impact, desirability, **and priority** of the new academic program in relation to other programs. In approving a new program, the Committee shall **recommend a priority** to indicate its importance and the immediacy with which it should be implemented."

Given the disproportionate input (see resources listed) to output (they are aiming for only 3 students per year), and given that a motivation for running the program is to help them become a great department and retain their faculty, the committee felt that relative to other proposals this would get a lower priority rating.

Best,

Andrew

PhD Program in Gender and Women's Studies
College of Arts and Sciences

Introduction

The Department of Gender and Women's Studies proposes a PhD program in Gender and Women's Studies. Through this program we expect to train scholars in the academic field of Gender and Women's Studies and to prepare them for career fields including academia, research, the non-profit sector, media, policy and advocacy.

Gender and Women's Studies is a growing field in U.S. universities, with substantial student interest and diverse occupational profiles for graduates at all levels. There are over 650 undergraduate programs nationally. Yet there are only 15 Ph.D. programs, i.e. those allowing students to complete advanced study in this field. GWS at UK has had a successful certificate program for 18 years with 129 graduate students receiving certificates as of May 2011. We expect that our PhD program will be highly competitive nationally, given our strong and active research faculty whose interests cohere around a number of themes described below. We aim to build a distinguished academic program where students are well trained in content areas, research methodology, teaching, and applied skills.

The Department of Gender and Women's Studies supports an integrative, multi-disciplinary, theoretically diverse approach to the study of gender, which includes the social construction of femininity and masculinity across cultures. We are committed to research and teaching about the lives, cultures, perspectives, and activities of women as well as men globally, and to the understanding of gender as a construct that permeates human experience, thought, and history. Understanding women's experiences and contributions to society is central to the GWS mission, yet GWS recognizes that men's lives are gendered and is thus developing its strength in masculinity studies (Drs. Alcalde, Bordo, Couti, Mason and Tice have all published or are currently researching in this field and will be offering courses at the graduate and undergraduate levels. Dr. Alcalde will soon offer a Men and Masculinity course at the graduate level and Dr. Tice will shortly teach about the constructions of manhood on campus). Gender relations occur simultaneously with other social relations and inequalities of power, including those based on ability, age, class, ethnicity, race, region, religion, sexual orientation and the inequitable distribution of resources in and among countries and groups globally; this informs the research and teaching of the GWS faculty.

GWS Graduate Learning Outcomes are:
1. Demonstrate an ability to conduct advanced interdisciplinary research in gender and feminist studies, to identify salient research questions, and to critically evaluate a variety of texts and other sources of information.
2. Critically interpret feminist texts and arguments. Recognize and critically assess the theories and methods underlying a range of feminist analytic approaches.
3. Demonstrate ability to communicate clearly and effectively by analyzing and presenting concepts and interpretations orally and writing persuasive and organized essays and chapters.
4. Recognize and analyze relations of power marked by gender and how these relations mediate and are mediated by other social distinctions and processes including age, class, colonialism, ethnicity, national origin, race, religion, and sexuality.

Our Goals and Objectives with these outcomes are (1) critical understanding of the history of feminist thought, theory, and social action, and gender and masculinity theories as conceptualized from a variety of disciplinary perspectives and within a transnational framework; (2) expertise in appropriate methodologies, both within a discipline of a student's choice and/or those of an interdisciplinary nature; (3) an understanding of gender as it intersects with other social relations and categories of identity; (4) feminisms and the gendered lives of men and women in transnational context; (5) the opportunity to engage in rigorous, creative and original research and writing, culminating in a dissertation.

PhD students will be able to pursue concentrated work in a variety of areas, including (but not limited to) sexuality and masculinity studies, narrative and visual representations, gender and science, and states, economies, and social action. They may also choose to pursue an innovative, integrative concentration in the body in cultural context. The opportunity to concentrate on the body in cultural context, working with distinguished faculty from across the disciplines, will be immensely attractive to prospective graduate students, will encourage exciting new research collaborations and teaching opportunities for faculty working across these areas, establish UK Gender and Women's studies as a leader and innovator in creative graduate program development.

The need and demand for a PhD program in Gender and Women's Studies is considerable. Numerous organizations (e.g., National Women's Studies Association; Chronicle of Higher Education) report that the academy is seeing an increasing demand for programs that are interdisciplinary and those that address women's and gender issues. These GWS programs are becoming more embedded in academic institutions as units that offer baccalaureate and graduate degrees. Among our 19 benchmarks institutions, 8 currently offer a PhD (10 offer MA degrees and 18 offer graduate degrees, joint graduate degrees, graduate minors, certificates or concentrations). While the University of Louisville currently offers an MA degree in Women's and Gender Studies, and both U of L and Western Kentucky offer a graduate certificate, there are no PhD programs in the Commonwealth.

The establishment of a GWS PhD program will expand upon our current graduate certificate, which has been very popular since its inception in 1993. Most of our graduates have gone on to secure academics positions. A Ph.D. program will help attract and retain outstanding faculty for the Department and contribute to our goal of becoming a Top 20 research university. Faculty members in the Department and many of our Affiliated Faculty members have outstanding national and international reputations in studying gender (which includes men or women), and/or women (since this was the initial historical focus of most programs across the country and here at UK). We receive many inquiries from within and outside the state regarding a graduate degree in GWS at the University of Kentucky. Moreover, many of our Certificate students have indicated that that would have preferred a Ph.D. in GWS. Students with doctoral degrees in this area will be competitive for academic positions in a variety of disciplinary fields including, women's studies, gender studies, masculinity studies, and sexuality studies (one of our Certificate students with a Ph.D. in Biology now teaching in a GWS Department at the University of Virginia); non governmental organizations such as those recognized by the United Nations; national non profits, think tanks, and advocacy organizations such as the Feminist Majority Foundation,

National Organization of Women, Women for Women International, Planned Parenthood, the Institute for Women's Policy Research, Wellesley Centers for Women, National Council for Research on Women; local non profits including violence prevention centers, rape crisis centers, and federal, state, and local government units focusing on women, families, or equity issues, including human relations commissions and commissions on women.

Resources

The Gender and Women's Studies Department currently has six full-time faculty and three joint appointments. In addition we have assembled from our Affiliated Faculty a list of scholars who have agreed to serve as GWS Graduate Faculty that we attach to this proposal. No additional resources from the University will be required to operate this program.

We have created two new courses for this program, but one of them, GWS 640 History of Feminist Thought and Action, replaces an older Advanced Feminist Theory course that will only be taught occasionally. We have also added a Methods course in GWS 630. The rest of the curriculum involves existing courses that we already regularly teach.

Required Courses

Two Courses in Feminist Thought/Theory sequence: GWS 640 (new course) History of Feminist Thought and Action; GWS 650 (already taught every year) Feminist Theory. Feminist Theory is a standard course in graduate and undergraduate programs in GWS. Some institutions have courses on the history of feminist thought or they combine historical and contemporary theories into one course. We believe that history is an essential component to our program and are pleased to offer a somewhat unique course, the History of Feminist Thought and Action. These courses deal with theories about gender, which includes both women and men.

Two Methods/Skills Courses: GWS 630 (new course) Seminar in Feminist Research Methods and additional GWS or approved method/skill course. We agreed on two courses: one that would be interdisciplinary and the other that would be rooted in a particular discipline. Our reasoning included garnering sufficient skills for dissertation research and making our graduates more attractive to potential employers.

Two pro-seminars: GWS 600 Topics in Gender and Women's Studies or GWS 700 Topical Seminar in Gender and Women's Studies. (Both are existing courses). (Topics include The Body in History and Culture, Men and Masculinity, The Creation of Ann Boleyn, Post-Colonialism and Gender, Gender Courts and Law, Class and Gender, Gender and Appalachia, Queer Theory, Gender and Popular Culture, Feminist Science Studies, among many others).

The program is designed so that students can complete it within 4 years, depending on the demands of their dissertation research.

NEW DOCTORAL DEGREE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"[1])

GENERAL INFORMATION

College:	Arts & Sciences		Department:	Gender and Women's Studies

Major Name:	Gender and Women's Studies	Degree Title:	Ph.D.

Formal Option(s):	_____	Specialty Fields w/in Formal Option:	_____

Date of Contact with Associate Provost for Academic Administration[1]: February 12, 2010

Bulletin (yr & pgs):	NA	CIP Code[1]:	05.0299	Today's Date:	May 14, 2010

Accrediting agency (if applicable): NA

Requested Effective Date:	☒ Semester following approval.	OR	☐ Specific Date[2]:	_____

Dept Contact Person:	Dr. Patricia Cooper	Phone:	257-1388	Email:	patricia.cooper@uky.edu

1. Number of transfer credits allowed:	9 hours of graduate course credit not used toward a degree may be transferred from another institution or another program; if the student has an MA from another institution or another program, up to 18 hours from course credits from the M.A. may be credited toward the pre-qualifying exam residency requirements.
(Maximum is Graduate School limit of total of 9 hours (or 25% of the credit hours needed to fulfill the pre-qualifying residency requirement.)	
2. Residence requirement:	A student must complete a minimum of 36 hours of residency before the qualifying exams and 2 semesters of residency after qualifying exams. Students must remain enrolled continuously in GWS 767 after qualifying exams until completion of degree.
(Minimum of one year before and after Qualifying Exams.)	
3. Language(s) and/or skill(s) required:	All PhD students must pass the required GWS methods course, GWS 630, and one approved methods course in GWS or in another department. All students must additionally demonstrate proficiency in an advanced skill through training in a foreign language or an advanced methods or skills course or other approved training opportunity. Fulfillment of the advanced skills requirement will require a letter from the chair of the advisory committee justifying the relevance of the skill to the student's program of study; the letter must be approved by the DGS. The foreign language requirement may be met by

---

	completion of Special Examinations given for the foreign language reading courses with a grade of "B" or better; by completion of one of the accelerated graduate level ("011") courses with at least a "B" grade; or, for international students who are non-native speakers of English, with a TOEFL score of 550 (213).

4. Provisions for monitoring progress and termination criteria:	At the end of their first year of residence (and also at the end of 18 credit hours of coursework if this is not within the first year), all graduate students must be reviewed by the graduate program committee with invited participation by all GWS graduate faculty who have taught graduate students during the academic year. The criteria to be evaluated will include progress toward degree, grades, and performance on course assignments.
	
	One of three actions must be taken for each student being evaluated:
	  A. Conclude that the student has completed satisfactorily their first year of coursework (or 18 credit hours) in the program and recommend the student for continuance as a PhD candidate;
	  B. Conclude that while there have been positive aspects to the student's performance, the student's overall performance as indicated by courses taken, grades (minimum GPA 3.2 in the first 18 credit hours) and course assignments indicates to faculty that the student is unlikely to successfully complete the PhD program. In this case, the student will be afforded the opportunity to complete an M.A. degree (if they do not have an M.A. in Gender and Women's Studies from another institution). The Graduate Program Committee will consider the student's re-application to the PhD program upon completion of the M.A. degree;
	  C. Conclude that the student's work is clearly unsatisfactory based on grades (any grade of a C or below in a course), poor evaluations by course instructors based on coursework for the class, or failure to complete courses as advised by the department, in which case the student is dismissed from the PhD program.
	
	Any student who receives two or more "C's" in their first 18 credit hours of coursework will be dismissed from the PhD program.
	
	For students earning a Master's degree only:
	An M.A. degree will be awarded based on either Plan A or Plan B. Plan A includes 24 hours of coursework, including the 2 courses in methods,

	the 2 course sequence in Feminist Thought/Theory, and 2 area seminars. Plan A also requires a written thesis that demonstrates the ability to conduct original research and write in a professional academic manner and oral defense. Plan B includes 30 hours of coursework, including the 2 courses in methods, the 2 course sequence in Feminist Thought/Theory, and 2 area seminars. Plan B also requires a written examination and oral defense. The written and oral examinations will be prepared by a committee of 3 GWS faculty members taking into consideration the coursework completed by the student. Students earning a Master's degree under Plan A or Plan B must meet the course level distribution requirements of the Graduate School. An M.A. will be awarded to Ph.D. students after passing their written and oral qualifying examinations.
5. Total credit hours required:	Students must complete the equivalent of a minimum of 36 hours prior to qualifying exams (these hours must be completed within 5 years of entering the program; extensions of up to 3 years may be requested). Students will a prior M.A. must complete a minimum of 18 hours of coursework prior to qualifying examinations. Students with a prior M.A. may be required to complete more than 18 hours of coursework based on the evaluation by their advisory committee. Total credit hours required: 40 [(36 hours of coursework + 4 hours of dissertation residency credits (GWS 767)]. Note: Students must remain registered in GWS 767 each semester post-qualifying exams until completion of their degree and show satisfactory progress toward the completion of their dissertations each semester.
6. Required courses :	All students must complete two course sequence of Feminist Theory & History of /Feminist Thought and Action (GWS 650 / GWS 640. All students must complete two courses in methods/skills training (GWS 630 / additional GWS or approved course). All students must complete two "area" pro-seminars (GWS 600 or GWS 700) topical areas to be specified by the instructor, e.g. the body, the state, representations).

7. Required distribution of courses within program:	Students must specify in writing a major area of focus approved by their advisory committee prior to their third semester of study (during the first semester of residence for students entering with a prior MA).
8. Minor area or courses outside program required:	There is no requirement for specifying a minor area or for taking courses outside of the Department.
9.Distribution of courses levels required (400G-500/600-700):	There are no distribution requirements for the PhD. For the M.A., students must meet the distribution requirements of the Graduate School for coursework. These requirements include: 2/3 of the courses must be taken in the GWS department, 2/3 of the minimum requirement hours must be in regular coursework and half of the required hours (excluding thesis, practicum or internship hours) must be in 600/700 level courses.
10. Qualifying examination requirements	The qualifying exam includes both written and oral components. Students must pass both components. Students will be informed no later than the end of the oral examination whether they have passed or failed the written and oral components of the examination. A. The chair of a student's PhD committee must ask faculty members on the dissertation committee to submit questions for the written exam. B. A reading list will be prepared by the student with the advice and consent of her/his committee. C. The written component of the exam shall consist of take-home exams in three parts. The exams will be administered concurrently. Students will have three weeks to complete the written exam. The exam will consist of one section of questions on Feminist Thought/Theory, one section of questions on Gender and Women's Studies topics (general area), and one section of questions on the student's substantive major area of focus. D. There will be an oral examination for each student scheduled no later than one month after the completion and submission of the written examination.

11. Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).
Students may choose to take courses from other departments, but no specific courses are required. However students

must take a 2nd methods course either in the GWS Department or in another department. This will be addressed on a case by case basis with individual departments.

12. Other requirements not covered above:

ADVISORY AND DISSERTATION COMMITTEES
All students are required to create and meet with an advisory committee by the end of their second semester of enrollment. The dissertation advisory committee must be formed at least 1 year prior to the qualifying examination. This committee must include a minimum of 4 faculty members. The dissertation director serves as the major professor and must be a full member of the Graduate Faculty; at least 2 other committee members must be full members of the Graduate Faculty. The committee must include a minimum of 3 GWS Graduate faculty members and at least 1 faculty member from outside the department.

All students are required to complete a program of study approved by their advisory committee by the end of their second semester of enrollment. This program of study must be submitted in writing to the DGS.
All students are required to meet with their advisory committee at least once a year prior to their qualifying exams. The chair of the committee is required to send a letter to the DGS, to be placed in the student's file, to report on the results of each meeting and the student's progress toward degree.
Good progress toward completion of degree is defined as successful completion of coursework approved by the advisory committee with a minimum 3.0 GPA each semester under review and satisfactory preparation toward the qualifying exams and dissertation proposal. Lack of good progress will result in a review by the committee with the DGS for possible dismissal from the program.
Students are required to successfully defend their dissertation prospectus within 6 months of passing their qualifying examinations. Students who do not successfully defend in this time period will be evaluated by the committee with the DGS for possible dismissal from the program.

The student must meet with their dissertation committee at least once per year until the student has successfully defended the dissertation prospectus in order to evaluate progress. After the prospectus defense, progress will be reported each semester by the committee chair as a written evaluation of GWS 767. This progress must be reported to the DGS. A student who receives a U for dissertation research credit (GWS 767) will be considered to lack good progress toward the degree. Lack of good progress will result in a review by the committee with the DGS for possible dismissal from the program.

APPLICATION DEADLINES
Students may apply for admission beginning in the Fall semester only. Applications for fall admission must be received no later than April 15th. International students must meet the deadlines established by the Graduate School (applicants can check the Graduate School website for this deadline). Applications must be complete by the deadline for consideration. Partial applications will not be considered. Applications must include GRE scores, three letters of recommendation, transcripts from all previous educational institutions, statement of purpose and writing sample. Applications for teaching assistantships, fellowship nominations, or other financial aid through the Department must be received by January 15 prior to the Fall semester for which the student is applying for admission. The applications to both the Graduate School and the Department must be complete and all materials must be received no later than January 15 in order to receive full consideration for awards.

APPLICATION REQUIIREMENTS
Applicants must have at least a 3.00 undergraduate GPA. For those with credit in graduate classes, their graduate GPA must be at least a 3.2. Students must submit their GRE scores to the Graduate School and the Department. The GRE scores will be considered as part of the application. Students must provide transcripts from all previous institutions of higher learning they have attended and received course credit from. Applications must include 3 letters of recommendation sent directly to the Department.
Additional rules for international applicants are on the Graduate School website.

NEW DOCTORAL DEGREE PROGRAM FORM

13. What is the rationale for the proposed new program? Include specific references to accreditation requirements if applicable.	

Numerous organizations (e.g., National Women's Studies Association; Chronicle of Higher Education) report that the academy is seeing an increasing demand for programs that address women's and gender issues, and these programs are becoming more embedded in academic institutions as departments and programs offering baccalaureate and graduate degrees. Among our 19 benchmark institutions, 8 currently offer Ph.D.s (10 offer stand-alone M.A. degrees, while all but two offer join joint MA or PhD degrees, graduate minors, certificates or contentrations. While the University of Louisville currently offers an MA degree in Women's and Gender Studies, and both U of L and Western Kentucky University offer a graduate certificate, there are no PhD programs in the Commonwealth.

The need and demand for a PhD program in Gender and Women's Studies is great. The establishment of such a program will expand upon the current graduate certificate, 122 of which have been awarded since 1994. A Ph.D. program will help attract and retain outstanding faculty for the Department and contribute to our goal of becoming a Top 20 research university by 2020. The faculty in the Department and many of our Affiliated Faculty have outstanding national and international reputations in studying gender and/or women. We receive many inquiries from within and outside the state regarding a graduate degree in GWS at the University of Kentucky.

Signature Routing Log

General Information:

Proposal Name: GWS Ph.D. proposal

Proposal Contact Person Name: Patricia Cooper   Phone: 859-257-1388   Email: patricia.cooper@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
GWS Faculty	May 5, 2010	Patricia A. Cooper / 257-1388 / pacoop@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[3]

---

[3] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.
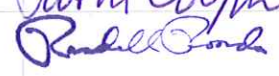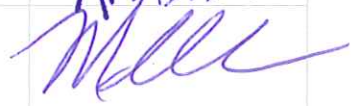
SIGNATURE ROUTING LOG

General Information:

Proposal Type:　Course ☐　　Program ☒　　Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.):　PhD (new program)

Proposal Contact Person Name:　Patricia Cooper　　Phone: 7-1388　　Email: patricia.cooper@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Gender & Women's Studies entire faculty acting as a Curriculum Committee of the Whole	01/23/10	Patricia Cooper / 7-1388 / patricia.cooper @uky.edu	*Patru Cooper*
Gender & Women's Studies, Chair	01/23/10	Patricia Cooper, Chair / 7-1388 / patricia.cooper@uky.edu	*Patru Cooper*
A&S Ed. Policy Cmte.	11/16/10	Randall Roorda, Humanities / 7-1033 / rroorda@uky.edu　Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	*Randall Roorda*　*JMBadagliacco*
A&S Dean	11/16/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	*AR Bosch*
A&S Dean	01/13/11	Mark Kornbluh, Dean / 7-1375 / mark.kornbluh@uky.edu	*MK*

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council			
Graduate Council	Approved by GC 4/22/11		
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:
_____

_____

[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Program of Study

Students beginning in Fall 2013

YEAR	Fall	Spring	Total Hours
1	•GWS 650 Feminist Theory* •GWS 630 Method 1** •GWS 600 or 700*	•Approved Seminar •Advanced Skill •GWS 600 or 700	18
2	•Method/skill 2 •Approved Seminar •Approved Seminar	•GWS 640 History of Feminist Thought and Action** •Approved Seminar •Approved Seminar	36
3	Qualifying Exam GWS767 Dissertation Residency	Proposal Defense GWS 767 Dissertation Residency	40
4	GWS 767	GWS 767	

Students beginning in Fall 2014

YEAR	Fall	Spring	Total Hours
1	•GWS 650 Feminist Theory •Approved Seminar •GWS 600 or 700	•Method 2 or Approved Seminar •Approved Seminar •GWS 640	18
2	•Advanced Skill •GWS 630 Method 1 •Method 2 or Approved Seminar	•GWS 600 or 700 • Approved Seminar • Approved Seminar	36
3	Qualifying Exam GWS 767 Dissertation Residency	Proposal Defense GWS 767 Dissertation Residency	40
4	GWS 767	GWS 767	

*Offered every year
**Offered every other year

Revised List of Possible Courses for the Second Methods Requirement.

The GWS Department requires GWS 630, an interdisciplinary methods course. Students are required to take GWS 630 and an additional methods course, either in our department or in another department. The student and her/his Advisor will discuss the additional methods course and determine which course would be most appropriate, given the students skills and research interests. The DGS will contact departments on a case-by-case basis to make arrangements for these courses. The list below is not exhaustive, only suggestive.

ANTHROPOLOGY
ANT 541 ARCHAEOLOGICAL METHOD AND THEORY
ANT 620 TOPICS AND METHODS OF EVALUATION
ANT 660 ETHNOGRAPHIC RESEARCH METHODS

ENGLISH
ENG 600 BIBLIOGRAPHY AND METHODS OF RESEARCH

GEOGRAPHY
GEO 600 ANALYTIC METHODS IN GEOGRAPHY
GEO 700 ADVANCED ANALYTICAL METHODS IN GEOGRAPHY

HISTORY
HIS 606 HISTORICAL CRITICISM

PHILOSOPHY
PHI 560 PHILOSOPHY OF SCIENTIFIC METHOD

POLITICAL SCIENCE
PS 671   STRATEGIES OF INQUIRY IN POLITICAL SCIENCE
PS 672   INTRODUCTION TO TECHNIQUES OF POLITICAL RESEARCH

PSYCHOLOGY
PSY 611 PSYCHOLOGICAL RESEARCH

SOCIOLOGY
SOC 622 TOPICS AND METHODS OF EVALUATION
SOC 680 METHODS OF SOCIAL INVESTIGATION
SOC 681 RESEARCH DESIGN AND ANALYSIS

STATISTICS
STA 570 BASIC STATISTICAL ANALYSIS

THEATER
TA 610 CRITICAL THEORIES AND PERFORMANCE

GWS Ph.D. Proposal
Supplement

I have added relevant supplemental information for our proposal to fill in gaps that official forms omit.

1. Proposal Development Process. In AY 2005-2006, the Steering Committee of what was then the Women's Studies Program, in co-ordination with Affiliated Faculty developed a five-year plan that called for a) departmental status b) undergraduate major c) Ph.D. program. In the Fall of 2007, GWS submitted proposals to the Council on Post-Secondary Education to establish the two degrees and these proposals were approved in January 2008. Additional proposals for department status and the undergraduate major were developed and submitted for approval. The College EPC approved the UG major on April 22, 2008 and the Faculty Senate on March 9, 2009. Departmental status followed a similar path and was approved by the UK Board of Trustees on June 11, 2009. We worked an additional year on our Ph.D. program and submitted our proposal for it in May 2010.

2. Resources for the Ph.D. degree
   a. Department Faculty. GWS hired two new faculty during 2010-2011, Dr. Carol Mason (Full Professor) and Dr. Melissa Stein (Assistant Professor). We were also successful in moving Dr. Tice's tenure to the Department along with 56% of her DOE. Dr. Lucinda Ramberg left UK to accept a position at Cornell University. GWS currently has an FTE of 7.25.

   I have also attached a copy of a Four Year Teaching Plan illustrating how we will cover our graduate courses. Note that we have only added two new courses to our graduate curriculum for the Ph.D. These will be taught only every other year. The remaining courses are already being taught as part of our Graduate Program. So we are adding only one new graduate course a year to the curriculum we are already teaching. We already have enough faculty to meet all of our teaching requirements and offer electives.

   b. Affiliated Faculty. We have 17 Affiliated Faculty willing to serve on as Graduate Faculty for the GWS Ph.D. Program: They are: Mary Anglin (Anthropology); Virginia Blum (English); Francie Chassen-Lopez (History); Beth Goldstein (Ed. Policy Studies and Evaluation); Debra Harley (Special Education and Rehabilitation Counseling) Rosalind Harris (Rural Sociology); Pearl James (English); Kathi Kern (History); Ana Liberato (Sociology); Tad Mutersbaugh (Geography); Melanie Otis (Social Work) Karen Petrone (History); Susan Roberts (Geography); Ellen Rosenman (English); Anita Superson (Philosophy); Monica Udvardy (Anthropology); and Nazera Wright (English).

c. Graduate Student Support. We currently have 4 full Teaching Assistantships. We intend to admit only those students whom we can support with assistantships or those outstanding students who do not need support We also have a Bonnie Cox Graduate Travel Award that provides up to $1,000 a year for up to 4 students (the amount various because this is interest from an endowment given by a former Director and Librarian at UK, Bonnie J. Cox) to fund research travel. Students may reapply for a second award the following year.   The endowment is currently $176,183.

3. GWS Electives and our Affiliated Faculty
   a. GWS Department Faculty teach electives under GWS course titles.

   b. Affiliated Faculty members teach their customary courses in their own departments. They notify us of any of their courses that meet our requirements for GWS electives (90% of the course must be focused on gender or women). We include these courses on a list that we circulate several weeks before registration every semester and that we post on our web site. I have attached copies of sample lists. With this system, we do not request any change in a faculty member's DOE.

4. Comparisons with other Ph.D. Programs.   I have attached a table with information about benchmark programs along with additional ones of interest. The table shows some programs with varying FTEs, but with which UK's Department compares favorably, especially considering the large size of some of the older programs. The same is true for Affiliated Faculty. We intend to increase the number of joint appointments as we move forward and believe that creation of a Ph.D. program in the Department will also attract faculty to seek joint appointments with the Department.

5. National Women's Studies Association Data on Ph.D. programs. Most of the programs are new enough that NWSA has not yet conducted a study on placements or degrees granted. However, job openings in Women's Studies, Feminist Studies, Gender Studies, Sexuality Studies, and Gender and Women's Studies (they are variously named across the country) programs or departments consistently seek individual with degrees in this field, rather than in another discipline. In our own search last year, we received over 400 applications, but the minority were individuals with degrees in GWS. We gave preference to those individuals in our hiring decisions.

6. UK GWS Ph.D. Enrollments. Although we believe that demand for our program will be significant (we get calls every year and this year have had 12 serious inquiries for our anticipated Ph.D. program) and that we could enroll as many as 8 students the first year, the Department has decided to admit only the best students between 1-3 students the first year.   This is consistent with what other GWS departments do, except for a few of the largest

programs. We also anticipate and will recommend that students make careful investigation of all of the fellowships and awards made through the Graduate School. We found that Ph.D. programs in GWS elsewhere receive from 4 to 10 Teaching Assistantships a year and supplement them with additional awards through their graduate schools. Some departments do not receive their own TAships, but instead receive the support directly from their graduate schools.

7. Graduate Assessment. I have attached a copy of our Assessment Map for the Graduate Program. We have already completed two graduate program assessments and filed our improvement plans. We intend to select one Learning Outcome a year, and the Graduate Committee conducts the assessment. They use a research paper in a required course or some other ultimate writing assignment appropriate to the Learning Outcome being assessed. We strip the papers of identifying marks, make them available to committee members with the scoring rubrics. Then they meet to discuss the scoring and create an improvement plan. Department faculty discuss the plans in a faculty meeting.

8. GWS Mission Statement.

The Department of Gender and Women's Studies aims to serve the University and the Commonwealth through promotion of equity and commitment to excellence.

We are committed to research and teaching about the lives, cultures, perspectives, and activities of women globally. We believe that what are commonly referred to as "women's issues" are societal issues that affect all individuals, regardless of gender.

While understanding women's experiences, resources, strategies and contributions to society is central to the GWS mission, equally important is the exploration of gender as a construct that permeates human experience, thought, and history. We recognize that men's lives are gendered and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation and the inequitable distribution of resources in and among countries and groups globally.

In the service of this mission, we are committed to the development of a multi-disciplinary, integrative, theoretically diverse curriculum at the undergraduate and graduate levels; support of critical research, teaching and public programming in Gender and Women's Studies; and fostering interdisciplinary collaboration among both faculty and students.

UK GWS Resources, Faculty and Courses Each Semester, 2011-2012

FTEs: GWS currently has 7 FTEs.

Faculty   Fall Spring

Faculty	Fall	Spring
Alcalde	2	2
Bordo*	1	1
Basu	2	2
Cooper	1	1
Couti**		1
Mason	2	2
Oaks	3	3
Riggle		1
Stein	2	2
Tice***	1	1
Total courses	14	16

*Dr. Susan Bordo teaches one GWS course per year and one elective without a GWS course prefix, but which generally counts towards either the Major or the Graduate Program. So she provides one GWS course and one elective for us each year. I have included the elective in this table.

**Dr. Jacqueline Couti teaches in the Department of Modern and Classical Languages and teaches one course per year for GWS.

***Dr. Karen Tice's tenure moved from EPE to GWS in the summer of 2011 and we hold 56% of her appointment.

Graduate Faculty in the Department of Gender and Women's Studies

Core Department Faculty:
Cristina Alcalde, Srimati Basu, Susan Bordo, Patricia Cooper, Carol Mason, Janice Oaks, Ellen Riggle, Melissa Stein, Karen Tice

Affiliated Faculty (17):
Mary Anglin (Anthropology); Virginia Blum (English); Francie Chassen-Lopez (History); Beth Goldstein (Ed. Policy Studies and Evaluation); Debra Harley (Special Education and Rehabilitation Counseling) Rosalind Harris (Rural Sociology); Pearl James (English); Kathi Kern (History); Ana Liberato (Sociology); Tad Mutersbaugh (Geography); Melanie Otis (Social Work) Karen Petrone (History); Susan Roberts (Geography); Ellen Rosenman (English); Anita Superson (Philosophy); Karen Tice (Ed. Policy Studies and Evaluation until she becomes joint with GWS); Monica Udvardy (Anthropology); and Nazera Wright (English).

SIGNATURE ROUTING LOG
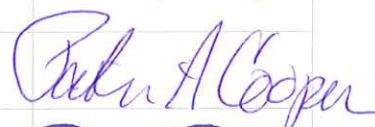
General Information:

Proposal Type: Course ☐   Program ☒   Other ☐

Proposal Name[1] (course prefix & number, pgm major & degree, etc.):   MA (new program)

Proposal Contact Person Name: Patricia Cooper   Phone: 7-1388   Email: patricia.cooper@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Gender & Women's Studies entire faculty acting as a Curriculum Committee of the Whole	01/23/10	Patricia Cooper, Chair / 7-1388 / patricia.cooper@uky.edu	*Patricia Cooper*
Gender & Women's Studies, Chair	01/23/10	Patricia Cooper, Chair / 7-1388 / patricia.cooper@uky.edu	*Patricia A Cooper*
A&S Ed. Policy Cmte.	11/16/10	Randall Roorda, Humanities / 7-1033 / rroorda@uky.edu Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	*Randall Roorda* *J Badagliacco*
A&S Dean	11/16/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	*AR Bosch*
A&S Dean	01/13/11	Mark Kornbluh, Dean / 7-1375 / mark.kornbluh@uky.edu	*MK*

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

---

[1] Proposal name used here must match name entered on corresponding course or program form.
[2] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW MASTERS DEGREE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"[1])

GENERAL INFORMATION

College: Arts and Sciences   Department: Gender and Women's Studies

Major Name: Gender and Women's Studies   Degree Title: M.A.

Formal Option(s):   Specialty Fields w/in
                                            Formal Option:

Date of Contact with Associate Provost for Academic Administration[1]:   February 12, 2010

Bulletin (yr & pgs):   N/A   CIP Code[1]:   05.0299   Today's Date: May 10, 2010

Accrediting Agency (if applicable):   NA

Requested Effective Date: ☒ Semester following approval.   OR   ☐ Specific Date[2]:

Dept. Contact Person: Dr. Patricia Cooper   Phone: 859-257-1388   Email: patricia.cooper@uky.edu

CHANGE(S) IN PROGRAM REQUIREMENTS

1. Number of transfer credits allowed

   (Maximum is Graduate School limit of 9 hours or 25% of course work)

   9 hours of graduate course credit not used toward a degree may be transferred from another institution or another program

2. Residence requirement (if applicable)

   A student must complete a minimum of 24 hours of residency for the MA

3. Language(s) and/or skill(s) required

   Students must complete GWS 630 Feminist Research Methods and 1 additional research methods course approved by the DGS.

4. Termination criteria

   At the end of their first year of residence (and also at the end of 18 credit hours of coursework if this is not within the first year), all graduate students must be reviewed by the graduate program committee with invited participation by all GWS graduate faculty who have taught graduate students during the academic year.
   The criteria to be evaluated will include progress toward degree, grades, and performance on course assignments.
   One of three actions must be taken for each student being evaluated:
   A. Conclude that the student has completed satisfactorily their first year of coursework (or 18 credit hours) in the program and recommend the student for continuance as a PhD candidate;
   B. Conclude that while there have been positive aspects to the student's performance, the student's overall performance as indicated by courses taken, grades (minimum GPA 3.2 in the first 18 credit hours) and course assignments indicates to faculty that the student is unlikely to successfully complete the PhD program. In this case, the student will be afforded the opportunity to complete an M.A. degree (if they do not have an M.A. in Gender and Women's Studies from another institution). The Graduate Program Committee will consider the student's re-application to

the PhD program upon completion of the M.A. degree;
    C. Conclude that the student's work is clearly unsatisfactory based on grades (any grade of a C or below in a course), poor evaluations by course instructors based on coursework for the class, or failure to complete courses as advised by the department, in which case the student is dismissed from the PhD program and is not eligible to continue for the M.A.

Any student who receives two or more "C's" in their first 18 credit hours of coursework will be dismissed from the PhD program and is not eligible for continue for the M.A.

For students earning a Master's degree only:
An M.A. degree will be awarded based on either Plan A or Plan B. Plan A includes 24 hours of coursework, including the 2 courses in methods, the 2 course sequence in Feminist Theory, and 2 area seminars. Plan A also requires a written thesis that demonstrates the ability to conduct original research and write in a professional academic manner and oral defense.
Plan B includes 30 hours of coursework, including the 2 courses in methods, the 2 course sequence in Feminist Theory, and 2 area seminars. Plan B also requires a written examination and oral defense. The written and oral examinations will be prepared by a committee of 3 GWS faculty members taking into consideration the coursework completed by the student.
Students earning a Master's degree under Plan A or Plan B must meet the course level distribution requirements of the Graduate School.

An M.A. will be awarded to Ph.D. students after passing their written and oral qualifying examinations.

5.   Plan A Degree Plan requirements[3] (thesis)

Plan A includes 24 hours of coursework, including the 2 courses in methods (GWS630 plus one additional approved methods course), the 2 course sequence in Feminist Theory, and 2 area seminars. Plan A also requires a written thesis that demonstrates the ability to conduct original research and write in a professional academic manner and oral defense.

6.   Plan B Degree Plan requirements[3] (non-thesis)

Plan B includes 30 hours of coursework, including the 2 courses in methods (GWS630 plus one additional approved methods course), the 2 course sequence in Feminist Theory, and 2 area seminars. Plan B also requires a written examination and oral defense. The written and oral examinations will be prepared by a committee of 3 GWS faculty members taking into consideration the coursework completed by the student.

7.   Distribution of course levels required

For the M.A., students must meet the distribution requirements of the Graduate School for coursework. These requirements include at minimum: 2/3 of the courses must be taken in the GWS department, 2/3 of the minimum requirement hours must be in regular coursework and half of the required hours (excluding

NEW MASTERS DEGREE PROGRAM FORM

thesis, practicum or internship hours) must be in 600/700 level courses.

(At least one-half must be at 600+ level & two-thirds must be in organized courses.)

8. Required courses (if applicable)   See Plan A and Plan B above

9. Required distribution of courses within   See Plan A and Plan B above
    program (if applicable)

10. Final examination requirements   For Plan B, a written examination and oral defense are required.

11. Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).
    No course outside the department is required.

12. What is the rationale for the proposed new program?

    The graduate program in GWS is primarily a PhD program and students will be admitted only to the PhD program. However, in the case of students who are judged to be deficient in progress, the option of the MA provides them with the opportunity to complete a degree. Also, students will be awarded an MA en passant in the PhD program.

NEW MASTERS DEGREE PROGRAM FORM

Signature Routing Log

General Information:

Program Name: M.A., Gender and Women's Studies

Proposal Contact Person Name: Patricia Cooper   Phone: 257-1388   Email: patricia.cooper@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Gender and Women's Faculty	01/23/2010	Patricia Cooper / 859-257-1388 / patricia.cooper.uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[4]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____