

***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, April 9, 2012**

1. Minutes and Announcements
2. Officer and Other Reports
  - a. Chair
  - b. Vice Chair
  - c. Trustee
3. Committee Reports
  - a. Senate's Academic Programs Committee - Andrew Hippisley, Chair
    - i. Proposed New Graduate Certificate in School Technology Leadership p. 3-9
    - ii. Proposed New BS in Human Health Sciences p. 10-80
    - iii. Proposed New Master of Arts in Arts Administration p. 81-93
  - b. Senate's Academic Organization and Structure Committee - Herman Farrell, Chair
    - i. Proposed Move of Appalachian Center from Vice President for Research to College of Arts and Sciences p. 94
    - ii. Proposed Change to Name of the College of Communications and Information Studies p. 95
  - c. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
    - i. Proposed Revisions to *Senate Rules 3.3.2* ("Procedures Governing Creation, Consolidation, Transfer, Discontinuation, or Significant Reduction of an Academic Program or Educational Unit")
      1. Changes Tracked p. 96-103
      2. Changes Accepted p. 104-110

***University Senate Agendas, 2011-2012***

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unless otherwise noted.

4. "State of Student Affairs" - Vice President for Student Affairs Robert Mock
5. University Appeals Board (2010 - 2011) Report - UAB Chair Joseph Fink

***Next Meeting: May 7, 2012***

**Brothers, Sheila C**

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**From:** Hippisley, Andrew R  
**Sent:** Friday, March 23, 2012 4:14 PM  
**To:** Brothers, Sheila C  
**Subject:** Re: Items for SC

Sheila,

This is a recommendation that the University Senate approve the establishment of a new graduate certificate: School Technology Leadership, in the Department of Education Leadership Studies, within the College of Education.

Best,

Andrew

**University of Kentucky  
College of Education**

**Proposal for a Graduate Certificate in  
School Technology Leadership**

**Purpose and Background**

School leadership has been experiencing a tremendous shift in the past decade, particularly as digital technologies have become more omnipresent. Students who complete the Graduate Certificate in School Technology Leadership will gain the skills and dispositions required to lead educational systems in a globally-connected, technologically-suffused world. Those systems could be schools, districts, states, or nations.

The Graduate Certificate in School Technology Leadership is conceptually framed around the International Society for Technology in Education's *National Educational Technology Standards for Administrators* (NETS-A). Students who engage in this Graduate Certificate will typically be educational administrators at all levels who want to learn how to support technology-suffused education and lead digital-age schools. This certification is focused on creating skills and dispositions for individuals committed to making systemic and lasting changes in schools, districts, states, and nations.

**Director of Graduate Studies**

Beth Rous, PhD, Associate Professor in the Department of Educational Leadership Studies (EDL) in the College of Education, serves as the Director of Graduate Studies for the department. She is a full member of the UK Graduate Faculty and has extensive experience in administration and leadership as well as using technology to support organizational goals.

**Graduate Certificate Associates or Affiliates**

The following faculty members in the Department of Educational Leadership Studies will serve as Associates to the School Technology Leadership Graduate Certificate:

- Jayson W. Richardson, PhD, Assistant Professor
- Justin Bathon, JD, PhD, Assistant Professor
- Wayne D. Lewis, PhD, Assistant Professor
- John Nash, PhD, Associate Professor
- Scott McLeod, PhD, Associate Professor

### Certificate Objectives

- Prepare educational leaders to assess and implement policies and practices to support technologically infused schools that enhance student learning.
- Provide educational leaders with theoretical, practical, and relevant professional development experiences in school technology leadership to enhance the education and welfare of populations in Kentucky, the nation, and around the globe.
- Provide educational leaders with the knowledge, skills, and dispositions to develop, implement, and manage digitally-suffused schools, prepare budgets, set policy, plan for change, and evaluate their effectiveness.

### Certificate Curriculum

The School Technology Leadership Graduate Certificate meets a critical need by providing concentrated content that prepares educational administrators to lead efforts to integrate technology within schools. The curriculum addresses the five National Educational Technology Standards for Administrators (NETS-A). The School Technology Leadership Graduate Certificate requires completion of 15 credit hours of graduate-level coursework (see Required Courses below). Courses will be offered on a rotating basis to allow for completion of the certificate requirements within one calendar year.

### Required Courses

- **EDL 661: School Technology Leadership (3 credits):** This course provides an introduction to the study of school technology leadership with an emphasis on educational administrators developing a shared vision, planning, promulgating policies and utilizing resources for the comprehensive integration of technology at the school, district, and state levels.
- **EDL 662: Digital Age Learning and School Technology Leadership (3 credits):** This course focuses on the role of educational administrators in creating and sustaining a culture of learning that ensures all students have access to an academically rigorous, relevant, and engaging education through the use of appropriate digital technologies.
- **EDL 650: Leadership for School Program Improvement (3 credits):** This course addresses the role of the educational administrator in providing professional development that supports communities of practice and the adoption of contemporary technologies and digital resources to enhance student academic learning. The course introduces students to principles of adult learning that characterize effective professional development and planning as it relates to technology adoption at the school, district, and state-levels of education.
- **EDL 664: School Technology Leadership and School Improvement (3 credits):** This course focuses on educational administrators' use of technology to support data-driven decision-making to support continuous improvement and change at the school, district, and state levels of education.

- **EDL 665: School Technology Leadership for Digital Citizenship (3 credits):** This course examines school administrators' social, ethical, and legal responsibilities to all students, including those with disabilities and special needs, for digital citizenship. Facilitating understanding of evolving virtual school environments and modeling digital citizenship at the school, district, and state levels are also addressed.

#### **Admission Requirements and Application Procedures**

- Individuals seeking the Graduate Certificate in School Technology Leadership must apply to both the Graduate School and the Department of Educational Leadership Studies either as a degree-seeking student (MEd, EdS, EdD, PhD) or a certification-only student (CERT). Applicants must satisfy the minimum Graduate School requirements for admission and pay the required application fee.
- Applicants must include a professional resume and two-page personal statement about why they desire a Graduate Certificate in School Technology Leadership with their completed application to the Department of Educational Leadership Studies.
- Admission to this Graduate Certificate program or award of this Graduate Certificate in School Leadership Technology does not guarantee subsequent admission to a graduate degree program at the University of Kentucky. Because the Graduate School allows the transfer of at most 9 credits into a degree program, certification-only students wishing to complete a graduate degree through the Department of Educational Leadership Studies should apply to the desired graduate program prior to the completion of the third course in the Certification program
- Admission to the Graduate Certificate program may be limited so that the faculty and resources are not overwhelmed.

#### **Graduate Certificate Completion Requirements**

The Graduate Certificate in School Technology Leadership requires successful completion of 5 courses for a total of 15 credit hours. In keeping with Graduate School requirements, a student must have a minimum GPA of 3.0 in the five School Technology Leadership courses to be awarded the certificate. All course work for the Graduate Certificate must be completed within five years of admission. Students must complete a School Technology Leadership portfolio that serves as the culminating assessment for the certificate.

#### **Award of the Graduate Certificate**

Award of the Graduate Certificate in School Technology Leadership requires (a) successful completion of the five required courses, achievement of at least a 3.0 GPA for the five courses, and submission of a satisfactory electronic portfolio. Upon conformation of these requirements, the Director of Graduate Studies shall send a completed and signed Graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has fulfilled all requirements for the Certificate and requesting award thereof. The Graduate School shall then issue the student's certificate and officially notify the University Registrar that the student has been awarded the Certificate for posting to the student's permanent transcript.

### **Benefits of the Graduate Certificate in School Technology Leadership**

#### **For Students**

- Enhance job opportunities in educational administration and leadership.
- Obtain formal training in school technology leadership without pursuing a graduate degree.
- Gain access to a network of school leaders that are effective using technology in their schools.

#### **For the Department and College**

- Provide recognition for ongoing efforts of both faculty and students in the area of school technology leadership.
- Create a cadre of certificate holders across Kentucky and the nation who recruit students for the College of Education.

#### **For the University of Kentucky and the Commonwealth of Kentucky**

- Provide P12 educators basic competency in the emerging field of school technology leadership that can enhance the education and welfare of Kentuckians.
- Strengthen UK's reputation as an institution that values and actively fosters high quality, relevant education and training that serves the multifaceted needs of Kentucky, the nation, and the world.
- Provide a pool of appropriately trained school technology leaders who may pursue terminal degrees in educational leadership or related field.
- Enhance the reputation of UK throughout the state, nation, and world as certificate holders evidence their skills in school technology leadership.

## **Graduate Certificate in School Technology Leadership**

The Department of Educational Leadership Studies offers the Graduate Certificate in School Technology Leadership. Four important themes are embedded in the Department's Master program emphasis and are reflected throughout the content of course work:

- Valuing Research and the Use of Data
- Fostering Educational Improvement
- Focusing on Leadership Development
- Addressing Technological Needs of Students, Teachers, and Administrators

### **PROGRAM**

All students must take all courses in the program.

- EDL 650: Leadership for School Program Improvement (3 HRS)
- EDL 661: School Technology Leadership (3 HRS)
- EDL 662: Digital Age Learning and Technology Leadership (3 HRS)
- EDL 664: Technology Leadership and School Improvement (3 HRS)
- EDL 665: School Technology Leadership for Digital Citizenship (3 HRS)

**TOTAL: 15 HOURS**

**For questions regarding this program, individuals should contact:**

Director of Graduate Studies  
Department of Educational Leadership Studies  
111 Dickey Hall, University of Kentucky  
Lexington, KY 40506-0017  
(859) 257-8921 (Department Office Telephone)  
(859) 257-1015 (Department Office Fax)



## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other

Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): Graduate Certificate, School Technology Leadership

Proposal Contact Person Name: Beth Rous Phone: 257-6389 Email: brous@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
EDL	8/23/10	Lars Bjork / 257-2450 / lbjorl@uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / desmit1@uky.edu	
College of Education	10/10/11	Robert Shapiro / 7-97975 / rshap01@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Digitally signed by Dr. Brian A. Jackson  
DN: cn=Dr. Brian A. Jackson, o=University of  
Kentucky, email=b.a.jackson@uky.edu, c=US  
Date: 2011.10.15 15:02:54 -0500

Comments:

\_\_\_\_\_

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Monday, March 26, 2012 9:16 AM  
**To:** Brothers, Sheila C  
**Subject:** Health sciences proposal, different wording

Hi Sheila,

BS program in Human Health Sciences

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BS program: Human Health Sciences, in the Division of Health Sciences Education and Research, in the Department of Clinical Sciences within the College of Health Sciences.

**Brothers, Sheila C**

---

**From:** Hippisley, Andrew R  
**Sent:** Monday, March 26, 2012 9:16 AM  
**To:** Brothers, Sheila C  
**Subject:** Health sciences proposal, different wording

Hi Sheila,

BS program in Human Health Sciences

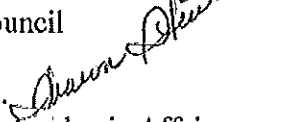
This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BS program: Human Health Sciences, in the Division of Health Sciences Education and Research, in the Department of Clinical Sciences within the College of Health Sciences.



UNIVERSITY OF KENTUCKY

MEMORANDUM

TO: Health Care Colleges Council

FROM: Sharon R. Stewart, Ed.D.   
CHS Associate Dean for Academic Affairs

RE: Request for new baccalaureate degree in Human Health Sciences

DATE: July 26, 2011

I am attaching a proposal for a new program in Human Health Sciences at the baccalaureate level. This program will be housed in the Department of Clinical Sciences. It has been approved by the Council on Postsecondary Education and was recommended for approval by the Clinical Sciences Department and by the College of Health Sciences Academic Affairs Committee. This proposal has my enthusiastic support.

The purpose of the program is to provide students with access to the needed prerequisites in the sciences, mathematics, and social sciences for professional study while also providing a firm background in the human health sciences for students who may wish to seek advanced degrees in dentistry, medicine, pharmacy, physician assistant studies and physical therapy.

The attached materials provide a rationale for the proposal along with a set of documents that will assist the reader in understanding the proposed program. Please contact Dr. Karen Skaff (218-0585; [karenskaff@uky.edu](mailto:karenskaff@uky.edu)) or Dr. Sharon Stewart (218-0570; [srstew01@uky.edu](mailto:srstew01@uky.edu)) regarding any questions or additional information.

**From:** Stewart, Sharon R  
**To:** [Mullen, Michael D](#)  
**Cc:** [Remer, Randa R](#); [Skaff, Karen O](#); [Andreatta, Richard](#)  
**Subject:** Revised HHS degree proposal  
**Date:** Wednesday, January 18, 2012 7:21:00 AM  
**Attachments:** [HHS Proposal 1-17-2112.FINAL.pdf](#)

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Dear Mike,

Thanks for meeting with Randa and me last week regarding the HHS proposal. I have revised the proposal to remove the pre-medicine option. This involved some revision of the executive summary, the curriculum table, and removal of the pre-med option advising sheet, pre-med 4-year sample plan, and support letter from medicine regarding the pre-med option.

I have added a support letter from A&S Dean Kornbluh.

Please disseminate this proposal to UG Council as needed. I hope that we are still on track to discuss this in late January, and I certainly plan to be there.

Thanks so much for your assistance.

Sharon

**Sharon R. Stewart, Ed.D.**  
*Interim Dean and Professor*  
University of Kentucky  
College of Health Sciences  
Charles T. Wethington, Jr. Building, Rm 123  
900 South Limestone  
Lexington, KY 40536-0200  
**Phone:** (859) 218-0480  
**Fax:** (859) 323-1058  
**Email:** [srstew01@uky.edu](mailto:srstew01@uky.edu)



College of Health Sciences

Division of Physical Therapy  
Wethington Building, Rm 204  
Lexington, KY 40536-0200

859-323-1100 Ext. 80590  
fax: 859 323-6003

[www.mc.uky.edu/PT](http://www.mc.uky.edu/PT)

July 22, 2011

TO: Sharon Stewart, Ed.D.  
Associate Dean for Academic Affairs  
FROM: Joan Darbee, PT, Ph.D. (JCD)  
Academic Affairs Committee  
RE: New Baccalaureate Degree in Human Health Sciences

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The Academic Affairs Committee has carefully reviewed the document which sets forth a newly proposed program in Human Health Sciences (HHS) submitted to you by Karen Skaff, PhD on behalf of the faculty of the Division of Clinical Leadership and Management in the Department of Clinical Sciences.

The Committee has carefully reviewed and approves this document.

July 7, 2011

MEMORNADUM

TO: Sharon R. Stewart, Ed.D.  
Associate Dean for Academic Affairs

FR: Karen O. Skaff, Ph.D.   
Chair, Department of Clinical Sciences

RE: New Baccalaureate Degree in Human Health Sciences

The faculty of the Division of Clinical Leadership and Management in the Department of Clinical Sciences requests approval for a newly proposed program in Human Health Sciences (HHS). The proposal includes major course changes, new courses and information regarding distance learning. A number of minor course changes in support of the program have been submitted separately. These minor course changes are discussed within the attached proposal to provide a complete summary of the new degree program.

The rationale for the new program is included in the proposal along with the following documents that will assist in understanding the Human Health Sciences degree program. The proposal includes:

- The Executive Summary
- HHS Probation & Dismissal Policy
- Course Summary Table
- Course Descriptions for Course to Be Cross-Listed
- Course Descriptions for New Courses
- Course Descriptions for Sample Electives
- Advising Forms
- Four-Year Plans for Each Concentration
- Letters of Support

The Division wishes to implement this new program in the fall semester of 2012. We are excited about this new degree program and believe it will provide a strong background for students seeking advanced degrees in health sciences.

If you have questions or need additional information, please contact me at (859) 218-0585 or via email at [karenskaff@uky.edu](mailto:karenskaff@uky.edu). Thank you.

**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 (see narrative re: reason for proposal delay)  
NO  (Contact the APAA prior to filling out the remainder of this form.)
3. Degree Title: Bachelor of Science
4. Major Title: Human Health Sciences
5. Option: Dentistry, Pharmacy, Physician Assistant, Physical Therapy
6. Primary College: Health Sciences
7. Primary Department: Clinical Sciences
8. CIP Code (supplied by APAA) 51.000
9. Accrediting Agency (if applicable): NA
10. Who should be contacted for further information about the proposed new degree program:  
Name: Dr. Sharon Stewart or Dr. Karen Skaff   Email: srstew01@uky.edu; karenskaff@uky.edu   Phone: 218-0585; 218-0560
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.



**(Attach completed "Application to Classify Proposed Program"<sup>1</sup>)**

**1. General Information:**

College: Health Sciences Department: Clinical Sciences  
 Major Name: Human Health Sciences Degree Title: BS  
 Formal Option(s), if any: Dentistry, Pharmacy, Physician Assistant, Physical Therapy Specialty Field w/in Formal Options, if any: \_\_\_\_\_  
 Date of Contact with Assoc. Provost for Academic Administration<sup>1</sup>: Fall 2009 (see narrative) Today's Date: 11.7.11  
 Accrediting Agency (if applicable): NA  
 Requested Effective Date:  Semester following approval.  Specific Date<sup>2</sup>: Fall 2012  
 Contact Person in the Dept: Dr. Sharon Stewart or Dr. Karen Skaff Phone: 218-0560 or 218-0585 Email: srstew01@uky.edu karenskaff@ukky.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
<b>I. Intellectual Inquiry (one course in each area)</b>		
Arts and Creativity	<u>any</u>	<u>3</u>
Humanities	<u>any</u>	<u>3</u>
Social Sciences	<u>PSY 100</u>	<u>4</u>
Natural/Physical/Mathematical	<u>CHE 105/111</u>	<u>4</u>
<b>II. Composition and Communication</b>		
Composition and Communication I	<u>CIS or WRD 110</u>	<u>3</u>
Composition and Communication II	<u>CIS or WRD 111</u>	<u>3</u>
<b>III. Quantitative Reasoning (one course in each area)</b>		
Quantitative Foundations <sup>3</sup>	<u>MA 137</u>	<u>4</u>
Statistical Inferential Reasoning	<u>any</u>	<u>3</u>
<b>IV. Citizenship (one course in each area)</b>		
Community, Culture and Citizenship in the USA	<u>any</u>	<u>3</u>
Global Dynamics	<u>any</u>	<u>3</u>
<b>Total General Education Hours</b>		<b><u>33</u></b>

<sup>1</sup> Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

<sup>2</sup> 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.

<sup>3</sup> 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.

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).

Selected required courses in the proposed program are offered by the College of Arts & Sciences.

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: see curriculum

Specific required course Please list: NA

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

Students who declare the major as an incoming freshmen have no pre-requisite requirements. Those students who desire to transfer into the HHS degree program, must complete CHE 105 and CHE 111 prior to application.

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

There are four options from which HHS students may choose. These include Dentistry, Pharmacy, Physician Assistant Studies, and Physical Therapy. Each option has its own required courses in addition to those required by the overall HHS degree. Please see attached table for courses required for each option and the overall HHS degree.

8. Does program require 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:

The HHS degree program requires that each student choose an option. The credit hours and requirements for each option can be found in the attached table.

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: \_\_\_\_\_

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: See table and each option sheet for more information. Free elective hours is dependent on option selected by student.

13. Summary of Required Credit Hours.

- a. Credit Hours of Premajor or Preprofessional Courses: 4 (see #6 above) Not Applicable
- b. Credit Hours for Major Requirements: \_\_\_\_\_ Not Applicable
- 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: \_\_\_\_\_ Not Applicable
- f. Credit Hours in Technical or Prof. Support Electives: \_\_\_\_\_ Not Applicable
- g. Minimum Credit Hours of Free/Supportive Electives: \_\_\_\_\_ Not Applicable
- h. Total Credit Hours Required by Level:  
 100: 33      200: 19-37      300: 12-16      400-500: 9-15
- i. Total Credit Hours Required for Graduation: 120 although students have the option to take additional courses for each option

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

This is a new program proposal. See narrative for details.

**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 document for each option</u>	YEAR 1 – SPRING: _____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING: _____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING: _____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING: _____

## Signature Routing Log

**General Information:**

Major Name and Degree Title: Human Health Sciences BS degree

Proposal Contact Person Name: Sharon R. Stewart Phone: 218-0560 Email: srstew01@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 Clinical Sciences	7/07/2011	Dr. Karen Skaff / 8-0585 / karenskaff@uky.edu	
College of Health Sciences	7/26/2011	Dr. Sharon Stewart / 80560 / srstew01@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:  
\_\_\_\_\_

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

# Proposal for New Degree Program

## **Baccalaureate Degree** **in** **Human Health Sciences**

UK College of Health Sciences  
Fall 2011

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## Human Health Sciences Baccalaureate Degree Proposal Executive Summary

The mission of the College of Health Sciences (CHS) is to *help the people of the Commonwealth of Kentucky and beyond to gain and retain the highest level of health through creative leadership and productivity in (healthcare-related) education, research, and service.* As part of its 2009-2014 Strategic Plan, the CHS addressed its mission by proposing Objectives to: 1) “increase the number and quality of undergraduate students to .... address the critical need for health professionals...”; and 2) “ensure that graduates...are prepared to succeed in professional and community settings.” To meet its mission and consistent with these Objectives, the CHS is proposing the Human Health Sciences (HHS) baccalaureate program.

The HHS program is intended to fill a niche for students who aspire to careers in healthcare. Specifically, it is intended to prepare graduates to: 1) pursue healthcare careers available to students with a BS degree (e.g., mid-level management or supervision across healthcare environments, medical or pharmaceutical sales, community health advocacy); or 2) enter advanced degree programs in the disciplines of dentistry, pharmacy, physician assistants, and physical therapy. This program is not intended to replace other traditional pathways to healthcare careers, such as human nutrition, exercise science, biology, chemistry, psychology, or others. Instead, the program offers a unique alternative for those who seek careers in healthcare and the health professions.

### Background

An investment in educating students for the healthcare industry is critically important because healthcare careers are among the most robust and fastest-growing employment sectors. In fact, the US Department of Labor predicts that healthcare in general will be a recession-proof, high-growth industry well into the next decade.

The health professions have long recognized the need to optimize the educational experience of graduates so they may function effectively in the 21<sup>st</sup> century healthcare environment. Nearly 15 years ago, the Pew Health Professions Commission published a report titled, *Recreating Health Professional Practice for a New Century*. The Commission identified 21 competencies necessary for effective healthcare delivery. Competencies focused on preparing healthcare professionals to work within interdisciplinary teams to provide high quality, culturally sensitive healthcare to an increasingly diverse society. To that end, the report noted that professionals must meet high ethical standards, be able to communicate and use information technology effectively, contribute to continuous improvement of healthcare, and provide leadership and advocacy for public policy that promotes and protects the health of the public (Pew, 1998).

Five years later, the Institute of Medicine echoed the Pew Commission document in its report, *Health Professions Education: A Bridge to Quality* (Greiner & Knebel, 2003). The report provided a vision for the education of health professionals that stated “all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics” (Greiner & Knebel, 2003).

The American Medical Association provided recommendations for optimizing the medical education environment, and interdisciplinary practice, now called interprofessionalism, was one area identified as

needing substantial attention (AMA, 2007). Other areas for improvement included continuous quality improvement, advocacy, information management and cultural competence.

Although the need for interprofessional competence was emphasized more than a decade ago, it continues to be cited as an area for improvement. In 2010, the Interprofessional Education Collaborative (IPEC) expert panel identified a common set of competencies to support interprofessional learning experiences and help prepare health professionals for team-based care. In a subsequent conference sponsored by the Health Resources and Services Administration (HRSA), the IPEC, and several foundations, participants devised action strategies to address the goal of interprofessional collaboration in healthcare education and practice. The Conference report noted that academic institutions have yet to provide health professionals with the knowledge and skills necessary to work collaboratively in today's healthcare environment (Conference Proceedings, 2011).

The HHS program has been designed to respond to the recommendations provided by the task forces and associations over the past decade. The HHS will provide graduates with a strong foundation in the competencies necessary to deliver high quality healthcare in a dynamic environment. It is designed to be responsive to the rapid and ongoing changes in healthcare priorities and needs. The program focuses on development of knowledge and skills that include, but are not limited to:

- Ethical behavior in provision of all healthcare activities and services
- Effective participation within interprofessional teams
- Provision of culturally sensitive healthcare services
- Effective oral and written communication and use of information technology
- Attention to patient safety and healthcare quality
- Leadership and advocacy for improved healthcare

Graduates from the HHS degree program will leave with a comprehensive knowledge of healthcare and related issues and the initial competencies crucial for a successful career in healthcare. For those who seek admission to specialized clinical degree programs at the graduate or professional level, the program will provide the needed prerequisites in the sciences, mathematics, and social sciences for professional study while establishing the necessary background in the human health sciences.

#### **CHS Response to UK's Undergraduate Education Priorities**

The CHS addresses the need for a well prepared healthcare workforce by offering diverse programs that prepare students to enter the workforce directly upon attainment of their degree or to seek advanced degrees in health professions necessary for specialized healthcare careers. Our graduates make an immediate positive impact on the economy of the Commonwealth and beyond by improving the health of our citizens through direct patient care and/or through the ability to impact healthcare policy and practice.

The HHS program addresses UK's goal to increase the enrollment, retention, and graduation rates for undergraduate students, particularly those who are high achieving. The intent of the program is to attract students with an interest in healthcare who might not otherwise come to UK through a distinctive, innovative program not typically offered at other colleges and universities in the region. The HHS program addresses several key points made in the recent *Report of the University Review Committee*, including:



- Expand honors- related programs, increase the positive experience for high achieving students and increase retention

*The HHS baccalaureate program is selective and gives preference to students with high GPAs and ACT scores, and also takes into consideration other qualities, such as leadership potential, community involvement, and demonstrated background and interest in healthcare. High-achieving students value the opportunity to be part of a cohort of excellent students, taking courses and engaging in co-curricular activities together. This program provides such an opportunity.*

*Once the program is established on the Lexington campus, we plan to offer it at the Center for Excellence in Rural Health (CERH) in Hazard, Kentucky. Using interactive television and other distance technologies, we will be able to expand the program to students in rural Kentucky with an interest in healthcare who might not otherwise be able to take advantage of the program. The CHS has a longstanding, successful relationship with the Center. Since the 1980s, the CHS Division of Physical Therapy has offered its degree program at the CERH. We have also offered the Medical Laboratory Science degree in the past and will re-initiate the program beginning fall 2012. The CERH has the infrastructure to successfully offer degree programs (i.e., student affairs officers, library services, study spaces, computer labs, and distance learning classrooms).*

*We will work directly with Hazard Community & Technical College to ensure that interested students take the appropriate prerequisite courses to enable them to transfer to the HHS degree program at the CERH upon completion of the associate's degree. The CHS will also work with colleges in the KCTCS network so that qualified students may seek transfer into the HHS degree program.*

- Continue to innovate classroom learning through hands-on experiences, especially related to research and community outreach

*The HHS program focuses on the development of competencies related to interprofessional healthcare delivery. Numerous activities and assignments are threaded throughout the curriculum that highlight the knowledge and skills necessary for participating effectively as members of interprofessional teams. Activities and assignments are designed to give students multiple opportunities to engage in team-based experiences to problem-solve and creatively address healthcare-related issues and scenarios. The curriculum includes team oriented community experiences, service learning activities, observations, and related assignments. Students are required to take a research course focused on the human health sciences and can choose to engage in mentored research projects. International experiences in healthcare and independent study options are also available and strongly encouraged. Because the program is selective and the curriculum emphasizes experiential activities, classes cannot effectively accommodate more than 50-75 students. Limited class size supports more individual student-instructor interaction appealing to students and faculty.*

- Begin to bridge the gap between undergraduate and professional programs, preparing students for graduate level work

*The HHS degree is intended to provide a seamless transition to graduate and professional work for students interested in health careers. Graduates of the HHS program will be employable with the BS degree and will be equally prepared to pursue entry into graduate and professional*

*programs to become dentists, pharmacists, physician assistants, physicians, or physical therapists. The reality is that not every student applying for an advanced degree will be successful. However, the nature of the curriculum is such that students will have a degree in an area of general interest (healthcare) that positions them well to consider healthcare careers requiring the BS degree. Additionally, the degree can serve as a starting point for applying for other equally critical careers in healthcare (e.g., public health, gerontology, medical laboratory sciences, etc.).*

*The HHS program will also bridge the gap between undergraduate and professional programs through careful and ongoing coordination with the dentistry, pharmacy, physician assistants, and physical therapy programs to make certain HHS students are properly prepared for the healthcare career they are pursuing. Ongoing advising will be provided to ensure a match between student interests and skills, success in the program, and career goals. Alternative educational and career paths will be discussed as appropriate.*

### **The Proposal Development Process**

The framework for the HHS degree was initially conceptualized in conversations between Dean Gonzalez (former CHS Dean) and other healthcare and university administrators in 2008. The Dean established a work group of CHS faculty and professional staff to discuss the concept, establish program goals, and prepare a general framework for the curriculum. Degree programs in the CHS along with other UK healthcare colleges (Pharmacy, Dentistry, Medicine, Public Health) provided input on how best to structure the program to ensure a high-quality bachelor's degree program that could also serve as a pathway for students applying to graduate and professional programs.

The CHS sought and received CPE approval for the program in spring 2009. At the same time, the College requested and received funding from the Provost for a Program Director. In spring 2010, the CHS gave up the Director position in the budget cut, and the proposal stalled. In 2011, the CHS was able to fund the Director position through internal reallocation. In addition, the potential for earning tuition incentive funds to help offer the program led the CHS to continue to move forward. Renewed conversations with the healthcare colleges and the CERH in Hazard indicated continued support for the program. Following meetings with each of these groups, the curriculum was reviewed and revised as needed. Letters of support from designated individuals in the Colleges of Dentistry, Medicine, Pharmacy, and Public Health and from the Director of the CERH are appended. The proposal was recommended for approval by the Department of Clinical Sciences and the CHS Academic Affairs Committee in late summer 2011 and was submitted to the Health Care Colleges Council (HCCC).

### **Program Structure within the CHS**

The HHS program will be housed in the Division of Health Sciences Education and Research in the Department of Clinical Sciences. The Division contains the Clinical Leadership and Management (CLM) undergraduate program, a completer program for students with Associates Degrees who are employed in healthcare. The HHS program will be well positioned since several HHS and CLM courses are cross-listed. CLM faculty will have responsibility for delivering certain required and recommended HHS courses. The HHS Program Director will have administrative, instructional, research, and service commitments to the program.

## **HHS Degree Admissions and Advising**

### Admissions

Admission to the HHS program is expected to be highly competitive. Approximately one fourth of entering freshmen (~ 1000) indicate an interest in healthcare, but a relatively small number will pursue and obtain admission into a health professions program. Some do not have sufficient academic preparation and others may not have the aptitude, discipline or commitment to be competitive in a selective admissions process. Selective indicators will be used to attract the most qualified students who are likely to be successful in the program. Multiple entry points into the program are available since some students will not qualify for initial admission and other qualified students may not decide on healthcare majors until after their arrival on campus. Additionally, an ongoing, supportive advising program will be in place to ensure that students are able to identify a good match for their interests and skills as some students may not be best-suited for certain program options.

### *Entry Standards*

Through the selective process, the HHS program plans to admit between 50 and 75 students per cohort. The application and selection process is used to identify students most likely to be interested and successful and provide a means for ensuring that the enrollment size will accommodate and support the highly interactive nature of the curriculum experience.

**First Year Students.** Led by the Assistant Dean of Student Affairs, the CHS has begun to move to holistic admissions. In holistic admissions, students are reviewed using both cognitive and non-cognitive characteristics. Preference is given to students with a 3.5 unweighted GPA or higher and a 28 ACT or higher score; however non-cognitive factors (e.g., volunteerism, shadowing with health professionals, leadership roles) play a significant role in the admissions process. Prospective students will complete a program application, a resume, a summary of any community service and/or healthcare experience, and a personal statement that includes their professional goals. Three letters of reference will also be required. Interviews will be conducted after applications are reviewed to allow student finalists to demonstrate their non-academic skills.

**Second and Third Year Students.** Students may also apply for admission in Years 2 and 3, including those who were not successfully admitted in Year 1 and those who did not apply as freshmen. Applicants in this group are expected to have completed a General Chemistry course with a minimum overall GPA of 3.3. Students must submit the same documents required by freshmen applications (i.e., program application, resume, letters of reference, community service and medical experience documentation, and a personal statement) and complete an interview.

Transfer students wishing to enter the program will be encouraged to complete the general education requirements at their home institution in cases where an articulation agreement is in place with UK. Students should have completed a number of the undergraduate courses (e.g, chemistry, physics, psychology, etc.) required for application to a targeted graduate or professional program. Transfer students should acquire a 3.5 GPA and must have successfully completed a chemistry course. The documentation provided by entering freshmen will also be required.

### Performance Criteria for Advancement

A particularly important feature of the HHS degree program is ongoing monitoring of student performance. Systematic review of each student's progress ensures sensitivity to possible changes in

career goals and interests. At the same time, it guarantees timely intervention for those students experiencing difficulty in prerequisite science courses or with grade point averages that could jeopardize admission into a professional program. Students will be counseled about academic supports available to them, provided with a realistic appraisal of the likelihood for admission to their graduate or professional program of choice, and informed about a variety of alternative career paths within and outside of healthcare, including careers available for those with a BS in the HHS and other options. The purpose is to identify the best match between the students' interests and skills and their chosen educational and career path.

### Academic Concern

To persist within a healthcare focused curriculum, it is imperative that students address academic issues early to maximize opportunities for success. Certain "concern indicators" are proposed that can create developmental opportunities for students and advisors to discuss progress and develop and implement action plans.

Students who obtain a GPA between a 3.0 and a 3.2 will be placed in the category of academic concern. Those students will be required to take extra steps in achieving academic success. The following indicators would create reasonable "academic concern" on the part of the respective advisor:

- Student has one or more midterm grades of C or below
- Report that student has received a C, D, or F on any course examination
- Student obtains semester GPA between 3.0 and 3.2.
- Any form of Early Alert is reported toward the student

Advisor and student shall meet at the occurrence of an academic concern to develop a plan of action. These plans of action are mutually agreed upon between student and advisor to help bolster academic skills, avoid probationary measures, and contribute to overall success of student.

Depending upon occurrence, a plan could consist of any (or multiples) of the following measures:

- Attend at least 2 hours of supervised study time per week in areas of need
- Scheduling of additional advising appoints at key semester points
- Submission of academic progress reports to their academic advisor as prescribed
- Additional requirements will be determined on an individual basis
- Campus involvement assignments (not necessary including academic resource centers)

Failure to fulfill a plan of action may translate into automatic probationary status.

### Academic Probation

Many other programs across campus require a certain level of academic rigor to maintain enrollment (e.g., College of Nursing, College of Engineering, Honors Program). In conceptualizing a probationary status for the HHS degree program, it is necessary to maintain a high standard for the students enrolled in this program. Further, students who hope to enter a professional or graduate program within the health care professions, must attain a high GPA. Thus, students must maintain a 3.0 or above overall GPA and complete each required course with a C or better to remain in good standing in the HHS program. Those

students who fail to achieve at least a 3.0 standing will be placed on probation. Students may be placed on program probation a total of two times during their academic career.

Students earning less than the required GPA and students failing to return to good academic standing after one semester of probationary status can be released from the program without an option to return (see appended flowchart of the process).

Students on program probation must:

- Attend at least 4 hours of supervised study time per week
- Schedule a monthly advising appointment with their academic advisor
  - During the add/drop window (August, January)
  - 4 weeks into the semester (September, February)
  - Eight weeks into the semester (October, March)
  - Prior to the final drop deadline (first week of November, first week of April)
  - Deadweek of each semester (December, April)
- Submit academic progress reports to their academic advisor at each advising session.
- Additional requirements will be determined on an individual basis.

Students who are unable to return to good academic standing will be suspended from the HHS degree program and supported in finding another academic major.

#### Release from the program

Students released from the HHS program will be advised about additional degree paths to consider, including relevant degree options. Students who qualify might consider a transition into the Clinical Leadership and Management (CLM) program located in the CHS. Graduates from the CLM program work as administrators or supervisors in various settings. Others may seek admission to the Medical Laboratory Sciences (MLS) or the Communication Sciences and Disorders (CSD) programs, both located in the CHS. A number of other healthcare related options are available outside the college and will be discussed.

#### Academic Appeals Council

Students who do not meet the minimum cumulative GPA requirements at the end of each academic semester may be released from the program with or without an option to return. Students have the right to appeal to remain in the program. The appeals committee meets twice annually. A student can file an appeal to remain in the program no more than two times. Appeals documents can be obtained from the program director. The appeals committee is made up of one faculty member from each of the graduate or professional option programs/colleges (Dentistry, Pharmacy, Physician Assistant Studies, and Physical Therapy). Three faculty members will serve on the hearing panel at any point in time, along with the CHS Assistant Dean of Student Affairs, the HHS Advisor, and two HHS students. Faculty and students are appointed each year by the Dean of the College of Health Sciences or the HHS Program Director.

#### Student Advising

A critical component of the new program is student advising, particularly during the first two years. Each student in the HHS program will meet with an advisor at least twice a semester. This allows the advisors and students to stay in close communication regarding student satisfaction and academic

progress. Support services will be offered as needed for students who are experiencing any difficulty, and counseling regarding educational and career alternatives will be provided for students who wish to pursue another option because of changing interests or who are having academic difficulty. The procedure for addressing student academic difficulties is described above.

The CHS employs two advisors and will add advisors as full program implementation is realized. Student recruitment and student programming will be the responsibility of the advisors. Advising forms for the options and Four-Year Plans for Each Option are appended.

#### Admission to Graduate and Professional Programs

Not all students in the HHS degree program will pursue admission to a graduate or professional program. Although the nature of our advising and monitoring ensures timely intervention, students pursuing advanced degrees are not guaranteed admission. During orientation, students will be told that completion of the Bachelor of Science in Human Health Science does not guarantee acceptance into any professional or graduate program. Student advisors will reinforce this at several intervals during the four-year curriculum and this statement will be placed in the student handbook.

#### **HHS Degree Curriculum**

The HHS program is carefully constructed to include course content and instructional delivery methods particularly well-suited for developing a strong foundation in the competencies necessary for providing high quality healthcare. As noted previously, these competencies include, but are not limited to:

- Ethical behavior in provision of all healthcare activities and services
- Effective participation on interprofessional teams
- Provision of healthcare services that are culturally competent
- Effective oral and written communication and use of information technology
- Attention to patient safety and healthcare quality
- Leadership and advocacy for patients and important healthcare issues

Program graduates will leave with a comprehensive knowledge of healthcare and related issues and the initial competencies essential to a career in the healthcare industry. For those who seek admission to specialized clinical degree programs at the graduate or professional level, the program provides the necessary prerequisites in science, math, and social science while providing the necessary background in the human health sciences.

Development of the HHS curriculum was driven by several guiding principles that included: 1) best practices in healthcare education; 2) requirements and expectations of the CHS and of specific professional degree programs (dentistry, pharmacy, physician assistant, medicine, and physical therapy); and 3) university guidelines and requirements.

The HHS program offers a 120 credit hour baccalaureate degree. However, students may choose to extend their program in order to include all courses recommended as prerequisites for targeted graduate or professional programs. The following section provides general information about the curriculum. The Human Health Sciences Coursework Summary (pp. 22-23) offers a concise view of the courses for each option. Advising Forms and Four-Year Plans for each option provide additional detail and are appended.

UK mandates that degree programs have a core credit hour requirement that represents at least 50% of the total program (minus UK Core). The HHS degree meets this requirement; 120 credits are required for graduation with 33 credits coming from UK Core and a total of 87 credits from elsewhere. Consequently, the HHS program must offer at least 44 credits as part of its core. In the HHS, there are 25 credits of non-HHS core coursework and 30 credits of HHS major requirements for a total of 55 credits. Thus, the HHS exceeds the UK requirement for core credit hours.

The Course Summary Table (pp. 22-23) provides an overview of courses for the UK Core, prerequisites unique to each option, recommended prerequisite courses for each option, required non-HHS courses for the major, required HHS courses for the major, and HHS electives. They are briefly described below.

#### UK Core – 33 credits

The UK Core Program consists of ten courses which can be taken at any point in the student's course of study. The required UK Core courses across all options are displayed in the Summary Table; students may select the remaining courses based on their own interests.

##### 1. Intellectual Inquiry – (4 courses)

This requirement involves one course from each of the areas listed. Students in the HHS program will take courses in the natural/physical/mathematical sciences and the social sciences as part of both the UK Core requirements and those needed for the HHS degree: CHE 105/111 and PSY 100, respectively. Students choose which Humanities and Creativity & the Arts course they wish to take to fulfill the UK Core requirements.

Inquiry into:

- Humanities
- Natural/Physical/Mathematical Sciences: **CHE 105/111**
- Social Sciences: **PSY 100**
- Creativity & the Arts.

##### 2. Composition and Communication – (2 courses)

This requirement is seen as particularly valuable to our students. Understanding how to write and communicate effectively are necessary for the healthcare professions.

- CIS 110 or WRD 110
- CIS 111 or WRD 111

##### 3. Quantitative Foundations – (2 courses)

These courses are equally valuable to students in the healthcare industry as changes in the industry are driven in large part by research. Becoming a critical consumer of research is a necessary skill.

- Quantitative Reasoning: **MA 137**
- Statistical Inferential Reasoning

##### 4. Citizenship – (2 courses)

This requirement supports the cultural competency themes running throughout the HHS curriculum and also serves as a base for the study abroad program option.

- Community, Culture and Citizenship in the U.S.
- Global Dynamics

#### Prerequisites Unique to Each Option – 10 to 25 credits depending on the option

These courses are consistent with the prerequisite requirements for each option program (Dentistry, Physician Assistants, Pharmacy, and Physical Therapy). Students will be advised accordingly to ensure they have met the course requirements for their program of interest.

#### Prerequisite Courses Recommended But Not Required for Options – 0 – 26 credits

Three options - Dentistry, Pharmacy, and Physical Therapy - have courses that are recommended, but not required. Students will be encouraged to take these courses, although taking them will extend their program. However, students completing the prerequisite recommended courses are traditionally more competitive for admission to professional programs.

#### Required Core Courses – Non-HHS - 25 credits

The HHS degree requires a core of non-HHS prerequisite courses intended to support students' preparation in the sciences and better prepare them for healthcare careers or entry into professional degree programs.

#### Required Courses for HHS Major – 30 credits

The Core is comprised of ten courses totaling 30 credits. All HHS degree seeking students are required to complete these courses. Required courses provide students with comprehensive knowledge of healthcare and related issues and the initial competencies essential for a career in healthcare. Courses have a particular focus on interprofessional healthcare delivery, making the HHS degree unique from other undergraduate degree programs at UK that serve as a pathway into the healthcare graduate and professional programs.

#### Option Related Major Requirements – 2 – 3 credits

Two options, Dentistry, Physician Assistant Studies, require an additional major course. For Dentistry, the course is HHS 450 Introduction to Dentistry (3 credits). For Physician Assistant Studies, the course is HHS 451 Introduction to Medicine (2 credits). These courses will be taught by faculty in the respective disciplines.

#### Recommended HHS Electives

Two courses, HHS 101 Survey of Health Professions I (1 credit) and HHS 102 Survey of Health Professions II (1 credit) are recommended but not required. Freshmen and sophomores will be directed into these two courses. HHS 101 provides an overview of the health professions and HHS 102 includes a shadowing experience that includes an interprofessional education emphasis.

Several elective courses are available in the major, and students will be advised based on the option of interest and availability in their program of study.

#### General Electives

The University has many courses that add to the students' course of study. These are listed on the Course Summary for information purposes only, recognizing that some have prerequisite courses or require permission of the instructor for enrollment.



### *Communication Requirement in the Major*

The communication requirement for the major required by UK will be met through HHS 453 Cultural Competence in Healthcare. The specific assignments associated with CRM can be found in the syllabus for HHS 453, as well as in the CRM Program Certification Application.

### **Program Assessment and Evaluation**

#### Academic Advisory Council

The Academic Advisory Council will meet bi-annually to review the HHS degree program and make recommendations for changes or additions to HHS program procedures and content. Among topics to be discussed will be recruitment and admission strategies, student quality and preparation for admission to the graduate and professional programs, job placement for students who select the BS as their terminal degree or who apply but fail to gain entry to their program of choice, adequacy of student advising, student support, modifications in prerequisite courses based on graduate and professional program changes, and curriculum content.

The council is comprised of the HHS Director, Assistant Dean of Student Affairs, three faculty teaching in the CHS HHS, one faculty member from each of the five represented fields of study, two students, and two professionals who employ program graduates.

#### Periodic Assessment

Each academic program within the CHS participates in the required periodic program review process overseen by the UK Office of Planning and Institutional Effectiveness. The purpose of program review is to improve the quality and effectiveness of teaching and learning, research, public service and operations. It does so by systematically examining missions, goals, objectives, resources, activities, processes and outcomes of programs and services (Administrative Regulations 1:4).

CHS academic units expend significant effort to ensure that program reviews provide a comprehensive picture of the program including clear alignment of the program's mission and goals with the allocation of resources (monetary, facilities and personnel) and outlined policies and procedures; feedback from a variety of constituency groups; and multiple measures of educational quality and productivity.

#### Student Learning Outcomes

Each academic program participates in the yearly assessment of student learning outcomes. The Assessment Liaisons for each program work closely with the CHS Director of Assessment to collect and analyze information about student learning and to use the results to inform curricular changes. Many programs include the review of student learning outcomes data as part of their curriculum committee meetings, faculty retreats, and overall planning sessions as a way to better understand what students are learning, under what conditions and pedagogies they learn best, and how to improve the educational environment.

Five student learning outcomes have been identified for the HHS Sciences undergraduate degree program. The following curriculum map outlines in which required courses each learning outcome is addressed.

## HHS Degree Student Learning Outcomes

Performance Criteria	HHS 241 - Health and Medical Care Delivery Systems	HHS 405- Epidemiology and Biostatistics	HHS 350 - Health Policy & Politics	HHS 353 - Ethics in Health Practice	HHS 354 - Health Law	HHS 356 - Seminar in Interprofessional Healthcare	HHS 453 - Cultural Competence in Healthcare	HHS 361 – Patient Quality and Safety
Students will exhibit cultural competence when approaching, treating and providing care to patients/clients, family members and caregivers.			X				X	
Students will differentiate between the current healthcare delivery systems in the U.S and critique the political, societal, and legislative policies that effect delivery of healthcare services.	X		X		X			X
Students will distinguish between multiple healthcare professions and evaluate resources across disciplines for educating patients/clients, families, and caregivers regarding their healthcare.		X				X		X
Students will exhibit professional and ethical behavior and decision making when working with other healthcare professionals.	X	X		X	X		X	
Students will evaluate the fundamental concepts of healthcare quality and safety as they relate to patient care and best practices.								X

### Program Impact on the University

The HHS program will have a positive effect on healthcare colleges seeking applicants for their graduate and professional programs, especially dentistry, pharmacy, physician assistants, and physical therapy. These colleges will have the opportunity to increase the diversity of their student cohort by including HHS graduates with a comprehensive knowledge of healthcare issues and orientation toward interprofessional healthcare that is lacking in students from most other disciplines. HHS graduates will also be competitive applicants for other healthcare second-bachelor degree and graduate programs, such as gerontology, medical laboratory sciences, and communication sciences and disorders.

Second, the program will impact the non-healthcare colleges offering required and recommended courses necessary for program completion. The College of Arts and Sciences will be particularly affected by the 50-75 additional HHS students in each cohort. Since these students are part of a new program, the Teaching Innovation and Incentive Fund (TIIF) will provide funding which can be used to cover additional instructional costs.

Finally, it is expected that enrollments in the most popular degree programs for students seeking admission to graduate and professional healthcare programs will be affected. The estimated loss of students to these programs (biology, chemistry, nutrition, exercise sciences/kinesiology, and psychology) was calculated by first determining the percent of students admitted to UK dentistry, pharmacy, physician assistant, and physical therapy from these programs.

The table below displays the estimated number of undergraduate degrees for students in the target healthcare programs. These data were provided by the target programs.

### Student Undergraduate Degrees

Program	# Total Admits	# Non-UK Grad	# UK Grad	% UK Grads	Degree Earned (Number of Students)						
					Biology	Chem/ Biochem	Kines/ Ex Sci	Nutrition	Psych	Ag Biotech	Other
Physician Assistant	60	42	18	30%	4.5***	1	4	3.5***	4	0	1
Physical Therapy	65	41	24	37%	6	0	12	3	2	0	1
Dentistry	58**	18	40	69%	28	3.5***	1.3***	0	1.3	0	6.0
Pharmacy*	73**	16	57	78%	19	14	0	7	1.5	0	15.5
	256	117	139	54%	57.5	18.5	17.3	13.5	8.8	0	23.5

\* Of the 135 Pharmacy students admitted, 73 have at least a bachelor's degree. Those admitted to Pharmacy without a degree are not included in this table.

\*\*Specific degrees earned by dentistry and pharmacy majors are tracked overall, not by UK/ non-UK grad categories

\*\*\*Some students indicated more than 1 major

In summary,

- Of the 256 students admitted to the 4 target programs, 139 (~54%) are UK graduates, and
- Of the 139 UK graduates –
  - 57.5 (41%) were biology majors
  - 18.5 (13%) were chemistry or biochemistry majors
  - 17.3 (12%) were kinesiology/exercise science majors
  - 13.5 (10%) were nutrition majors
  - 08.8 (6%) were psychology majors
  - 23.5 (17%) were „other“ majors

(Note: rounded the nearest percent)

Each HHS cohort is expected to include up to 75 students. Of the 75 students, we estimate that 50 would choose to attend UK regardless of the availability of the HHS program. We also estimate that 25 would be attracted specifically to the HHS program and would not have chosen to attend UK had they not been admitted to the HHS. Based on this assumption, we need to determine the academic majors the 50 students interested in the graduate and professional healthcare programs who would have chosen UK had the HHS not been available.

Assuming that the distribution of HHS students would approximate that of students admitted to the target programs, we can estimate that the number of students likely to enroll in the HHS program rather than the popular majors listed on the table to be as follows:

- Of the 50 HHS students –
  - 21 (41%) - biology majors
  - 7 (13%) - chemistry or biochemistry majors

- 6 (12%) - kinesiology/exercise science majors
- 5 (10%) - nutrition majors
- 3 (6%) - psychology majors
- 8 (17%) - „other“ majors

Based on these calculations, biology is likely to lose the greatest number of students at 21 per cohort. Chemistry/ biochemistry is predicted to lose about 7 students and kinesiology/ exercise science may lose about 6 students. About 5 students might enroll in the HHS instead of nutrition, followed by 3 students from psychology. Eight would be lost from „other“ programs. Since biology is the largest undergraduate degree program at UK, enrolling about 1,400 undergraduate students, kinesiology/ exercise sciences enrolls more than 600 students, and psychology enrolls more than 950 students (UK IRPE data for 2010-11), the affect of the HHS program on student enrollment in other programs appears to be modest. It should be noted that loss of student credit hour production due to loss of students in the major will be offset in some programs by an increase in the numbers of students enrolled in the UK Core and other HHS prerequisite required and recommended courses.

### **Resources to Offer the Program**

The HHS program will be phased-in over a four-year period beginning with the freshman cohort. Once established, the program will extend to the CERH in Hazard. The process involved in the incremental implementation of the program, including the financial and human resources required, have been carefully considered.

### Faculty and Staff

*HHS Faculty.* An interim Director may be appointed during the first year of implementation depending on when the program is approved. It is expected that the Interim Director will be a member of the CHS Faculty appointed about .3 FTE to the HHS Program. By year two, the HHS Director will be employed with 1 FTE to the HHS Program for administration and teaching, with some responsibility for research and service. By year four, it is anticipated that a second faculty member will be hired for the HHS Program at 1FTE, with teaching, research, and service responsibilities.

*CHS and other Faculty and Staff.* Because this is an interprofessional degree, faculty from across the CHS will teach in the HHS program. The two full-time faculty in the CLM program will have a significant presence in the HHS program since several courses are required for both the HHS and the CLM programs. Faculty in physical therapy, physician assistant studies, communication sciences and disorders, nutrition, and professional staff in the Office of Student Affairs will offer courses or modules in the Required Courses for the HHS Major Core. Additionally, adjunct and joint faculty in other Colleges (e.g., Dentistry, Law, Public Health) will offer portions of the program. Finally we are in discussion with the College of Public Health and the CHS Rehabilitation Sciences Ph.D. program regarding the assignment of doctoral students to specific modules or courses in which these students have knowledge and expertise or to cover courses in the present disciplinary programs (PT, CSD, etc.) when faculty in those disciplines teach in the HHS.

The Implementation Table depicts the *minimum* instructional FTE required to offer the Option Related Major Requirements, Required HHS Courses for the Major, and selected HHS Recommended Electives during the first four years of the program. We will offer more courses each year as resources are available, and the remaining HHS elective courses will be offered based on student demand. Once the program is fully implemented, the FTE requirement will remain stable at Year Four levels.

Implementation Table

<b>Year One</b>				
	Course	Credit Hours	Projected Program/College Providing Instruction	FTE (using .12/3 Cr Hr CHS Standard)
<i>Fall</i>	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
<i>Spring</i>	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
			<b>Total Year One FTE = .08</b>	
<b>Year Two</b>				
<i>Fall</i>	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 241 Health & Medical Care Delivery Systems	3	HHS/CLM	.12
	HHS 353 Ethics in Healthcare	2	HHS/CLM	.08
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
<i>Spring</i>	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 350 Health Policy and Politics	3	HHS/CLM	.12
	HHS 354 Health Law	3	Adjunct/Joint	.12
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
			<b>Total Year Two FTE: .64</b>	
<b>Year Three</b>				
<i>Fall</i>	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 241 Health & Medical Care Delivery Systems	3	HHS/CLM	.12
	HHS 353 Ethics in Healthcare	2	HHS/CLM	.08
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 454 Research in Human Health Sciences	3	CSD	.12
	HHS 405 Epidemiology and Biostatistics	3	HHS/CLM	.12
	HHS 356 Seminar in Interprofessional Healthcare 1	1	PT	.04
	HHS 450 Introduction to Dentistry	3	Dentistry	.12
	HHS 451 Introduction to Medicine	2	Medicine/PAS	.08
<i>Spring</i>	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 354 Health Law	3	Adjunct/Joint	.12
	HHS 350 Health Policy and Politics	3	HHS/CLM	.12
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 453 Cultural Competence in Healthcare	3	CHS Staff	.12
	HHS 356 Seminar in Interprofessional Healthcare 2	1	PT	.04
			<b>Total Year Three FTE: 1.28*</b>	
			*Dentistry to provide .12 of total	

<b>Year Four</b>				
<i>Fall</i>	HHS 101 Survey of Health Professions I	1	HHS/CLM	.04
	HHS 241 Health & Medical Care Delivery Systems	3	HHS/CLM	.12
	HHS 353 Ethics in Healthcare	2	HHS/CLM	.08
	HHS 454 Research in Human Health Sciences	3	CSD	.12
	HHS 405 Epidemiology and Biostatistics	3	HHS/CLM	.12
	HHS 356 Seminar in Interprofessional Healthcare 1	1	PT	.04
	HHS 356 Seminar in Interprofessional Healthcare 3	1	PT	.04
	HHS 361 Healthcare Quality & Patient Safety	3	PAS	.12
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 450 Introduction to Dentistry	3	Dentistry	.12
	HHS 451 Introduction to Medicine	2	Medicine/PAS	.08
<i>Spring</i>	HHS 102 Survey of Health Professions II	1	HHS/CLM	.04
	HHS 354 Health Law	3	Adjunct/Joint	.12
	HHS 350 Health Policy and Politics	3	HHS/CLM	.12
	HHS 453 Cultural Competence in Healthcare	3	HHS Staff	.12
	HHS 356 Seminar in Interprofessional Healthcare 2	1	PT	.04
	HHS 356 Seminar in Interprofessional Healthcare 4	1	PT	.04
	HHS 362 Interdisc Health Advocacy	1	CNU	.04
	HHS 443 Health Information Management	3	HHS	.12
			<b>Total Year Four FTE: 1.56</b>	
			<i>Anticipated Teaching Distribution for required courses:</i> CLM/IHIS .52 FTE (3 3-cr hr; 1 2-cr hr; 2 1-cr hr courses) IHS only .12 FTE (1 3-cr hr course) CSD .12 FTE (1 3-cr hr course) PT .16 FTE (4 1-cr hr courses) PAS .12 FTE (1 3-cr hr course) CNU .08 FTE (2 1-cr hr courses) CHS staff .12 FTE (1 3-cr hr course) Med/Den/Othert .32 FTE (2 3-cr hr; 1 2-cr hr courses)	

### Funding Support

Through the years, the CHS has made strategic decisions regarding support of its academic programs. These decisions have resulted in a realignment of resources for faculty and programs. The cost savings resulting from these decisions provide funds that will be reallocated to support the hiring of the HHS Director and one full-time student advisor. (During year one of the implementation, an interim HHS Director will be employed at .3 FTE while the search for a full time Director is underway). Funds to support part-time instruction will be provided through internal reallocation.

Full time faculty lines will be added using funding from the Teaching Innovation and Incentive Funding Program (TIIF). The Incentive Fund program provides for tuition return to the academic units at \$120/Student Credit Hour (SCH). With a modest enrollment of 50 students per required class, we expect

that sufficient TIIF funds will be available during year three to employ another HHS faculty member. The TIIF funds become recurring after two years provided the program generating the funds demonstrates stability.

Creative strategies can be used to assist with costs involved in offering HHS elective courses, including scheduling selected courses during summer school and wintersession. A portion of the tuition dollars earned for summer school and winter session is returned to the academic unit. Courses offered through distance learning may also result in additional funds for the CHS. The formulas used to offset costs associated with course delivery will provide the CHS with additional revenue to pay part-time instructors and faculty during their off-contract month(s) to teach these courses.

### Sources

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IPPMG (2008). Original behaviors: Observable interprofessional professionalism behaviors. <http://ippmg.pbworks.com/Original+Behaviors> (Accessed 5-28-09).

Pew Health Professions (1998). Recreating Health Professional Practice for a New Century. Fourth report. [http://www.futurehealth.ucsf.edu/pdf\\_files/recreate.pdf](http://www.futurehealth.ucsf.edu/pdf_files/recreate.pdf) (Accessed 5-28-09).

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## Questions and Answers about the HHS Degree Program

*The following is an update of talking points that were provided to CHS faculty and staff in response to questions and comments posed by faculty and administrators in other colleges about aspects of the HHS degree program proposal.*

***Concern 1. UK already has several degree programs that serve as pathways for students to enter the health professions graduate and professional programs. This program is redundant.***

This program will provide an alternative route for students seeking careers in the health professions. Graduates from the HHS degree program will leave with a comprehensive knowledge of healthcare and related issues and the initial competencies crucial for a successful career in healthcare. For those who seek admission to specialized clinical degree programs at the graduate or professional level, the program will provide the needed prerequisites in the sciences, mathematics, and social sciences for professional study while establishing the necessary background in the human health sciences. The content is unique and not redundant.

***Concern 2. The program affect enrollment by pulling good students away from existing programs. The program admits students as freshmen; other programs may not admit students until the Junior year. You will enroll the students in your program before others have a chance to enroll them.***

This program is designed to enroll a total of 50-75 students each year. Students entering graduate/professional healthcare programs come from a variety of disciplines, and many come from other institutions. Based on an examination of the demographics for students entering the health professions graduate and professional programs at UK, we anticipate that the HHS program will have a modest impact on other program student enrollment, particularly for programs that enroll large numbers of students. We expect to attract students who are uniquely interested in a program that focuses on interprofessional healthcare; many students will continue to select the more traditional routes, such as nutrition, biology, psychology, and kinesiology.

The HHS is a selective enrollment program that gives priority to students with high ACT scores and high GPAs. The courses in the degree program involve a number of experiential small-group and hands-on activities. Due to the selective enrollment, nature of the courses, and existing commitment of faculty to their disciplinary programs (e.g., CSD, CNU, CLM, MLS, PT, PA, etc.), our student numbers are expected to remain stable at 50-75. When fully operational, the total number of students in all 4 years of the program will be approximately 300.

***Concern 3. The program will siphon resources that could otherwise go to existing programs that need the resources.***

The new HHS program will require a modest investment of resources. The CHS proposes to employ an HHS Program Director and an additional HHS faculty member to support the program along with an additional student advisor. The CHS will fund these positions through internal reallocation and TIF funding. It should be noted that several faculty and professional staff have already agreed to teach courses that are in their areas of expertise. Costs associated with changes in course assignments (part-time faculty, Gas, etc.) will be addressed internally.



**Concern 4. *When given the choice between the HHS and undergraduate programs outside the CHS, students will select the HHS program because they believe that graduating from a program in the CHS will give them an advantage. This is unfair to programs outside the CHS.***

As part of our advising process, students will be informed of all their options, including those outside the CHS. The HHS will prepare students for careers in programs outside the CHS (dentistry, pharmacy) as well as programs within the CHS (PT and PA). It is possible that some students, particularly those in PA and PT, may see an advantage to obtaining their undergraduate degree in a program in the CHS, but others will not.

**Concern 5. *Graduates from the HHS Program who are unsuccessful in gaining entry to graduate/professional programs will not be able to obtain employment. The HHS degree is not marketable.***

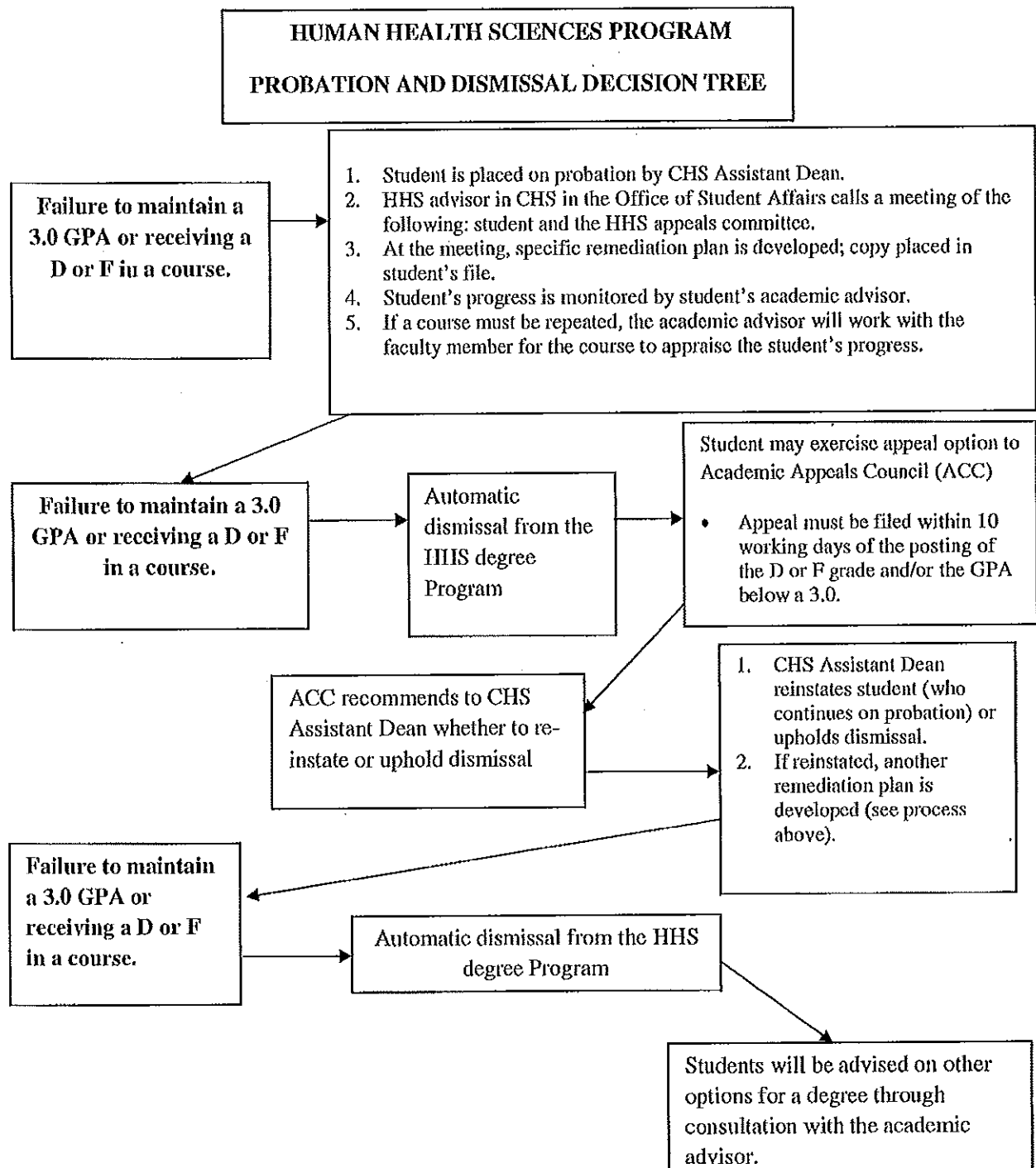
Students who do not gain entry to a graduate or professional program will earn an undergraduate degree related to their interest in healthcare. Their academic preparation and experiences will make them competitive for employment in various health-related fields. Examples include: mid-level management and supervisory positions, medical or pharmaceutical sales, health insurance, health navigators or other community health roles, healthcare data management, etc. The degree may also serve as a jumping off point for a second bachelor's degree or a graduate degree in another health-related field, such as public health or medical laboratory sciences. The HHS degree will be appealing for some students who prefer a degree related to their area of interest (healthcare) over a degree that serves only as a pathway to a graduate or professional program, but does not prepare them for a career in healthcare.

## Human Health Sciences Course Summary

Human Health Sciences Coursework																	
UK Core	<p>33 Total Credit Hours</p> <p>PSY 100: Intro to Psychology (4)            MA 137: Calculus I with Life Science Applications (4)            CHE 105 &amp; 111: General Chem I (3) &amp; Lab (1)            Comp and Com I &amp; II            All other courses can be chosen at the students discretion within the UK Core curriculum</p>																
Required Core Courses (Non-HHS) Total Hours (25)	<p>CHE 107/113: General Chem II (3) and Lab (2)            BIO 148; BIO 152; BIO 155: Introductory Biology (3), Principles of Biology II (3), Lab for Intro Biology (1)            CLA 131: Medical Terminology from Greek and Latin (3)            PHY 211, PHY 213: General Physics I &amp; II (5 hours each; 10 total)</p>																
Required Courses for HHS Major Total Core Hours (30)	<p>HHS 241 Health &amp; Medical Care Delivery Systems (3)            HHS 350 Health Policy &amp; Politics (3)            HHS 353 Ethics in Healthcare (2)            HHS 354 Health Law (3)            HHS 356 Seminar in Interprofessional Healthcare (1, must enroll for 4 credits)            HHS 361 Healthcare Quality and Patient Safety (3)            HHS 405 Epidemiology &amp; Biostatistics (3)            HHS 443 Health Information Management (3)            HHS 453 Cultural Competence in Healthcare (3)            HHS 454 Research in Human Health Science (3)            HHS 101 Survey of Health Professions I (1)            HHS 102 Survey of Health Professions II (Shadowing Experience) (1)            HHS 362 Interdisciplinary Health Advocacy (1, repeatable up to 4 credits)            HHS 395 Independent Study (1-3)            HHS 455 Research Experience in Human Health Sciences (1-3)            HHS 470 International Experience in Health Sciences (1-6)            HHS 480 Seminar in Human Health Sciences (1-3)</p>																
HHS Recommended Electives																	
<b>Options</b>																	
Option Related Major Requirements	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"></th> <th style="width: 33%; text-align: center;">Physician Assistant</th> <th style="width: 33%; text-align: center;">Pharmacy</th> <th style="width: 33%; text-align: center;">Physical Therapy</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">HHS 450 Introduction to Dentistry (3)</td> <td style="text-align: center;">HHS 451 Introduction to Medicine (2)</td> <td style="text-align: center;">None Required</td> <td></td> </tr> <tr> <td style="text-align: center;">Dentistry-18 Hours</td> <td style="text-align: center;">PA - 25 Hours</td> <td style="text-align: center;">Pharmacy- 24 Hours</td> <td style="text-align: center;">Physical Therapy - 10 Hours</td> </tr> <tr> <td style="vertical-align: top;">           BIO 208/209 (or 308/209): Principles of Microbiology (3) or General Microbiology (3) with Lab (2)            BCH 401G: Fundamentals of Biochemistry (3) with lab (2)            CHE 230/231 Organic Chemistry I (3) with lab (2)            CHE 232/233 Organic Chemistry II (3) with lab (2)         </td> <td style="vertical-align: top;">           STA 291: Statistical Methods (3)            CHE 230/231 Organic Chemistry I (3) with lab (2)            BIO 208/209 (or 308/209): Principles of Microbiology (3) or General Microbiology (3) with Lab (2)            ANA 209: Principles of Human Anatomy (3)            PSY 206: Elementary Psychology (3)            PSY 223: Developmental Psychology (3)            BCH 401G: Fundamentals of Biochemistry (3)         </td> <td style="vertical-align: top;">           ANA 209: Principles of Human Anatomy (3)            BIO 208/209 (or 308/209): Principles of Microbiology (3) or General Microbiology (3) with Lab (2)            CHE 230/231: Organic Chemistry I (3) with lab (2)            CHE 232/233: Organic Chemistry II (3) with lab (2)            ECO 201: Principles of Economics I (3)            STA 291: Statistical Methods (3)         </td> <td style="vertical-align: top;">           BIO 304: Principles of Genetics (4)            PSY 223: Developmental Psychology (3)            STA 291: Statistical Methods (3)         </td> </tr> </tbody> </table>		Physician Assistant	Pharmacy	Physical Therapy	HHS 450 Introduction to Dentistry (3)	HHS 451 Introduction to Medicine (2)	None Required		Dentistry-18 Hours	PA - 25 Hours	Pharmacy- 24 Hours	Physical Therapy - 10 Hours	BIO 208/209 (or 308/209): Principles of Microbiology (3) or General Microbiology (3) with Lab (2) BCH 401G: Fundamentals of Biochemistry (3) with lab (2) CHE 230/231 Organic Chemistry I (3) with lab (2) CHE 232/233 Organic Chemistry II (3) with lab (2)	STA 291: Statistical Methods (3) CHE 230/231 Organic Chemistry I (3) with lab (2) BIO 208/209 (or 308/209): Principles of Microbiology (3) or General Microbiology (3) with Lab (2) ANA 209: Principles of Human Anatomy (3) PSY 206: Elementary Psychology (3) PSY 223: Developmental Psychology (3) BCH 401G: Fundamentals of Biochemistry (3)	ANA 209: Principles of Human Anatomy (3) BIO 208/209 (or 308/209): Principles of Microbiology (3) or General Microbiology (3) with Lab (2) CHE 230/231: Organic Chemistry I (3) with lab (2) CHE 232/233: Organic Chemistry II (3) with lab (2) ECO 201: Principles of Economics I (3) STA 291: Statistical Methods (3)	BIO 304: Principles of Genetics (4) PSY 223: Developmental Psychology (3) STA 291: Statistical Methods (3)
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Required Pre-requisites by Option																	

<p>Pre-requisites Recommended (but not required) for Each Option</p>	<p>Total hours- 26</p> <p>ANA 209: Principles of Human Anatomy (3)          BIO 542: Histology (5)          PGY 206: Elementary Physiology (3)          BIO 304: Principles of Genetics (4)          BIO 315: Cell Biology (4)          BIO 494G: Immunobiology (3)</p>	<p>None Recommended</p>	<p>Total hours-10</p> <p>PGY 206: Elementary Physiology (3)          BCH 401G: Fundamentals of Biochemistry (3)          BIO 304: Principles of Genetics (4)</p>	<p>Total Hours-3</p> <p>ANA 209: Principles of Human Anatomy (3)</p>
<p><b>Non-HHS Sample Electives</b></p>				
<p>Sample Electives</p>	<p><b>Public Health courses that also satisfy UK Core</b>  <i>UKC 131 Disease Detectives: Public Health through Popular Film (3)</i>  <i>GPH 201: Introduction to Public Health (3)</i></p> <p><b>Other</b>          BIO 304 Principles of Genetics (4)          CD 220 Sign Language I (3)*          CD 230 Sign Language II (3)*          CLM 351 Health Services Administration (3)*          CLM 355 Financial Management of Health Care Institutions (3)*          CLM 444 Leadership &amp; Human Resource Management (3)*          CLM 445 Quality &amp; Productivity Improvement &amp; Evaluation (3)*          CLM 452 Community &amp; Institutional Planning for Health Services Delivery (3)*          GNU 500 Integrative Care (1-3)* (AT, CD, HS, PAS 500)          GNU 502 Obesity: Cell to Community (2)*          CSC 528 Lab Procedures (2)*          KHP 420G Physiology of Exercise (3)          MLS 460 Clinical Hematology (3)*          MLS 461 Clinical Microbiology (3)*          MLS 462 Clinical Chemistry (3)*          MLS 463 Immunohematology (3)*          NFS 311 Nutritional Biochemistry (3)          SPA 151 Spanish for Health Professionals (3)</p>			
<p>TOTAL Credits</p>	<p>* denotes courses in other College of Health Sciences disciplines          120 Credits. See individual 4-year plans for total credits per options. Depending on the option, some students will be advised to take additional courses that will exceed the 120 credit hours required for the degree.</p>			

# Student Probation and Release Policy



**BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES**  
**Proposed Course Descriptions for Minor Course Changes**

**HHS/HSE 101 SURVEY OF HEALTH PROFESSIONS I (1)**

An introduction to the health sciences professions including an exploration of health sciences careers.

**HHS/CLM/HSM 241 HEALTH AND MEDICAL CARE DELIVERY SYSTEMS (3)**

Review of the wellness-illness spectrum and the societal response in terms of health services. Topics to be covered include the nature and functions of health services agencies and professionals, and the impact of social, political, economic, regulatory, and technological forces. Also includes a discussion of major health problems and related healthcare programs.

**HHS/CLM 350 HEALTH POLICY AND POLITICS (3)**

This course will address the development of past and current U.S. health policies within the context of historical, economic, cultural, and political environments. The political process and the roles and responsibilities of the executive, legislative, and judicial branches of government will be examined. The power and influence that politics, money, the media, and special interest groups have had, and continue to have, upon the development of national and state health policies will be discussed and analyzed. Prereq: Student in CLM or HHS program or permission of instructor.

**HHS/CLM/HSM 354 HEALTH LAW (3)**

Introduction to concepts of administrative and tort law applicable to healthcare settings. Topics to be considered include governance, patient rights, informed consent, medical/moral problems, malpractice, tax laws, contracts, labor law, regulation and institutional liability. Prereq: Admission to CLM or HHS program or permission of instructor.

**HHS/ CLM 405 EPIDEMIOLOGY AND BIostatISTICS (3)**

This course will provide a foundation in the principles and methods of the epidemiological investigation of disease with special emphasis on the distribution and dynamic behavior of disease in a population. Etiologic factors, modes of transmission and pathogenesis will be examined. Topics to be covered include epidemics and the spread of infectious disease, epidemiological aspects of non-infectious disease; rates of morbidity and mortality, sensitivity, specificity, and predictive values' strategies used in epidemiological studies to include measures of disease effect, validity, reliability; sampling methods and computer-based biostatistical analysis that emphasize the generalized linear mode and forms of SEM as appropriate for an upper division undergraduate course. Prereq: Admission to CLM of HHS program or consent of instructor.

NOTE: Forms Submitted Separately.

**BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES**  
**Proposed Course Descriptions for New Courses and Major Course Changes**

**HHS 102 SURVEY OF HEALTH PROFESSIONS II: SHADOWING EXPERIENCE (1)**

This course provides students with opportunities to explore the health sciences professions. It assists students in developing beginning observation, recording, and reporting skills appropriate to the professions selected for their on-the-job shadowing experiences.

**HHS/CLM 353 ETHICS IN HEALTHCARE (2)**

The course will include a study of moral reasoning and ethical theories in medical ethics. Ethical issues arising in the practice of healthcare delivery will be examined. Codes of ethics and the health professional's obligations to patients, colleagues, employing institutions and the community will be considered, and relevant case studies will be analyzed.

**HHS 356 SEMINAR IN INTERPROFESSIONAL HEALTHCARE (1)**

A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities. Topics will include an exploration of individual perceptions and experiences of health, wellness, and quality of life throughout the lifespan and resources available to achieve health. A minimum of 3 hours of seminar is required, and at least 1 seminar must be taken in the final year of the program. Prereq: Admission to the HHS Program of consent of instructor.

**HHS 361 HEALTHCARE QUALITY & PATIENT SAFETY (3)**

This course provides students an opportunity to study how healthcare quality and patient safety has changed over the last 10 years, how human error and 'high-reliability organizations' (e.g., hospitals) interact, how changes to our healthcare system have affected care, and how quality/safety/improvement theories from other industries are impacting healthcare. Prereq: Admission to the HHS Program of consent of instructor.

**HHS 362 INTERDISCIPLINARY HEALTH ADVOCACY (1)**

The course will provide experiences as a health navigator for students in the health sciences. Students will work with patients who are seeking advice about the availability of health resources, health services, and health information. Students will be trained in skills needed to become effective health navigators, will work with communities to develop and maintain a health resources data base, and will serve as motivational coaches to patients to attain health lifestyles. Prereq: Admission to HHS Program of consent of instructor.

**HHS 395 INDEPENDENT STUDY (1-3)**

Independent study for undergraduate students with an interest in a specific problem, topic, or issue in human health sciences. Prereq: Admission to HHS Program of consent of instructor.

**HHS 443 HEALTH INFORMATION MANAGEMENT (3)**

This course provides students with an opportunity to understand and address the challenges associated with healthcare change and improvement intended by the Recovery Act of 2009. Students will focus on clinician and clinical leader roles in the implementation of an Electronic Medical Record. The course

includes material relating to Personal Health Record (PHR) models, architectures, market forces, and law. Students will understand the advantages for using the electronic medical record and mechanisms for planning successful implementation. Prereq: Admission to HHS Program or consent of instructor.

### **HHS 450 INTRODUCTION TO DENTISTRY (3)**

This course is an introduction to the profession of dentistry and provides a brief overview of some pre-clinical dental courses that are taught in the first two years of dental school. The student will be familiarized with basic dental terminology, current issues in dentistry, and the latest techniques and technology used in clinical settings. The student will have the opportunity to develop manual dexterity and learn basic clinical etiquette and safety procedures. This course serves as a foundation for students interesting in pursuing a career in dentistry or for those who want to enhance their knowledge of oral health prior to entering any health field. Prereq: Admission to HHS Program or consent of instructor. Two semesters of biology with Lab and Human Anatomy recommended, but not required.

### **HHS 451 INTRODUCTION TO MEDICINE (2)**

The course will provide students with the skills to complete patient interviews and take the medical history. A limited number of physical examination maneuvers will be discussed; the focus will be on gaining an understanding of why a complete and accurate medical history and physical examination are key to quality medical practice. The course will cover the scope of practice and ethical codes for physicians and physician assistants. Prereq: Admission to HHS Program or consent of instructor.

### **HHS 453 CULTURAL COMPETENCE IN HEALTHCARE (3)**

This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate healthcare will be reviewed. Prereq: Admission to HHS Program or consent of instructor

### **HHS 454 RESEARCH IN HUMAN HEALTH SCIENCES (3)**

An introduction to basic methods for undertaking research on issues related to health, healthcare, and within health services organizations and systems. Students will become critical consumers of research by learning how to evaluate and apply the results of health research conducted by others. The course will also assist those who will be carrying out clinical research or program evaluation within health delivery systems. Prereq: Admission to HHS Program or consent of instructor

### **HHS 455 RESEARCH EXPERIENCES HEALTH SCIENCES (1-3)**

Students complete a mentored, self-directed research experience. Students work with faculty to develop an experience of mutual scientific interest. The nature of the experience and the subsequent activities and expected outcomes are defined and outlined in the research contract between the student and mentor. Prereq: Consent of instructor

### **HHS 470 INTERNATIONAL EXPERIENCE IN HUMAN HEALTH SCIENCES (1-6)**

This course provides students with opportunities to explore international issues in healthcare through study and international travel. Course content and organization will depend on the topic to be studied and credit hours. Prereq: Admission to the HHS Program or consent of instructor.

**HHS/CLM 480 SEMINAR IN HUMAN HEALTH SCIENCES (1-3)**

Study and analysis of current and topical problems and issues regarding the roles, trends and research for healthcare professionals. May be repeated to a maximum of 6 credits. Prereq: Admission to CLM or HHS Program or consent of instructor.



**BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES**  
**Course Descriptions for Sample Outside Electives**

**BIO 304 PRINCIPLES OF GENETICS (4)**

A study of the physical and chemical aspects of the genetic material and their relationship to the expression and inheritance of the phenotype. Lecture, three hours; recitation, two hours per week. Prereq: BIO 150, BIO 152, and BIO 315.

**CD 220 SIGN LANGUAGE I (3)**

An introductory course in American Sign Language (ASL), the native language of the Deaf community in America. This course lays a foundation for effective, respectful participation in a culturally and linguistically diverse society. The course will employ an immersion approach to develop basic skills in conversational ASL and fingerspelling, as well as an appreciation of the basic grammatical principles of ASL, the historical and cultural background of the language, linguistic and ethical principles related to use of ASL and the role of Deaf culture in society. Prereq: CODI or HHS majors or permission of the instructor.

**CD 230 SIGN LANGUAGE II (3)**

An intermediate level course in American Sign Language (ASL), the native language of the Deaf community in America. This course will use an immersion approach to develop skills in conversational ASL and fingerspelling, as well as an appreciation of the grammatical principles of ASL, the historical and cultural background of the language, linguistic and ethical principles related to use of ASL, appropriate use of interpreters, and the role of the Deaf culture in society. Prereq: Successful completion of CD 220 (ASL I) or permission of the instructor.

**CLM 351 HEALTH SERVICES ADMINISTRATION (3)**

Theories and practices of administration in healthcare institutions with special emphases on organizational behavior and analyses of various administrative processes and techniques. Prereq: Professional program status (which includes an earned Associate Degree in a healthcare discipline and one year of post-degree work in a healthcare setting) or consent of instructor. (Same as HSM 351.)

**CLM 355 FINANCIAL MANAGEMENT OF HEALTHCARE INSTITUTIONS (3)**

A review of financial management practices in healthcare institutions. Course will analyze regulatory and third party reimbursement for financial management, financial management practices, impact of financing mechanisms and practices on health services decision making. Prereq: Professional program status (which includes an earned Associate Degree in a healthcare discipline and one year of postdegree work in a healthcare setting) or consent of instructor. (Same as HSM 355.)

**CLM 444 LEADERSHIP AND HUMAN RESOURCE MANAGEMENT (3)**

This course focuses on clinical leadership and managerial roles and responsibilities, with particular emphasis on organizational design, theory, and behavior. Human resource management, team leadership, and strategies for promoting employee motivation, loyalty, and productivity will be discussed. Other topics to be discussed include writing a business plan, financial and budgetary

considerations, public relations, and quality and productivity. Laboratory compliance, government regulations, and accreditation will also be covered. Prereq: Admission to the CLM Program or consent of instructor.

**CLM 445 QUALITY AND PRODUCTIVITY IMPROVEMENT AND EVALUATION (3)**

A core program course that focuses on leadership and management knowledge, skills, and practices that promote clinical quality, efficiency, and productivity. Methods to measure, monitor, and evaluate quality and productivity will be discussed. Prereq: Admission to the CLM Program or consent of instructor.

**CLM 452 COMMUNITY AND INSTITUTIONAL PLANNING FOR HEALTH SERVICES DELIVERY (3)**

Theoretical foundations for health planning. History of health planning and regulation. Specific attention will be given to integration of institutional planning with community health planning. Prereq: Professional program status (which includes an earned Associate Degree in a healthcare discipline and one year of post-degree work in a healthcare setting) or consent of instructor. (Same as HSM 452.)

**CNU 500 INTEGRATIVE CARE FOR HEALTH SCIENCES (1-3)**

Integrative care involves using the best possible treatments from both complementary/alternative and allopathic medicine, based on the patient's individual needs and condition. The selection of healthcare providers should be based on good science and this course will introduce students to complementary and alternative healthcare providers and the practices and beliefs of these practices as well as the scientific evidence in support of these practices. The course integrates successes from both worlds and describe the safest, least invasive, most cost-effective approach while incorporating a holistic understanding of the individual. May be repeated to a maximum of 3 credits (1 credit didactic and up to two credits experiential/research). (Same as AT 500, HS 500, CLS 500, CD 500, PAS 500.)

**CNU 502 OBESITY C2C: CELL TO COMMUNITY (Subtitle required) (2)**

This course will provide an overview of the obesity epidemic from an applied clinical as well as public health perspective. Topics to be covered include etiology, pathophysiology, evaluation, treatment, management, and prevention of obesity throughout the lifecycle.

**CSC 528 LABORATORY TECHNIQUES FOR CLINICAL SCIENCES STUDENTS (2)**

Basic clinical laboratory principles and techniques; includes laboratory safety, sterilization procedures, pipetting, microscopy, routine culture and staining procedures, chamber counts, laboratory math calculations and statistics. Consent of instructor required for non-CS or non-CLS students.

**KHP 420G PHYSIOLOGY OF EXERCISE (3)**

An in-depth study of the immediate and long-term effects of exercise on the human organism. Lecture, two hours; laboratory, two hours. Prereq: ANA 209, PGY 206 or equivalent. Junior, senior or graduate standing.

**MLS 460 CLINICAL HEMATOLOGY (3)**

This course is a study of the formed elements of the blood including the practice of routine and specialized test procedures. Anemias, leukemias and non-malignant disorders are discussed and emphasis is placed on the correlation of hematology test results with these diseases and disorders. Prereq: Admission to MLS program or consent of instructor.

**MLS 461 CLINICAL MICROBIOLOGY (3)**

The study of medically significant microbiology, including normal flora and pathogens. Lectures also cover microbial physiology, interactions between host and pathogenic microorganisms and the clinical and epidemiological consequences of these interactions. Clinical bacteriology knowledge will be applied through case studies. Prereq: Admission to MLS program or consent of instructor.

**MLS 462 CLINICAL CHEMISTRY (3)**

This course focuses on the study of the theory and practice of routine and specialized clinical chemistry laboratory testing. This will include discussion of quality assurance issues and instrumentation principles, problem-solving scenarios, and an emphasis on accuracy and confidentiality of potential laboratory findings. Prereq: Admission to MLS Program or consent of the instructor.

**MLS 463 IMMUNOHEMATOLOGY (3)**

This course consists of the primary principles and practices of blood banking which include blood group systems, antibody detection and identification, compatibility testing, quality control requirements, instrumentation, blood transfusion, donor selection and component preparation. In addition, the course will focus on advanced immunohematology topics including transfusion therapy, apheresis, and component therapy, hemolytic diseases, histocompatibility (HLA) testing and federal regulation of bloodbanking. Prereq: Admission to MLS Program or consent of the instructor.

**NFS 311 NUTRITIONAL BIOCHEMISTRY (3)**

An introductory study of the biochemical basis of nutrition-the physiochemical properties of nutrients and other essential biochemicals and their role in physiological and metabolic processes. Prereq: CHE 236; PGY 206 must be taken concurrently or prior to NFS 311.

**SPA 151 SPANISH FOR HEALTH PROFESSIONALS (3)**

The course will teach Spanish terminology and basic grammar related to medical patients, including vocabulary for diagnosis and treatment. Prereq: Prior college or high school Spanish or other experience with the Spanish language roughly equivalent to one semester of college study.

HHS Advising Sample Forms for Each Option

- Pre-Dental
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant

**University of Kentucky**  
**College of Health Sciences Course Requirement Checklist**  
**Pre-Dental Students**

Name \_\_\_\_\_ Major: \_\_\_\_\_ SID: \_\_\_\_\_

UK Core Program				
<b>I. Intellectual Inquiry</b>				
Course	Credits	Semester Taken	Grade	Notes
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences – PSY 100 Into to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I and lab	4			
<b>II. Composition &amp; Communication</b>				
Composition & Communication I	3			
Composition & Communication II	3			
<b>III. Quantitative Reasoning</b>				
Quantitative Foundations – MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
<b>IV. Community, Culture &amp; Citizenship in the USA</b>				
US Citizenship	3			
Global Dynamics	3			
<b>TOTAL UK CORE CREDITS</b>		<b>33</b>		
<b>Required Core Courses – Non HHS</b>				
Course	Credits	Semester Taken	Grade	
General Chemistry II & Lab CHE 107 & 113	5			
Introductory Biology BIO 148	3			
Principles of Biology II & Lab BIO 152 & BIO 155	4			
General Physics I PHY 211	5			
General Physics II PHY 213	5			
Medical Terminology CLA 131	3			
<b>Total HHS Prerequisites</b>		<b>25</b>		
<b>Prerequisites Unique to Dental Option</b>				
Organic Chemistry I and lab CHE 230 & 231	5			
Organic Chemistry II and lab CHE 232 & 233	5			
Microbiology and lab BIO 208 & 209 (or 308 & 209)	5			
Fundamentals of Biochemistry BCH 401G	3			
<b>Total Dental School Prerequisites</b>		<b>18</b>		

<b>TOTAL PREREQUISITE CREDITS</b>		<b>43</b>		
<b>Required Courses for HHS Core</b>				
Course		Credits	Semester Taken	Grade
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
<b>Option Related Major Requirements</b>				
HHS 450	Introduction to Dentistry	3		
<b>TOTAL HHS CORE CREDITS</b>		<b>33</b>		
<b>Human Health Sciences Major Electives &amp; Non HHS Coursework Electives</b>				
Course		Credits	Semester Taken	Grade
<b>Major Electives</b>				
HHS 101	Survey of Health Professions I (recommended for all majors)	1		
HHS 102	Survey of Health Professions II (recommended for all majors)	1		
HHS 362	Interdisciplinary Health Advocacy	1 (repeatable up to 4)		
HHS 455	Research Experience in Human Health Sciences	1-3		
HHS 480	Seminar in Human Health Sciences	1-3		
HHS 470	International Experience in Health Sciences	1-6		
CLM 351	Health Services Administration	3		
CLM 355	Financial Management of Health Care Institutions	3		
HHS 395	Independent Study	1-3		
<b>Non-HHS Coursework/Electives</b>				
BIO 304	Principles of Genetics	4		
CD 220	Sign Language I	3		
CD 230	Sign Language II	3		
CLM 351	Health Services Administration	3		
CLM 355	Financial Management of Health Care Institutions	3		
CLM 444	Leadership & Human Resource Management	3		
CLM 445	Quality & Productivity Improvement & Evaluation	3		
CLM 452	Community & Institutional Planning for Health Services Delivery	3		
CNU 500	Integrative Care (AT, CD, HS, PAS 500)	1-3		
CNU 502	Obesity: Cell to Community	2		
CSC 528	Lab Procedures	2		
KHP 420G	Physiology of Exercise	3		
MLS 460	Clinical Hematology	3		
MLS 461	Clinical Microbiology	3		
MLS 462	Clinical Chemistry	3		
MLS 463	Immunohematology	3		
NFS 311	Nutritional Biochemistry	3		
SPA 151	Spanish for Health Professionals	3		
<b>Pre-Dental Recommended Electives</b>				
Course		Credits	Semester	Grade

		Taken	
ANA 209 Principles of Human Anatomy	3		
BIO 542 Histology	5		
BIO 315 Cell Biology	4		
BIO 615 Molecular Biology	3		
BIO 494G Immunobiology	3		
PGY 206 Elementary Physiology	3		
BIO 304 Principles of Genetics	4		
UK 101 Academic Orientation	1		

**Credit Summary**

<u>33</u>	UK Core		Pre-Dental Electives (9 credit hours)
<u>43</u>	Pre-requisites		<b>Total</b>
<u>33</u>	Core		
<u>2</u>	Major Electives	120	

**University of Kentucky**  
**College of Health Sciences Course Requirement Checklist**  
**Pre-Pharmacy Students**

Name \_\_\_\_\_ Major: \_\_\_\_\_ SID: \_\_\_\_\_

UK CORE Program				
<b>I. Intellectual Inquiry</b>				
Course	Credits	Semester Taken	Grade	Notes
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences – PSY 100 Intro to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I & lab	4			
<b>II. Composition &amp; Communication</b>				
Composition & Communication I	3			
Composition & Communication II	3			
<b>III. Quantitative Reasoning</b>				
Quantitative Foundations – MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
<b>IV. Community, Culture &amp; Citizenship in the USA</b>				
US Citizenship	3			
Global Dynamics	3			
<b>TOTAL UK CORE CREDITS</b>	<b>33</b>			
<b>Required Core Courses Non HHS</b>				
Course	Credits	Semester Taken	Grade	
General Chemistry II & Lab CHE 107 & 113	5			
Introductory Biology BIO 148	3			
Principles Biology II & Lab BIO 152 & BIO 155	4			
General Physics I PHY 211	5			
General Physics II PHY 213	5			
Medical Terminology CLA 131	3			
Total HHS Prerequisites	25			
<b>Prerequisites Unique to Pharmacy Option</b>				
Organic Chemistry I and lab CHE 230 & 231	5			
Organic Chemistry II and lab CHE 232 & 233	5			
Principles Microbiology and lab BIO 208 & 209 (or 308 & 209)	5			
Principles of Economics ECO 201	3			
Principles of Human Anatomy ANA 209	3			
Statistical Methods STA 291	3			
Total Pharmacy School Prerequisites	24			



<b>TOTAL PREREQUISITE CREDITS</b>	<b>49</b>		
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**Required Courses for HHS Core**

Course		Credits	Semester Taken	Grade
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
<b>TOTAL HHS CORE CREDITS</b>		<b>30</b>		

**Human Health Sciences Major Electives & Non HHS Coursework Electives**

Course		Credits	Semester Taken	Grade
<b>Major Electives</b>				
HHS 101	Survey of Health Professions I (recommended for all majors)	1		
HHS 102	Survey of Health Professions II (recommended for all majors)	1		
HHS 362	Interdisciplinary Health Advocacy	1 (repeatable up to 4)		
HHS 395	Independent Study	1-3		
HHS 455	Research Experience in Human Health Sciences	1-3		
HHS 480	Seminar in Human Health Sciences	1-3		
HHS 470	International Experience in Health Science	1-6		

**Non-HHS Coursework/Electives**

BIO 304	Principles of Genetics	4		
CD 220	Sign Language I	3		
CD 230	Sign Language II	3		
CLM 351	Health Services Administration	3		
CLM 355	Financial Management of Health Care Institutions	3		
CLM 444	Leadership & Human Resource Management	3		
CLM 445	Quality & Productivity Improvement & Evaluation	3		
CLM 452	Community & Institutional Planning for Health Services Delivery	3		
CNU 500	Integrative Care (AT, CD, HS, PAS 500)	1-3		
CNU 502	Obesity: Cell to Community	2		
CSC 528	Lab Procedures	2		
KHP 420G	Physiology of Exercise	3		
MLS 460	Clinical Hematology	3		
MLS 461	Clinical Microbiology	3		
MLS 462	Clinical Chemistry	3		
MLS 463	Immunohematology	3		
NFS 311	Nutritional Biochemistry	3		
SPA 151	Spanish for Health Professionals	3		

**Pre-Pharmacy Recommended Electives**

Course		Credits	Semester Taken	Grade
BCH 401G	Fundamentals of Biochemistry	3		
BIO 304	Principles of Genetics	4		
PGY 206	Elementary Physiology	3		
UK 101	Academic Orientation	1		

**Credit Summary**

<u>33</u>	UK Core
<u>49</u>	Pre-requisites
<u>30</u>	Core
<u>2</u>	Major Electives

<u>        </u>	Outside Recommended Electives (6 credits)
<u>120</u>	<b>Total</b>



**University of Kentucky**  
**College of Health Sciences Course Requirement Checklist**  
**Pre-Physical Therapy Students**

Name \_\_\_\_\_ Major: \_\_\_\_\_ SID: \_\_\_\_\_

UK CORE Program				
<b>I. Intellectual Inquiry</b>				
Course	Credits	Semester Taken	Grade	Notes
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences – PSY 100 Intro to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences – CHE 105 & 111 General Chem I & Lab	4			
<b>II. Composition &amp; Communication</b>				
Composition & Communication I	3			
Composition & Communication II	3			
<b>III. Quantitative Reasoning</b>				
Quantitative Foundations – MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
<b>IV. Community, Culture &amp; Citizenship in the USA</b>				
US Citizenship	3			
Global Dynamics	3			
<b>TOTAL UK CORE CREDITS</b>		<b>33</b>		
<b>Required Core Courses Non-HHS</b>				
Course	Credits	Semester Taken	Grade	
General Chemistry II & Lab CHE 107 & 113	5			
Introductory Biology BIO 148	3			
Principles of Biology II & Lab BIO 152 & BIO 155	4			
General Physics I PHY 211	5			
General Physics II PHY 213	5			
Medical Terminology CLA 131	3			
Total HHS Prerequisites		<b>25</b>		
<b>Prerequisites Unique to Physical Therapy Option</b>				
Developmental Psychology PSY 223	3			
Statistical Methods STA 291	3			
Principles of Genetics BIO 304	4			
Total PT Prerequisites		<b>10</b>		

TOTAL PREREQUISITE CREDITS		35		
<b>Required Courses for HHS Core</b>				
Course		Credits	Semester Taken	Grade
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
<b>TOTAL HHS CORE CREDITS</b>		<b>30</b>		
<b>Human Health Sciences Major Electives &amp; Non HHS Coursework Electives</b>				
Course		Credits	Semester Taken	Grade
<b>Major Electives</b>				
HHS 101	Survey of Health Professions I (recommended for all majors)	1		
HHS 102	Survey of Health Professions II (recommended for all majors)	1		
HHS 362	Interdisciplinary Health Advocacy	1 (repeatable up to 4)		
HHS 455	Research Experience in Human Health Sciences	1-3		
HHS 480	Seminar in Human Health Sciences	1-3		
HHS 470	International Experience in Health Sciences	1-6		
HHS 395	Independent Study	1-3		
<b>Non-HHS Coursework/Electives</b>				
BIO 304	Principles of Genetics	4		
CD 220	Sign Language I	3		
CD 230	Sign Language II	3		
CLM 351	Health Services Administration	3		
CLM 355	Financial Management of Health Care Institutions	3		
CLM 444	Leadership & Human Resource Management	3		
CLM 445	Quality & Productivity Improvement & Evaluation	3		
CLM 452	Community & Institutional Planning for Health Services Delivery	3		
CNU 500	Integrative Care (AT, CD, HS, PAS 500)	1-3		
CNU 502	Obesity: Cell to Community	2		
CSC 528	Lab Procedures	2		
KHP 420G	Physiology of Exercise	3		
MLS 460	Clinical Hematology	3		
MLS 461	Clinical Microbiology	3		
MLS 462	Clinical Chemistry	3		
MLS 463	Immunohematology	3		
NFS 311	Nutritional Biochemistry	3		
SPA 151	Spanish for Health Professionals	3		
<b>PT Recommended Electives</b>				
ANA 209	Principles of Human Anatomy	3		
UK 101	Academic Orientation	1		

**Credit Summary**

<u>33</u>	UK Core	_____	PT & Outside Recommended Electives (20 credit hours)
<u>35</u>	Pre-requisites		
<u>30</u>	Core		
<u>2</u>	Major Electives	<u>120</u>	<b>Total</b>

**University of Kentucky**  
**College of Health Sciences Course Requirement Checklist**  
**Pre-Physicians Assistant Students**

Name \_\_\_\_\_ Major: \_\_\_\_\_ SID: \_\_\_\_\_

UK CORE Program				
<b>I. Intellectual Inquiry</b>				
Course	Credits	Semester Taken	Grade	Notes
Intellectual Inquiry in the Arts & Creativity	3			
Intellectual Inquiry in the Humanities	3			
Intellectual Inquiry in the Social Sciences -- PSY 100 Intro to Psychology	4			
Intellectual Inquiry in the Natural, Physical & Mathematical Sciences -- CHE 105 & 111 General Chem I & lab	4			
<b>II. Composition &amp; Communication</b>				
Composition & Communication I	3			
Composition & Communication II	3			
<b>III. Quantitative Reasoning</b>				
Quantitative Foundations--MA 137 Calculus I with Life Science Applications	4			
Statistical Inferential Reasoning	3			
<b>IV. Community, Culture &amp; Citizenship in the USA</b>				
US Citizenship	3			
Global Dynamics	3			
<b>TOTAL UK CORE CREDITS</b>		<b>33</b>		
<b>Required Core Courses Non-HHS</b>				
Course	Credits	Semester Taken	Grade	
General Chemistry II & Lab CHE 107 & 113	5			
Introductory Biology BIO 148	3			
Principles of Biology II & Lab BIO 152 & BIO 155	4			
General Physics I PHY 211	5			
General Physics II PHY 213	5			
Medical Terminology CLA 131	3			
HHS Program Prerequisites		<b>25</b>		
<b>Prerequisites Unique to PA Option</b>				
Organic Chemistry I and lab CHE 230 & 231	5			
Principles of Human Anatomy ANA 209	3			
Elementary Physiology PGY 206	3			
Developmental Psychology PSY 223	3			
Fundamentals of Biochemistry BCH 401 G	3			
Statistics STA 291	3			
Microbiology & Lab BIO 208 & 209	5			

Total PA Program Prerequisites		25		
<b>TOTAL PREREQUISITE CREDITS</b>		<b>50</b>		
<b>Required Courses for HHS Core</b>				
Course		Credits	Semester Taken	Grade
HHS 241	Health & Medical Care Delivery Systems	3		
HHS 405	Epidemiology & Biostatistics	3		
HHS 350	Health Policy & Politics	3		
HHS 454	Research in Human Health Sciences	3		
HHS 353	Ethics in Healthcare	2		
HHS 354	Health Law	3		
HHS 361	Healthcare Quality & Patient Safety	3		
HHS 453	Cultural Competence in Healthcare	3		
HHS 356	Seminar in Interprofessional Healthcare (1, up to 4 credits)	4		
HHS 443	Health Information Management	3		
<b>Option Related Major Requirements</b>				
HHS 451	Introduction to Medicine (Discipline only)	2		
<b>TOTAL HHS CORE CREDITS</b>		<b>32</b>		
<b>Human Health Sciences Major Electives &amp; Non HHS Coursework Electives</b>				
Course		Credits	Semester Taken	Grade
<b>Major Electives</b>				
HHS 101	Survey of Health Professions I (recommended for all majors)	1		
HHS 102	Survey of Health Professions II (recommended for all majors)	1		
HHS 362	Interdisciplinary Health Advocacy	1 (repeatable up to 4)		
HHS 455	Research Experience in Human Health Sciences	1-3		
HHS 480	Seminar in Human Health Sciences	1-3		
HHS 470	International Experiences in Health Sciences	1-6		
CLM 351	Health Services Administration	3		
CLM 355	Financial Management of Health Care Institutions	3		
IHS 395	Independent Study	1-3		
<b>Non-HHS Coursework/Electives</b>				
BIO 304	Principles of Genetics	4		
CD 220	Sign Language I	3		
CD 230	Sign Language II	3		
CLM 351	Health Services Administration	3		
CLM 355	Financial Management of Health Care Institutions	3		
CLM 444	Leadership & Human Resource Management	3		
CLM 445	Quality & Productivity Improvement & Evaluation	3		
CLM 452	Community & Institutional Planning for Health Services Delivery	3		
CNU 500	Integrative Care (AT, CD, HS, PAS 500)	1-3		
CNU 502	Obesity: Cell to Community	2		
CSC 528	Lab Procedures	2		
KHP 420G	Physiology of Exercise	3		
MLS 460	Clinical Hematology	3		
MLS 461	Clinical Microbiology	3		
MLS 462	Clinical Chemistry	3		
MLS 463	Immunohematology	3		
NFS 311	Nutritional Biochemistry	3		
SPA 151	Spanish for Health Professionals	3		
<b>Pre- Physician Assistant Recommended Electives</b>				

UK 101 Academic Orientation	1		
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**Credit Summary**

<u>33</u>	UK Core
<u>50</u>	Pre-requisites
<u>32</u>	Core
<u>2</u>	Major Electives

—	Outside Recommended Electives (3 credit hours)
<u>120</u>	<b>Total</b>

## Four-Year Plans for Each Option

Pre-Dental  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Physican Assistant







**Human Health Science: 4-Year Plan for Pharmacy Option**  
120 Credits

Year	Fall Semester						Spring Semester									
	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for Pharmacy	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for Pharmacy	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS
First		WRD/CIS 110 Comp & Com I (UK CORE)	X						WRD/CIS 111 Comp & Com II (UK CORE)	X						
		MA 137 Calculus (Quant Reasoning UK CORE and Pre-req)	X						CHE 107 Gen Chem II (Pre-req)	X						
		CHE 105 Gen Chem I (Nat, Phys, Math Sc and Pre-req)	X	X					CHE 113 Gen Chem II lab (pre-req)	X						
		CHE 111 Gen Chem I Lab (pre-req)	X	X					BIO 152 Principles of Bio II (Pre-req)	X						
		UK 101	1				R		BIO 155 lab for Intro Biology (pre-req)	X						
		BIO 148 Introductory Biology (Pre-req)	3	X					HHS 102 Survey of Health Professions II (Shadowing) (recommended)	1					X	
	HHS 101 Survey of Health Professions (recommended)	1				X		Statistical Inferential Reasoning (UK CORE)	3	X						
	<b>TOTAL</b>	<b>16</b>							<b>TOTAL</b>	<b>16</b>						
Second		HHS 241 Health & Medical Care Delivery Systems (core)	3					X	HHS 350 Health Policy & Politics (core)	3						X
		Humanities (choose 1) (UK CORE)	2	X					PHY 211 General Physics (Pre-req)	5	X					X
		HHS 353 Ethics in Healthcare (core)	2					X	HHS 354 Health Law (core)	3						
		CHE 230 Organic Chem I (pre-req)	3					X	CHE 232 Organic Chem II (Pre-req)	3			X			
		CHE 231 Organic Chem I Lab (Pre-req)	2					X	CHE 233 Organic Chem II lab (Pre-req)	2			X			
		US Citizenship (choose 1) (UK CORE)	3	X												
	<b>TOTAL</b>	<b>16</b>							<b>TOTAL</b>	<b>16</b>						
Three		STA 291 Statistical Methods (Pre-req)	3				X		BIO 208 Principles of Microbiology (Pre-req)	3			X			
		HHS 405 Epidemiology & Biostatistics (core)	3					X	BIO 209 Microbiology Lab (Pre-req)	2			X			
		HHS 454 Research in Human Health Sciences (core)	3					X	ECO 201 Principles of Economics I (Pre-req)	3			X			
		HHS 356 Seminar in Interprofessional Healthcare (core)	1					X	HHS 453 Cultural Competence in Healthcare (core and communication requirement within the major)	3						X
		PHY 213 General Physics II (Pre-req)	5	X					HHS 356 Seminar in interprofessional Healthcare (core)	1						X
		CLA 131 Medical Terminology (Pre-req)	3	X					ANA 209 Principles of Human Anatomy (Pre-req)	3			X			



**Human Health Science: 4-Year Plan for Physical Therapy Option**  
**120 Credits**

Year	Fall Semester					Spring Semester					Credits				
	UK Core	Required Core Non-HHS courses	Pre-Requisite for PT	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	UK Core	Required Core Non-HHS courses	Pre-Requisite for PT	Pre-reqs Recommended not required	RX for HHS Students	Elective	Core Inside HHS	
First	WRD/CIS 110 Comp & Com I (UK CORE)							X							
	MA 137 Calculus (Quant Reasoning) (UK CORE & Pre-req)	X						X							
	BIO 148 Introductory Biology (pre-req)		X						X						
	PSY 100 Introduction to Psychology (social science) (UK CORE & Pre-req)	X							X						
	UK 101 (recommend)					X									
	HHS 101 Survey of Health Professions (recommended)				X						X				
	TOTAL	16							3						
Second	HHS 241 Health & Medical Care Delivery Systems (core)					X									
	CHE 107 Gen Chem II (Pre-req)		X												
	CHE 113 Gen Chem II lab (pre-req)		X												
	CLA 131 Medical Terminology (Pre-req)		X												
	HHS 353 Ethics in Healthcare (core)					X									
	TOTAL	13							3						
	PHY 213 General Physics II (pre-req)			X											
Third	HHS 405 Epidemiology & Biostatistics (core)					X									
	HHS 454 Research in Human Health Sciences (core)														
	HHS 356 Seminar in Interprofessional Healthcare (core)						X								
	Elective						X								
	TOTAL	15							3						
	TOTAL	16							15						
	TOTAL	14							14						

<b>Four</b>										
HHS 356 Seminar in Interprofessional Healthcare (core)	1						X	HHS 356 Seminar in Interprofessional Healthcare (core)	1	X
HHS 361 Healthcare Quality & Patient Safety (core)	3						X	Elective	1	X
Global Dynamics (choose 1) (UK CORE)	3	X						HHS 443 Health Information Mgmt (core)	3	X
US Citizenship (choose 1) (UK CORE)	3	X						BIO 304 Principles of Genetics (recommended pre-req)	4	X
Elective	3					X		Elective	3	X
Arts & Creativity (Choose 1) (GE)	3	X						Elective	3	X
<b>TOTAL</b>	<b>16</b>							<b>TOTAL</b>	<b>15</b>	
<b>OVERALL TOTAL= 120</b>										

**Human Health Science: 4-Year Plan for Physician Assistant Studies Option**  
120 Credits

Year	Fall Semester						Spring Semester									
	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for PA	Pre-reqs Recommended not required	RX for HHS Students	Effective	Core Inside HHS	Credits	UK Core	Required Core Non-HHS courses	Pre-Requisite for PA	Pre-reqs Recommended not required	RX for HHS Students	Effective	Core Inside HHS
First	3	X							3	X						
	4	X							3	X						
	3	X	X						2	X	X					
	1	X	X						3	X	X					
	1					R			1					X		
	4	X	X						1							
	1															
TOTAL	17							TOTAL	12							
Second	3						X		3							X
	2						X		5		X					X
	3		X						3			X				
	1		X						3				X			
	3		X						2					X		
	2		X													
	TOTAL	14							TOTAL	16						
Three	3			X					3	X						
	3						X		3			X				
	3								3	X						
	1								3							X
	5		X						1							X
									5				X			
	TOTAL	15							TOTAL	16						





## Letters of Support

Center for Excellence in Rural Health – Fran Feltner, Director  
College of Dentistry – Cynthia Beeman, Associate Dean  
College of Pharmacy – Kelly Smith, Associate Dean  
College of Public Health – Steve Wyatt, Dean  
College of Arts & Sciences – Mark Kornbluh, Dean

# UK HealthCare.

April 11, 2011

Lori Gonzalez, Ph.D.  
Dean & Professor  
College of Health Sciences University of Kentucky  
900 S. Limestone, 123 CWT  
Lexington, KY 40536-0200

Dear Dr. Gonzalez:

The University of Kentucky Center for Excellence in Rural Health-Hazard (UK CERH-H) was established by legislative mandate to address health disparities in rural Kentucky, including a chronic shortage of health professionals and residents' poor health status. The UK CERH-H accomplishes this through health professions education, health policy research, health care service and community engagement.

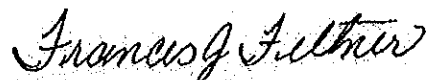
One of the goals of the new College of Health Sciences baccalaureate degree program, Human Health Sciences, is to make it available to students in eastern Kentucky through the UK CERH-H, thereby assisting us in meeting our mission of addressing the chronic shortage of health professionals. Graduates of this program will be prepared to obtain advanced degrees in health professions or to seek on the health of Kentuckians and have an immediate positive impact on the economy of the state as well.

The College of Health Sciences faculty will work directly with faculty and administrators at the Hazard Community & Technical College, also located in Hazard, to ensure that students take the appropriate pre-requisites to enable them to transfer to the HHS degree program following completion of the associate's degree.

Being located in the eastern part of the state, we are uniquely qualified to bridge the gap between promising rural students and the College of Health Sciences. When feasible for both the UK CERH-H and the HHS program, classes will offered via distance learning and UK CERH-H will provide infrastructure for the program, such as, student affairs officers, library services, study spaces, computer labs, and distance learning classrooms.

As These Human Health Sciences graduates are admitted to advanced health profession programs, they will make a direct impact on healthcare through direct patient care or through working to influence health care policies.

Sincerely,



Fran Feltner, MSN, RN  
Interim Director, UK Center for Excellence in Rural Health-Hazard  
Department of Family and Community Medicine

UK Center for Excellence in Rural Health-Hazard

University of Kentucky • Office of the Director • 750 Morton Boulevard, Rm. B-418 • Hazard, Kentucky 41701  
Phone: (800) 851-7512 • Fax: (606) 435-0392 • [www.mc.uky.edu/ruralhealth](http://www.mc.uky.edu/ruralhealth)



Office of Academic Affairs  
Chandler Medical Center  
Room M132, College of Dentistry  
Lexington, KY 40536-0297  
(859) 323-5656  
[www.uky.edu/Dentistry/](http://www.uky.edu/Dentistry/)

April 22, 2011

Lori Gonzalez, PhD  
Dean & Professor  
College of Health Sciences  
University of Kentucky  
900 S. Limestone, 123 CWT  
Lexington, KY 40536-0200

Dear Lori,

I am writing on behalf of the College of Dentistry to offer our support for the new "Human Health Sciences" degree program. The thorough manner in which you and your team have approached laying the groundwork for this exciting new program is evident as one reads the Executive Summary that you have provided. As outlined in the Executive Summary, the program was vetted through the College of Dentistry Admissions Committee and Curriculum Committee, where it was met with interest and enthusiasm by both groups. The coursework you have organized should provide incoming students with the foundational knowledge in basic sciences, as well as a breadth of courses and experiences that will have them well prepared to enter professional school. Our College will look forward to interacting with the first class that enrolls in the HHS degree.

Wishing you the best of success with this new endeavor!

Sincerely,

A handwritten signature in black ink, appearing to read "C. Beeman".

Cynthia S. Beeman, DDS, PhD  
Associate Dean for Academic Affairs  
University of Kentucky College of Dentistry

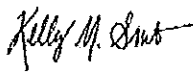


UNIVERSITY OF KENTUCKY

College of Pharmacy  
Office of Academic and Student Affairs  
789 S. Limestone  
Lexington, KY 40536-0596  
Office: (859) 257-2521  
Fax: (859) 257-7297  
ksmit1@email.uky.edu  
pharmacy.mc.uky.edu

MEMORANDUM

TO: Dean Lori Gonzalez  
College of Health Sciences

FROM: Kelly M. Smith, PharmD   
Associate Dean, Academic & Student Affairs

DATE: April 12, 2011

RE: Proposed Human Health Sciences Degree

I wish to convey the full support of the College of Pharmacy for the Human Health Sciences degree proposed by the College of Health Sciences. The degree proposal has been reviewed by our student recruitment and admissions team members, as well as our professional degree Curriculum Committee. All groups have found the proposal to be favorable and in keeping with our goals to attract the best, brightest and most prepared students to our curriculum, as well as to provide a potential course of study to those who are not successful in their pursuit of a pharmacy degree.

Our reviewers identified several key benefits of the HHS degree from the pharmacy perspective:

- *A true degree home for pre-pharmacy students.* Because there is no pre-pharmacy degree at UK, students interested in pharmacy are advised to find a degree that is similar to the pre-pharmacy prerequisites. That may land a student in a non healthcare course of study, and delay their ability to pursue or confirm the broader field of healthcare as their primary field of interest. The HHS degree would provide early exposure to the health sciences, thus allowing students to either confirm or rule out their broad healthcare interest, as well as explore a number of careers, pharmacy included. The resultant ability to admit students that have a solid health sciences foundation would certainly be attractive.
- *Strengthened advisor support for pre-pharmacy students.* The potential resources that will be allocated to support HHS degree students will be helpful to those that are considering pharmacy as a career, as advisors can continue to steer them to the necessary considerations, as well as perhaps explore other fields, particularly if their academic talents do not appear well-suited to the pharmacy profession.
- *Degree completion option.* Many of our entry-level professional students (57% in the Class of 2015) have not completed a baccalaureate degree program upon entry into the College of Pharmacy. Thus, their first degree completion is a professional degree. While not all of these

students are UK undergraduates, many are, and many enroll as an undergraduate with the intent of applying to pharmacy school. The time and effort they have spent in a degree program (remembering that there is no pre-pharmacy degree or course of study), as well as those same resources invested in each student by the University, are therefore not formally recognized. The HHS degree program could allow students who are investing three to four years in meeting pre-pharmacy requirements the opportunity for degree completion with but a small amount of additional coursework.

- *Degree continuation option.* Hundreds of undergraduate students enter or transfer to UK with aspirations of pursuing a pharmacy degree, yet not all are successful in gaining admission to the College of Pharmacy. Additionally, there is a small attrition rate from our College due to academic struggles. Providing a course of study that synchronizes well with pre-pharmacy course requirements, exposes students to a variety of health career options, and yields the potential for degree completion with meaningful career options at graduation are desirable characteristics of the HHS degree.
- *Interprofessional approach.* The interprofessional nature of the proposed degree and corresponding course of study is in keeping with contemporary health professions training, and in particular the accreditation standards for professional pharmacy degree programs. Immersing future pharmacy students in interprofessional education models would well prepare them for continued similar instruction in the College of Pharmacy, as well as the practice environment.

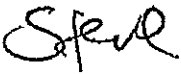
We look forward to collaborating with the College of Health Sciences as the HHS degree is approved and implemented.



MEMORANDUM

College of Public Health  
Office of the Dean  
121 Washington Avenue, Suite 112  
Lexington, KY 40536-0003  
859 218-2247  
fax 859 323-5698  
www.ukcph.org

TO: Dean Lori Gonzalez  
College of Health Sciences

FROM: Dean Stephen W. Wyatt   
College of Public Health

DATE: April 12, 2011

RE: Undergraduate Degree Offering: Human Health Sciences

I am pleased to support the College of Health Sciences new undergraduate degree offering. The College of Public Health appreciated the opportunity to review the proposed curriculum and provide feedback. We are also appreciative of your willingness to provide for two public health courses in the core curriculum, to respond to a CPH faculty request. The two courses will be designated by the CPH prefix and will contain the following content:

- 1) CPH 201 Introduction to Public Health;
- 2) HSM 250 Introduction to Epidemiology  
(Note: course proposal will be put forward to change prefix from HSM to CPH)

We introduced this concept (two core public health courses) at the College of Public Health's September 9, 2009 Administrative Council Meeting. Thank you for your willingness to modify the curriculum to address issues raised by public health faculty. We also appreciate your willingness to identify funds to provide stipends for graduate (Ph.D.) or professional (Dr. P.H.) students to assist with delivering these courses.

Cc: Dr. Linda Alexander

January 16, 2012

Dr. Sharon Stewart, Interim Dean  
College of Health Sciences  
123E Charles T. Wethington Bldg.  
CAMPUS 0200

Dear Interim Dean Stewart:

This letter is to confirm our discussions regarding the HHS undergraduate major. The College of Arts and Sciences has no objections or concerns about the resource demands on A&S for the additional students that would major in the new HHS undergraduate major. We will make all of the accommodations necessary to accommodate additional students in our gateway science and math classes.

The College's concerns with the proposed new major focused on its appropriateness as a pre-professional program for students headed to medical school. My understanding is that this track has been removed from the proposal and that the program will not be marketed to pre-med students. This alleviates our concerns and we are pleased to support the development of this new undergraduate major.

Sincerely yours,



Mark Lawrence Kornbluh  
Dean

MLK:akh

cc: Kumble Subbaswamy, Provost  
Anna Bosch, Associate Dean for Undergraduate Programs

# NEW MASTERS DEGREE PROGRAM FORM

## Signature Routing Log

**General Information:**

Program Name: Masters Degree in Arts Administration

Proposal Contact Person Name: Michael Braun Phone: 859 257 4142 Email: Michael.Braun@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
Arts Administration Program Faculty Curriculum Committee	4/21/2010	Michael Braun / 859 257 4142 / Michael.Braun@uky.edu	
College of Fine Arts		/ /	
Martin School of Public Administration and Policy		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Digitally signed by Dr. Brian A. Jackson  
DN: cn=Dr. Brian A. Jackson, ou=University of Kentucky, ou=Graduate School, email=cast@  
Date: 2011.11.21 13:45:24 -0500

Comments:

<sup>4</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.  
Rev 8/03



**Brothers, Sheila C**

---

**From:** Hippisley, Andrew R  
**Sent:** Friday, March 23, 2012 4:14 PM  
**To:** Brothers, Sheila C  
**Subject:** Re: Items for SC

Sheila,

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MA program: Arts Administration, in the Department of Theatre, within the College of Fine Arts.

Best,

Andrew

**NEW MASTERS DEGREE PROGRAM FORM**  
(Attach completed "Application to Classify Proposed Program"<sup>1</sup>)

**GENERAL INFORMATION**

College: Fine Arts Department: Theatre  
Major Name: Arts Administration Degree Title: Masters  
Formal Option(s): N/A Specialty Fields w/in Formal Option: N/A  
Date of Contact with Associate Provost for Academic Administration<sup>1</sup>: August 1, 2011  
Bulletin (yr & pgs): New Degree CIP Code<sup>1</sup>: 50.1001 Today's Date: August 15, 2011  
Accrediting Agency (if applicable): N/A  
Requested Effective Date:  Semester following approval. OR  Specific Date<sup>2</sup>:  
Dept. Contact Person: Michael Braun Phone: 859 257 4142 Email: Michael.Braun@uky.edu

**CHANGE(S) IN PROGRAM REQUIREMENTS**

1. Number of transfer credits allowed: 9 hours  
(Maximum is Graduate School limit of 9 hours or 25% of course work)
2. Residence requirement (if applicable): The current Graduate School residency requirements will be followed.
3. Language(s) and/or skill(s) required: Applicants should have an undergraduate degree in arts administration or an arts-related field including architecture, art, cinema studies, dance, design, film, English, music or theatre. Students may also be admitted if they have completed an undergraduate degree in business or communications or related field and have demonstrated extra-curricular experience in an arts-related field or professional experience working in the arts.
4. Termination criteria: The current Graduate School termination criteria and policies will be followed.
5. Plan A Degree Plan requirements<sup>3</sup> (thesis): There will not be a thesis option within the program.
6. Plan B Degree Plan requirements<sup>3</sup> (non-thesis): Through the student's AAD 750 Capstone Course in Arts Administration students will complete a research project that results in a major paper describing their topic, research methods, findings and analysis. At the course's conclusion, they will then present and defend their papers to a committee made up of their faculty advisor and two other full-time members of the Arts Administration Program's faculty. For a full explanation of how this course will be run, see the new course proposal for the AAD 750 Capstone Course in Arts Administration.

<sup>1</sup> Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

<sup>2</sup> Programs are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

<sup>3</sup> If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

## NEW MASTERS DEGREE PROGRAM FORM

- |     |  |  |
|-----|--|--|
| 7.  | Distribution of course levels required   | Two 3-credit courses at the 500 level<br>Seven 3-credit courses at the 600 level<br>Three 3-credit courses at the 700 level<br><br>(At least one-half must be at 600+ level & two-thirds must be in organized courses.)  |
| 8.  | Required courses (if applicable)   | AAD 520 The Arts and Artists in Society...3 credits<br>AAD 540: Seminar in Arts Administration...3 credits<br>or AAD 699 Arts Administration Internship...3 credits<br>AAD 600 Arts Administration Technologies...3 credits<br>AAD 610 Financial Management for Arts Organizations...3 credits<br>AAD 620 Management and Leadership in the Arts...3 credits<br>AAD 630 Marketing Research and Planning for Arts<br>Organizational...3 credits<br>AAD 640 Principles of Fundraising...3 credits<br>AAD 650 Arts and the Law...3 credits<br>AAD 660 Social and Cultural Entrepreneurialism in the Arts...3<br>credits<br>AAD 730 Marketing Strategies and Applications for Arts<br>Organizations...3 credits<br>AAD 740 Fundraising Techniques...3 credits<br>AAD 750 Capstone Course in Arts Administration...3 credits |
| 9.  | Required distribution of courses within program (if applicable)  | N/A  |
| 10. | Final examination requirements   | The final examination will consist of the oral defense of the papers written by the students in the Capstone Course in front of a 3-member committee of full-time faculty members from the program.  |
| 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).<br>All courses will be offered through the Arts Administration Program. |  |
| 12. | What is the rationale for the proposed new program?  |  |

During the past academic year, 2009/10, the Arts Administration Program submitted a proposal to start a traditional, onsite Masters Degree Program. This proposal was reviewed and approved by the College of Fine Arts Curriculum Committee and by the Graduate Council. However, prior to the proposal being reviewed by the Faculty Senate, some questions were raised about the availability of the necessary start-up funds and, once the program was fully operational, the amount of tuition revenue generated versus its operating costs.

Also during the 2009/10 academic year the Arts Administration Program added a new faculty member who, in her previous position at the Savannah College of Art and Design, had built a Distance Learning Masters Degree Program. Subsequently, the proposal for the traditional onsite Masters Degree Program in Arts Administration

## NEW MASTERS DEGREE PROGRAM FORM

was reworked as an online version that would accommodate more students, producing more revenue while keeping operating costs as low as possible. A proposal for TIFF funds was then submitted to the Provost and awarded the necessary start-up funds for the coming academic year, 2010/11. Therefore, this proposal is an update of the one submitted in 2009/10, and explains how the Masters Program would be delivered as an online Distance Learning program set to start in the fall of 2012.

The primary reasons for this proposal can be traced to the phenomenal growth in the nonprofit arts industry beginning in the 1960s, and running well into the 1990s. During that time period, theatres, art centers, and museums - once confined to major metropolitan areas such as New York, Chicago and San Francisco - were established in cities across the country. For example, some of arts organizations founded during that time in Kentucky include: the Actors Theatre of Louisville, Appalshop, Capitol Arts Alliance, Jenny Wiley Theatre, Kentucky Center for the Performing Arts, Kentucky Folk Art Center, Kentucky Museum of Art and Craft, Kentucky Repertory Theatre, Lexington Explorium, LexArts, Lexington Opera House, Lexington Philharmonic, Louisville Fund for the Arts, Mountain Arts Center, National Quilt Museum, Owensboro Symphony, Paducah Symphony, River Park Center and the Singletary Center for the Arts. In other cases, small, established nonprofit arts organizations began to grow and professionalize, as was the case with the Lexington Children's Theatre, UK Art Museum, Louisville Ballet, Louisville Opera, Louisville Orchestra and the Speed Museum. In more recent years, the growth in the nonprofit arts industry has slowed. However, all of the previously mentioned arts organizations are still operating today, producing and presenting a substantial amount of work.

The nonprofit arts industry in the United States is much larger than most people imagine. According to leisure time participation studies, regularly conducted by the National Endowment for the Arts, more people attend live arts events each year than attend live professional sports events or watch movies in movie theatres. These same studies show that the nonprofit arts industry employs approximately 1.3 million individuals annually. And according to a 2005 economic impact study conducted by the Americans for the Arts, nonprofit arts organizations in the United States generate \$166.2 billion in economic activity - \$63.1 billion in spending by organizations and an additional \$103.1 billion in event-related spending by their audiences.

In 1988 the UK College of Fine Arts established an undergraduate program to train arts administrators. Since that time, over 300 students have received degrees through the program. Today the program attracts approximately 80 to 100 pre- and full majors, and awards degrees to about twenty students annually. The program has two full-time, tenure-track faculty members, one of which is an endowed chair. It also employs part-time instructors, generally one per semester.

In recent years, the program has proven so successful that procedures had to be put in place to limit the number of majors. Prospective majors must now meet several pre-admission requirements, including an overall GPA of 2.8 and a minimum of 3.0 in five pre-major courses. Given the program's number of faculty, breadth of curriculum, and established history, it is recognized as one of the best undergraduate Arts Administration programs in the country.

In preparation for this proposal, a concerted effort was made to contact as many graduates from the program as possible to measure their success in finding employment in their field, and to learn how they perceived the value of their time in the program and their degree. To do this, the program's faculty searched their email directories and found that they had what appeared to be 103 working addresses. A questionnaire was then sent to these graduates and total of 83 responded, reporting:

- \* 46 were working as arts administrators
- \* 12 were working in related fields
- \* 10 were in graduate school
- \* 15 were working in different fields
- \* All viewed their time at UK positively and found their degree beneficial

The graduates were also asked if they would be willing to send in a picture and some comments about the

## NEW MASTERS DEGREE PROGRAM FORM

program, a selection of which have been posted on the program's web site at:  
<http://www.uky.edu/FineArts/ArtsAdmin/comments.htm>

The results of this survey are impressive on many levels, beginning with the response rate of 80%. Equally impressive was the fact that the great majority of the respondents were working in their field or a related field, or working on graduate degrees. Only about 15% had migrated into other fields. Although the program is still young and most graduates are still early in their careers, several had already attained some impressive positions, including:

- \* Senior Vice President at the Kentucky Center for the Performing Arts
- \* Manager of Taiwan's National Orchestra
- \* Vice President and Executive Director for the (Kentucky) Governor's School for the Arts
- \* Management Consultant, Webb Management Service
- \* Two Broadway company managers
- \* Donor Relations Coordinator at the University of Wisconsin
- \* Special Events Manager Washington National Opera
- \* Special Events Manager New York City Ballet
- \* Museum Registrar, Kentucky Historical Society
- \* Development Director WMMT Radio (Appalshop's Radio Station)
- \* Manager of The Music Box in Edinburgh, Scotland
- \* Arts Administration Professor, Emerson College

Undergraduate students in the program have also gone on to earn graduate degrees in equally impressive institutions such as American University, Boston University, Columbia College, Columbia University, Drexel, Florida State University, University of Kentucky, Harvard, Northeastern University (Massachusetts), University of Cincinnati, University of Edinburgh, University of Louisville and University of Wisconsin. Many of these students also reported that they would have continued their Arts Administration training at the University of Kentucky had a graduate program existed.

UK's undergraduate program also receives a steady stream of email and telephone inquiries, many from overseas, wondering whether UK has an Arts Administration graduate program. The fact that international students are interested in Arts Administration programs is also demonstrated by the fact that students from Japan, Germany, Korea, Poland, China, Venezuela and Taiwan have received degrees through the undergraduate program.

Student interest in Arts Administration graduate programs is also high on a national level. According to the Association of Arts Administration Educators, there are forty-two colleges and universities in the United States that offer graduate degrees in Arts Administration. This proposal was developed after reviewing eleven well-established programs offered by institutions as similar as possible to the University of Kentucky:

Boston University  
Drexel University  
Florida State University  
Indiana University  
Ohio State University  
Savannah College of Art and Design  
University of Akron  
University of Alabama  
University of Cincinnati  
University of Oregon  
University of Wisconsin

These programs reported that they receive an average of four applications for every available opening.

## NEW MASTERS DEGREE PROGRAM FORM

The University of Kentucky is the only public college offering an undergraduate degree in Arts Administration in Kentucky. There are no colleges or universities that offer a graduate degree in Arts Administration in Kentucky at the current time. This point is significant because graduate programs in Arts Administration fulfill a completely different role than undergraduate programs. Undergraduate programs are a point of entry into the field. They concentrate on teaching students the basic skills necessary to obtain entry-level professional jobs, and are appropriate for students entering the program with little or no background in the field. Graduate Programs, on the other hand, are appropriate for students with either an undergraduate degree in the field, or with significant experience in the field. Since students entering graduate programs already have basic workplace skills, the programs concentrate on upper-level management concepts such as research, planning and leadership.

Additionally, graduate degrees can give their holders significant career boosts. This fact is born out by looking at the students who graduated from UK's undergraduate program and went on to get masters degrees in Arts Administration as compared to those who did not. In every case, those with masters degrees remain active in the field or closely related fields, and have attained good, mid-level management positions or higher. The work record for those who stopped with their undergraduate degrees is less strong, with more graduates leaving the field and staying in lower-level management positions for longer periods of time.

There are no standalone Arts Administration PhD programs in the United States. The closest is a program offered through the Department of Theatre and Dance in the College of Fine Arts at Texas Tech University. There, students can receive a Multidisciplinary PhD by doing course work in two specialty areas, chosen from Acting/Directing, Arts Administration, Design, History/Theory/Criticism and Playwriting. Because of this, degrees such as the MA, MS, MFA and MBA are considered terminal degrees in the Arts Administration field, with the most common degree being the MA. The program at the University of Kentucky that most resembles the program described in this proposal is the Martin School of Public Policy and Administration which awards a Masters of Public Administration. Therefore, this proposal recommends that the Arts Administration graduate degree awarded at the University of Kentucky be an MA.

At the current time, there are only two schools in the country where students can earn a graduate degree in arts administration in a completely online format. Drexel University and Savannah College of Art and Design (SCAD) both launched online graduate programs in 2008. As most arts administration programs in the United States, the curriculum of the programs follows the AAEE Graduate Curriculum Standards. Thus, the programs offer similar courses and have comparable program requirements. Technically, both programs are delivered primarily through the Blackboard software. In terms of differences, SCAD's courses have a distinctive aesthetic advantage having been designed by professional graphic designers. Drexel's program requires an on-campus residency. Faculty from both programs are a combination of full-time faculty members and adjunct faculty.

One distinct advantage that UK's online Arts Administration Program would have in comparison to Drexel University and the Savannah College of Art and Design is in the area of cost. Using figures from the past fiscal year, 2009/10, Drexel University and the Savannah College of Art and Design (SCAD), which are both on a quarter system, require their students to take 45 credit hours to earn their degrees. Drexel's cost per credit hour is \$960 for a total of \$43,200. SCAD's cost per credit hour is \$688 for a total of \$30,960. This proposal envisions the Arts Administration Program at UK requiring 36 credit hours, on a semester system, at \$617 per credit hour for a total of \$22,212. This is considered UK's "in-state tuition rate." However, it is currently UK's policy to charge the in-state rate to any student taking Distance Learning or online courses.

UK's Arts Administration Masters Program will target people who have strong backgrounds in at least one arts discipline. Generally this will mean people with an undergraduate degree in one of the fine arts or, in some instances, an undergraduate degree in a related discipline with a strong history of working in the nonprofit arts industry. Also targeted will be people who are drawn to working in organizations whose success is judged as much by their ability to serve their community, as by their profit level at the end of the year.

## NEW MASTERS DEGREE PROGRAM FORM

Besides their knowledge of the arts, potential students will need to have, or at least show that they can develop, good organizational skills and the ability to work with numbers. The best candidates will have strong leadership potential and an open mindedness that allows them to tackle problems with fresh insights. Becoming an arts administrator is not an alternative for people who failed as artists because of their lack of discipline and management skills, nor is it a "fun alternative" for those who have found the for-profit business world too much to handle. It is a unique profession that combines the creativity of the arts with the challenges of managing mission-driven, community-oriented businesses in an environment every bit as tough as that found in the for-profit sector.

The eleven benchmark programs studied for this proposal reported that having a strong presence on the web is their best recruiting tool, since this is where most potential students begin their search when looking for programs. For example, if someone types "Kentucky Arts Administration Programs" into Google, the first site listed is the undergraduate Arts Administration Program at the University of Kentucky: <http://www.uky.edu/FineArts/ArtsAdmin/>. If this proposal were implemented, a graduate program web site of equal quality would be listed as well.

If the more generic term "Arts Administration Graduate Programs" is typed into Google, information seekers are then directed to <http://www.artsadministration.org>, the web site for the Association of Arts Administration Educators (AAAE), the main service organization for arts administration programs in the United States and Canada, although some international programs are also members.

One of the main features of this site is the listing of all of the undergraduate and graduate arts administration programs offered by AAAE's member colleges and universities. These listings include a brief description of each member's program and a link to their web site. Every AAAE member reports that this web site is the primary portal through which they receive prospective student inquiries. Because the undergraduate program has been a long-time member of AAAE, the graduate program would automatically be listed on this site.

While potential students do seek out arts administration graduate programs on their own, new programs lack established reputations and alumni bases and, thus, need to recruit more aggressively. Because of this need, the graduate program, in addition to establishing a strong web presence, will target the following students and utilize the following methods to recruit them:

- \* There's little doubt that the main target market of the online Arts Administration graduate programs are those who are already working in the field - those who wish to sharpen their skills and gain a greater knowledge of their profession by obtaining an advanced degree. Online programs allow these professionals to do this without leaving their current jobs and communities. The best way of reaching these people is through trade publications put out by organizations such as the Association of Performing Arts Presenters, Theatre Communications Group, Association of American Museums, League of Symphony Orchestras, Dance USA, etc.
- \* There are 16 AAEE members with arts administration undergraduate programs similar to UK's and more than double this amount of those who are not. These programs are willing to share their lists of students who will be graduating soon. We would contact these students about UK's online graduate Arts Administration program through emails and regular mailings.
- \* There are people involved in the arts near Lexington who want to work in the local arts administration field who would also like to advance their prospects by pursuing a graduate degree. While most arts administrators in the area are well aware of UK's undergraduate program, concerted efforts would be made to keep these individuals informed about the graduate program as it comes on-line. These efforts would include personal contact, sending them emails and regular mail, and a publicity campaign to get stories about the new degree in the local media.
- \* UK's undergraduate Arts Administration Program has developed good relations with several similar programs outside of the United States. Arts Administration students from the University of Burgundy in Dijon, France have

## NEW MASTERS DEGREE PROGRAM FORM

taken Arts Administration classes at UK in the past. Additionally, the Program is currently working with Fachhochschule in Potsdam, Germany and Humanistinen Ammattikorkeakoulu (HUMAK University of Applied Sciences) in Helsinki, Finland to establish a joint degree in Arts Administration with an International emphasis. Some of the students in these programs want to pursue arts administration graduate degrees in the United States once they complete their undergraduate work. The Program would use its personal contacts to encourage these students to attend UK. The Program would also be listed on appropriate international web sites, such as the Arts Management Network site, which is the primary portal used by international students when searching for educational opportunities in arts and cultural management outside of their home countries.

\* Graduates of Other UK Fine Arts Programs: Currently, somewhere over 200 undergraduate students per year graduate from UK's Art Department, School of Music and Theatre Department. As referenced earlier, by the time these students graduate, a number will have come to the conclusion that they are not going to become practicing artists and will be looking for alternative careers. Talks with many of these students have shown that they would be interested in staying at UK and earning a Masters Degree in Arts Administration if this option existed. To recruit these students, UK Arts Administration Program faculty would consult with other Fine Arts College Faculty to identify good potential candidates and then contact them individually. Other recruiting methods would include distributing information on department listservs, posting information on department bulletin boards, placing information in the students' mailboxes and visiting classes and assemblies.

\* Graduates of UK's Undergraduate Arts Administration Program: Currently, about 20 students per-year graduate from the undergraduate Arts Administration Program at UK and, as mentioned previously, these students report that they were very satisfied with the education they received while in the program. Of these students, four to six per-year report that they would likely stay at UK to get their graduate degree in arts administration if the option existed. To recruit these students, UK Arts Administration Program faculty would talk in-person with the ones capable of doing graduate work and encourage them to apply to the graduate program. These students would also be made aware of the University Scholars Program and of the fact that taking up to six credits of graduate school classes in the last semester of their senior year is an option.

There are no stand alone Arts Administration PhD programs in the United States. The closest is a program offered through the Department of Theatre and Dance in the College of Fine Arts at Texas Tech University. There, students can receive a Multidisciplinary PhD by doing course work in two specialty areas, chosen from Acting/Directing, Arts Administration, Design, History/Theory/Criticism and Playwriting. Because of this lack of PhD programs, degrees such as the MA, MS, MFA and MBA are considered terminal degrees in the Arts Administration field, with the most common degree being the MA. The program at the University of Kentucky that most resembles the program described in this proposal is the Martin School of Public Policy and Administration which awards a Masters of Public Administration. Therefore, this proposal recommends that the Arts Administration graduate degree awarded at the University of Kentucky be an MA.

All students admitted into the graduate program will be required to meet all of the Graduate School's minimum admissions requirements. In addition, students will have had to completed their undergraduate degree in arts administration or in an arts-related field such as architecture, art, dance, design, film, English, music or theatre. Students may also be admitted if they have completed an undergraduate degree in business or communications and have demonstrated extensive extra-curricular experience in an arts-related field, or have previous professional experience working as an arts administrator.

As new courses are rolled out during the first two years of the program, students will be required to follow all of the Graduate School's standard application deadlines and will start the program in the fall semester. Applicants will be required to submit materials to both the Graduate School and the Arts Administration graduate program. Application for admission to the Graduate School will require the students to:

- Submit a completed application form online to the Graduate School
- Submit one official transcript sent by each institution of study previously attended



## NEW MASTERS DEGREE PROGRAM FORM

- Submit official GRE scores
- Pay the application fee

In addition to the above materials, the Arts Administration Graduate Program will require:

- A resume (no more than two pages in length) indicating the applicant's education, professional and volunteer experience, accomplishments, and qualifications for graduate study.
- A statement of purpose (one page, single-spaced) indicating the reasons for the applicant's interest in graduate study in Arts Administration at the University of Kentucky and what they hope to accomplish with their degree.
- A portfolio of writing samples (10-15 pages) that should include at least one sample of college-level research writing but may also include professional writing samples that demonstrate critical and analytical thinking. Professional writing samples may include researched essays, marketing or fundraising materials, planning documents or journalistic work.
- Two letters of recommendation addressing the applicant's qualifications for graduate work and proclivity for the field of arts administration. Preferably one letter should come from an academic reference and one from a professional reference. These may be collected by the applicant or sent separately to the Director of the Arts Administration graduate program.

In the first two years, the program projects that it will admit 30 students in Fall 2012 with at least 25 continuing into the spring. This is the same number of students that are typically accommodated in classes by the other two online graduate programs operating at Drexel and SCAD.

A good deal of research was done to learn what type of business skills potential employers want to see in students graduating from Arts Administration programs. Every source consulted expected the students to come out of the programs with strong verbal, writing and research skills. They also expected graduates to understand the latest technology in the field. Beyond these basics, however, what they wanted most were people with knowledge in the areas of marketing and development (also commonly called fundraising). They also highly prized employees who had the leadership skills necessary to make their marketing and development efforts become realities. Because of this advice, the curriculum includes courses devoted to arts administration technologies, leadership and planning, and social and cultural entrepreneurship, plus two-course sequences in marketing and development.

Students entering the program will have either an undergraduate degree in arts administration or an arts-related field, or professional experience working within an arts organization. Therefore, the program's curriculum will not include a great deal of arts training, but will instead center on the business training students need to manage and lead nonprofit arts organizations.

There are some Arts Administration programs that take a narrow arts discipline focus. For example: Columbia, Yale, the University of Alabama and Southern Utah University focus their Arts Administration programs on managing professional theatre companies. These Universities, however, either have professional theatre companies within their institutions, or in the case of Columbia, are located in the theatre capital of the country, New York City. Like most Arts Administration programs across the country, the University of Kentucky lacks these concentrated arts resources. Consequently, this proposal envisions a multi-disciplinary approach.

By the time students graduate from the program they will be able to:

- \* Compose, execute, and evaluate the programmatic, financial, developmental and marketing plans necessary to provide effective managerial leadership within arts organizations.
- \* Creatively solve problems after careful research informed by quantitative and conceptual analysis.
- \* Analyze and apply the predominant concepts, policies, laws and ethical standards that govern nonprofit arts organizations in the United States and internationally.
- \* Demonstrate a thorough understanding of the range of technologies used in the field of Arts Administration and how those technologies may be applied effectively to produce positive results.

## NEW MASTERS DEGREE PROGRAM FORM

The program will be a total of 36 credit hours. Two of the courses in the Arts Administration graduate program curriculum are 500 level: AAD 520 The Arts and Artists in Society, and AAD 540 Seminar in Arts Administration. Sometime in the future, the program would like to require its undergraduate majors to take a 500 level course in their senior year. The addition of this requirement will enrich the curriculum for the undergraduate program, but will also keep the great majority of the graduate program curriculum limited to graduate students only. In much the same way, the Arts Administration Program would someday like to offer additional sections of its Marketing and Fundraising courses and make them available to students pursuing MBA and MPA degrees at UK, and to non-degree seeking professionals in the Arts Administration field.

As noted earlier, this proposal recognizes that a significant number of students pursuing this degree will already be working professionally in the field of Arts Administration. Therefore, those students who can demonstrate that they have a year or more of experience in the field will not be required to complete an internship, and make take an AAD 540 Seminar in Arts Administration course instead. Those with less than a year's experience will be required to complete an internship of at least 150 hours.

The program will not require a thesis. However, the mandatory capstone course will require the students to write, present and defend a major research paper. The students will need to complete the following courses, generally in the following sequence in order to graduate:

### 1st Year Fall

- AAD 520 The Arts and Artists in Society
- AAD 600 Arts Administration Technologies
- AAD 620 Management and Leadership in the Arts

### 1st Year Spring

- AAD 610 Financial Management for Arts Organizations
- AAD 630 Marketing Research and Planning for Arts Organizations - Prerequisite AAD 600
- AAD 650 The Arts and the Law

### 2nd Year Fall

- AAD 730 Marketing Strategies and Applications for Arts Organizations - Prerequisite AAD 630
- AAD 640 Principles of Fundraising - Prerequisite AAD 610
- AAD 660 Social and Cultural Entrepreneurship

### 2nd Year Spring

- AAD 540 Seminar in Arts Administration or AAD 699 Internship
- AAD 740 Fundraising Techniques - Prerequisite AAD 640
- AAD 750 Capstone Course in Arts Administration - Must be taken in last semester of course work.

All courses are 3 credit hours

Total of 36 credit hours

To see the syllabuses for these courses refer to the "Request for New Course" forms accompanying this proposal.

Currently, the undergraduate program in Arts Administration employs:

- \* Two full-time, tenure-track faculty members.
- \* Part-time instructors to teach one class in the fall and one in the spring.
- \* Staff, which it shares with the Theatre and Art Departments, who oversee areas such as employment contracts, payroll, benefits, and the program's expenditures.
- \* A staff member in the Dean of Fine Arts' office who advises about a third of the program's 80 pre-majors and majors; the program's two full-time faculty members advise the other two-thirds of the students.

To establish the online Masters Degree, the Provost has provided the Arts Administration Program with the start up funds to hire the following personnel in the 2010/11 academic year:

## NEW MASTERS DEGREE PROGRAM FORM

- \* One full-time, non-tenure track, course designer who will assist current and part-time faculty to build the new courses for the new degree. This person will also manage the technical aspects of the courses once they are up and running and will teach two undergraduate technology courses.
- \* Part-time faculty members to teach classes in the fall and spring semesters, and to help develop the content for the new online Masters courses.
- \* A part-time, 20-hour a week administrative assistant

The proposal approved by the Provost also projected adding a full-time faculty member and making the Administrative Assistant full-time starting in the 2013/14 academic year, when the second class of students enter the program, and it is fully operational. At this point, the tuition revenue generated by the new degree, using 2009/10 tuition levels, will be \$610,830 and the additional Arts Administration Program operating costs will be \$218,525.

Because these courses will be offered entirely online, there will be no need for classroom and computer lab space, although students living in the Lexington area will be able to use any of UK's computer labs and other facilities. Offices for the two new faculty members and administrative assistant have already been identified and allocated to the program by the Dean of the College of Fine Arts.

The Arts Administration Program at the University of Kentucky is a full member of the Association of Arts Administration Educators (AAAE). To be a full member programs must have a designated director, confer a graduate or undergraduate degree in arts administration, have an identifiable and published arts administration curriculum, and have a record of conferred degrees over at least a three-year period. As explained on its web site: <http://www.artsadministration.org/about>: "The AAAE is an international organization incorporated as a nonprofit institution within the United States. Its mission is to represent college and university graduate and undergraduate programs in arts administration, encompassing training in the management of visual, performing, literary, media, cultural and arts service organizations. Founded in 1975, the AAAE was created to provide a forum for communication among its members and advocate formal training and high standards of education for arts administrators. The Association, moreover, encourages its members to pursue, publish, present and disseminate research in arts management and administration to strengthen the understanding of arts management issues in the academic and professional fields."

While the Association of Arts Administration Educators does not accredit programs, in 2008 it approved a set of graduate program standards that it encourages its members to use as a set of benchmarks for self-assessment and continual development. These standards are based on the philosophy that all arts administration program graduates are entitled to certain outcomes from their education, regardless of the specific emphasis of their programs. Over time, these standards are likely to become the basis for an accreditation process. Therefore, careful attention was paid to ensure that the proposed degree meets or exceeds these standards.

The following groups of people were consulted and assisted in the research, writing and review of this proposal:

- \* The faculty of UK's undergraduate Arts Administration Program
- \* The Dean of the College of Fine Arts and the Chairs of the Art Department, School of Music and Theatre Department.
- \* The Director of the Singletary Center for the Arts, the Director of the UK Art Museum and UK's Director of Student Involvement.
- \* The College of Fine Arts Curriculum Committee
- \* The director of UK's MBA Programs, the chair of UK's Martin School of Public Management and the director of UK's Department of Community & Leadership Development.
- \* Representative directors and faculty from eleven establish arts administration graduate programs in institutions similar to UK: Boston University, Carnegie Mellon University, Drexel University, Florida State University, Indiana University, Ohio State, University, University of Akron, University of Cincinnati, University of Oregon, and University of Wisconsin.
- \* The executive directors of 13 Kentucky-based arts organizations: Actor's Guild of Lexington, Headley-Whitney

## NEW MASTERS DEGREE PROGRAM FORM

Museum, Kentucky Center for the Performing Arts, Woodsongs Concerts and Radio Program, LexArts, Lexington Explorium, Lexington Art League, Lexington Children's Theatre, Lexington Philharmonic, Louisville Fund for the Arts, Living Arts and Science Center, and the Speed Art Museum

\* Ten graduates of UK's Undergraduate Arts Administration Program who have gone on to receive graduate degrees in arts administration from American University, Boston University, Columbia University, Columbia College, Harvard, University of Cincinnati and University of Wisconsin.

# NEW MASTERS DEGREE PROGRAM FORM

## Signature Routing Log

**General Information:**

Program Name: Masters Degree in Arts Administration

Proposal Contact Person Name: Michael Braun

Phone:  
859 257 4142

Email:  
Michael.Braun@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
Arts Administration Program Faculty	4/21/2010	Michael Braun / 859 257 4142 / Michael.Braun@uky.edu	
Curriculum Committee		/ /	
College of Fine Arts		/ /	
Martin School of Public Administration and Policy		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Digitally signed by Dr. Brian A. Jackson  
DN: cn=Dr. Brian A. Jackson, ou=University of Kentucky, ou=Graduate School, email=brj15  
Date: 2011.11.21.13:43:24 -0500

Comments:

<sup>4</sup> 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

## Brothers, Sheila C

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**From:** Farrell III, Herman D  
**Sent:** Wednesday, March 28, 2012 8:14 PM  
**To:** Brothers, Sheila C  
**Cc:** Debski, Elizabeth A; Ederington, Josh; Effgen, Susan K; Geddes, James; Jasper, Samuel J; Kilgore, Michael W; Larson, Susan; Lee, Brian D; Kingsolver, Ann E; Swanson, Hollie  
**Subject:** RE: New Cmte Item (SAOSC)\_Proposal to Move Appalachian Center from VPR to AS

On Monday, March 19, 2012, the SAOSC voted unanimously (6-0) to recommend acceptance of the proposal to Move the Appalachian Center from the Vice President for Research to the College of Arts & Sciences. The committee met with Ann Kingsolver, Director of the Appalachian Center, and Dean Mark Korhbluh and received written responses to questions regarding the proposal. I will forward to you copies of the responses in a separate email.

Herman Farrell, Chair, SAOSC

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**From:** Brothers, Sheila C  
**Sent:** Friday, January 27, 2012 3:35 PM  
**To:** Farrell III, Herman D  
**Cc:** Debski, Elizabeth A; Ederington, Josh; Effgen, Susan K; Geddes, James; Jasper, Samuel J; Kilgore, Michael W; Larson, Susan; Lee, Brian D; Kingsolver, Ann E; Swanson, Hollie  
**Subject:** New Cmte Item (SAOSC)\_Proposal to Move Appalachian Center from VPR to AS

Good afternoon, Herman. There is a new item ready for review by the Senate's Academic Organization and Structure Committee (SAOSC), to transfer the Appalachian Center from area of the Vice President for Research to the College of Arts and Sciences. The proposal is attached here and can also be found at [http://www.uky.edu/Faculty/Senate/committees\\_councils/standing\\_committees/academic\\_organization\\_structure.htm](http://www.uky.edu/Faculty/Senate/committees_councils/standing_committees/academic_organization_structure.htm).

Ann Kingsolver is your contact for this proposal.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, February 27, and by the Senate on Monday, March 19. Therefore, I'll need the determination of your committee no later than Tuesday, February 21. If this proposal requires a longer review period, please let me know and I will adjust the agenda scheduling.

If you have any questions or requests, please don't hesitate to let me know.

Thank you,  
Sheila

Sheila Brothers  
Staff Representative to the Board of Trustees Office of the Senate Council 203E Main Building, -0032 Phone (859) 257-5872 <http://www.uky.edu/faculty/senate>

## Brothers, Sheila C

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**From:** Farrell III, Herman D  
**Sent:** Wednesday, March 28, 2012 8:40 PM  
**To:** Brothers, Sheila C  
**Cc:** Debski, Elizabeth A; Ederington, Josh; Effgen, Susan K; Geddes, James; Jasper, Samuel J; Kilgore, Michael W; Larson, Susan; Lee, Brian D; Swanson, Hollie; O'Hair, Dan; Barnes, Beth E; Hunt, Cathy S; Stafford, Laura L  
**Subject:** RE: New Cmte Item (SAOSC)\_Name Change for College of Communications and Information Studies

On Monday, March 19, 2012, the SAOSC voted unanimously (6-0) to recommend acceptance of the proposal to change the name of the College of Communications and Information Studies as submitted.

Herman Farrell, Chair, SAOSC

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**From:** Brothers, Sheila C  
**Sent:** Tuesday, January 31, 2012 12:44 PM  
**To:** Farrell III, Herman D  
**Cc:** Debski, Elizabeth A; Ederington, Josh; Effgen, Susan K; Geddes, James; Jasper, Samuel J; Kilgore, Michael W; Larson, Susan; Lee, Brian D; Swanson, Hollie; O'Hair, Dan; Barnes, Beth E; Hunt, Cathy S; Stafford, Laura L  
**Subject:** New Cmte Item (SAOSC)\_Name Change for College of Communications and Information Studies

Good afternoon, Herman. There is a new item ready for review by the Senate's Academic Organization and Structure Committee (SAOSC), to change the name of the College of Communications and Information Studies. The proposal is attached here and can also be found at [http://www.uky.edu/Faculty/Senate/committees\\_councils/standing\\_committees/academic\\_organization\\_structure.htm](http://www.uky.edu/Faculty/Senate/committees_councils/standing_committees/academic_organization_structure.htm).

Dean Dan O'Hair is your contact for this proposal.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, February 27, and by the Senate on Monday, March 19. Therefore, I'll need the determination of your committee no later than Tuesday, February 21. If this proposal requires a longer review period, please let me know and I will adjust the agenda scheduling.

If you have any questions or requests, please don't hesitate to let me know.

Thank you,  
Sheila

Sheila Brothers  
Staff Representative to the Board of Trustees Office of the Senate Council 203E Main Building, -0032 Phone (859) 257-5872 <http://www.uky.edu/faculty/senate>

**Recommendation:**

The University Senate approve the recommended revisions to SR 3.3.2, effective immediately.

**Background:**

In 2005, the Board of Trustees revised its Governing Regulations to clarify:

- 1) the decision-making authority of the University Senate on the University's academic programs and
- 2) the requirement that the advice of the University Senate be obtained prior to final decisions by the Board of Trustees on changes to the University's academic organization.

In 2006, the University Senate updated the Senate Rules to reflect the delegation of responsibilities to the University Senate by the Board of Trustees, except that Section III of the Senate Rules has never been updated to reflect the changes to the Governing Regulations made in 2005 (all other sections of the Senate Rules were commensurately updated in 2006). A particularly important subpart of Section III of the Senate Rules, SR 3.3.2, pertains to the procedures to be used for proposals to create, alter, consolidate, significantly reduce, or close academic programs and/or the educational unit that is the academic program's infrastructural home. In addition, changes in policies of the Council on Postsecondary Education and of SACS during that time prompted changes in this same section of the Senate Rules.

Since last spring, the Senate Rules and Elections Committee has been obtaining the input on the appropriate revisions to SR 3.3.2 from respective Senate Committees (Academic Organization and Structure; Academic Programs) and University administrators (Dean of the Graduate School Jeannine Blackwell; Associate Provost for Undergraduate Education Mike Mullen; Assistant Provost for Program Support Richard Greissman).

The revisions to update SR 3.3.2 were submitted by the Senate Rules and Elections Committee to the Senate Council in February 2012. The Senate Council posted the revision on the Senate web site and solicited comment from the University Senate at its February 2012 meeting. That revision was then converted to 'changes accepted.' Subsequent changes, shown here in 'track changes' mode, reflect input subsequent to the Feb. 2012 Senate meeting, including March 2012 amendments to GR IV.C.2,3 by the Board of Trustees. In addition, a totally 'changes accepted' version is also provided.



### 3.3.2.1 Procedures Governing Creation, Consolidation, Transfer, Closure, or Significant Reduction of an Academic Program or Educational Unit

In accordance with the principles established by the Board of Trustees in its Governing Regulations (GRs), [and in accordance with requirements of CPE and SACS](#), the University Senate

~~(1) must be consulted for its recommendation on proposals concerning the University's academic organization (GR VII);~~

~~(2) approves for transmittal to the Board of Trustees proposals to create or terminate degree programs, and~~

~~(3) makes the final University academic decision on changes to academic programs (GR IV.C).~~

[\(1\) approves for transmittal to the Board of Trustees, through the Provost/President, proposals to create or close degree-granting academic programs, \(GR IV.C.2\),](#)

[\(2\) is responsible for all other decisions on the academic status or content of academic programs \(GR IV.C.2; GR IV.C.3\)](#)

[\(3\) must be consulted for its recommendation on proposals concerning the University's academic organization \(GR IV.C.5; GR VII\),](#)

[\(4\) may opt to advise the Provost and President on matters concerning physical facilities, personnel and other resources when these may affect the attainment of educational objectives \(GR IV.C.6\)](#)

A recommendation to create, consolidate, transfer, close, or significantly reduce an academic program or educational unit may be made by the program faculty, Department Chair/School Director, Dean, Provost, or President. Before such a recommendation is acted upon, and whether or not it is likely to entail the termination or the transfer of faculty, the proposal must be considered by the University Senate (GR IV.C.1,2; GR VII). This necessitates submission of such proposals to the Senate Council for presentation to the University Senate. ~~The proposal will be submitted to the Senate Council according to one of the following procedures:~~

#### A. University Senate Review Submission Procedure

##### 1. Proposals Initiated by Program/Unit Faculty.

Proposals initiated by the faculty of the academic program or educational unit shall follow the procedures established in the University Senate Rules and those established by that unit.

##### 2. Proposals Initiated by the Department Chair/School Director.

Proposals initiated by the Department Chair/School Director will follow the existing procedures established by the respective unit for program or educational unit change, and then be referred via the Dean (in keeping with College level procedures) to the Senate Council. The Department Chair/School Director will use the Senate-approved routing form to include evidence of compliance with existing unit procedures for (a)

faculty approval of proposals for significant reduction to an academic program, or for (b) faculty advisement on proposed changes to academic organization.

### **3. Proposals Initiated by the Dean.**

Proposals initiated by, or forwarded to, the Dean will follow the existing procedures established by that college for academic program or educational unit change, and then be referred via the Dean to the Senate Council. The Dean will use the Senate-approved routing form to include evidence of compliance with existing college procedures for (a) faculty approval of proposals for significant reduction of an academic program, or for (b) faculty advisement on proposed changes to academic organization.

**4. Proposals Initiated by the Provost, Vice President for Research, or President.** Proposals for academic program change administratively initiated by or through the Provost, Vice President for Research, or President for will follow the existing procedures established by the affected college, or by the program faculty, for academic program change, using the Senate-approved form. Proposals administratively initiated by or through the Provost/President but concerning the creation of or change to an educational unit shall be processed to the Senate Council, and are expected to include the considerations in SR 3.3.2.1.A.5. The proposal must be submitted to the Senate within 12 months from when the unit faculty was last consulted.

### **5. Administrative Consultation with Faculty on Infrastructural Issues.**

A submitted proposal ~~must~~ is expected to include a full accounting by the respective dean(s) and Provost of the disposition of faculty, staff and resources (financial and physical), including willingness of donating units to release faculty lines for transfer to a different educational unit, in addition to consultation with the faculty of the unit to which the faculty lines are proposed to be transferred. The department chair and dean ought to address (and the proposal ~~must~~ ought to document) the viewpoints and votes of unit faculty and department/college committees. The proposal ~~shall~~ is expected to include letters of support (or opposition) from senior faculty or administrators, and where helpful supporting letters from outside the university.

### **6. Definition of Significant Reduction of an Academic Program or Educational Unit**

For the purposes of SR 3.3.2.1, the academic decision to temporarily suspend admissions to a Senate-approved academic program for ~~not~~ longer than a single year is ~~not~~ a 'significant reduction,' that must be forwarded to the Senate for approval. An academic decision to suspend admissions to a Senate-approved academic program for not longer than one year and may be made by the final decision of the college faculty, pursuant to the established college faculty rules document. Proposals to create a new academic program, or to make changes to an academic program that are not a "significant reduction" of the program, are processed pursuant to SR 3.2.0. A college faculty may opt to have an issue concerning temporary suspension of admissions to an academic program forwarded to the Senate Council for Senate consideration. ~~An academic decision by a college faculty to suspend admissions to a Senate-approved academic program for longer than one that must be forwarded to the Senate for approval. Proposals to create a new academic program or make changes to academic programs that are not "significant reduction" are processed pursuant to SR 3.2.0.~~

All proposals for changes to academic organization must be processed through the University Senate, pursuant to the procedures in this rule (GR IV.C; GR VII). For the purposes of initiating the procedures here under SR 3.3.2, the initiator of the proposal concerning changes in infrastructural support for an educational unit or for an academic program has the responsibility for determining that the proposed infrastructural change that impinges on the attainment of educational objectives is a “significant reduction.” In making that determination, the initiator of the proposal should consult with the members of the affected units.

## **7. Definition of an Educational Unit**

Senate Rule 3.3.2.1 complies with the definition of the Board of Trustees that the educational units of the University are colleges, schools, departments, graduate centers, interdisciplinary instructional programs, and multidisciplinary research centers/institutes (GR VII.A.1). ~~For the purposes of initiating the procedures here under SR 3.3.2.1, the initiator of the proposal has the responsibility for demonstrating that the proposed infrastructural change of an educational unit is a “significant reduction.”~~

## **B. University Senate Review Procedures**

1. The Senate Council will refer the proposal to an appropriate University Senate body (e.g., the Undergraduate Council, the Graduate Council, the Health Care Colleges Council, the Academic Organization and Structure Committee, the Academic Programs Committee, or an ad hoc committee convened by the University Senate Council). A proposal that requires decisions on both the academic program and the educational unit housing that academic program, shall be reviewed by the above Senate bodies that are responsible for recommendations on each respective aspect. The committee/council(s) will review the proposal and its effect on faculty, students, and staff. The review shall involve, as appropriate, primarily academic considerations such as but not limited to the following, (not in any order of priority or preference):

### ~~Academic Infrastructural Considerations for Proposals to Create, Consolidate, Transfer, Close or Significantly Reduce an Educational Unit, or to Transfer an Academic Program to a Different Educational Unit~~

- ~~(a) The current and proposed structural organization of the unit.~~
- ~~(b) How the structural change involves other units and fits with department, college, and/or university objectives and priorities.~~
- ~~(c) How this structural change affects the position of the unit relative to state —and benchmark institutions, and to SACS/CPE/professional accrediting —bodies (GR IV.C.1).~~
- ~~(d) How the new structure will be evaluated as meeting (or not) the objectives for forming the new structure, including the timing of key events.~~
- ~~(e) How the new structure will impact plans for student recruitment, enrollment, education, and competitiveness.~~
- ~~(f) The qualifications of the key unit personnel, and where appropriate the processes for searching for an interim leader or unit chair/director.~~

~~(g) The faculty/staff to be associated with the unit, allocation of DOE for unit activities, tenured/tenure eligibility, joint faculty, voting rights in policy-making, etc.~~

### **Academic Program Considerations for Proposals to Consolidate, Transfer, Close, or Significantly Reduce an Academic Program**

- (a) The centrality of each academic program or course of study to the mission of this institution or to the mission of the college, school, or department within which it is located;
- (b) The academic strength, productivity and quality of the academic program and of its faculty;
- (c) The importance of the academic program to the state or region in terms of its cultural, historic, political, economic, or other social resources;
- (d) The importance of the academic program to the state or region in terms of its geologic, geographic, environmental, or other natural resources;
- (e) The relationship of the academic program and the work done therein to some essential program or function performed at this institution;
- (f) The current student demand and projected enrollment in the subject matter taught in the academic program;
- (g) The current and predicted comparative cost analysis/effectiveness of the academic program;
- (h) The duplication of work performed in the academic program by work done in other programs or departments at other public institutions of higher education elsewhere within the Commonwealth of Kentucky;
- (i) The academic policies of the program faculty that are made necessary by, or in response, to requirements of governmental or accrediting bodies (GR IV.C.1)
- (j) Such other factors as the committee/council(s) deems pertinent.

### **Academic Infrastructural Considerations for Proposals to Create, Consolidate, Transfer, Close or Significantly Reduce an Educational Unit, or to Transfer an Academic Program to a Different Educational Unit**

- (a) The current and proposed structural organization of the unit.
- (b) How the structural change involves other units and fits with department.

college, and/or university objectives and priorities.

(c) How this structural change affects the position of the unit relative to state and benchmark institutions, and to SACS/CPE/professional accrediting bodies (GR IV.C.1).

(d) How the new structure will be evaluated as meeting (or not) the objectives for forming the new structure, including the timing of key events.

(e) How the new structure will impact plans for student recruitment, enrollment, education, and competitiveness.

(f) The qualifications of the key unit personnel, and where appropriate the processes for searching for an interim leader or unit chair/director.

(g) The faculty/staff to be associated with the unit, allocation of DOE for unit activities, tenured/tenure eligibility, joint faculty, voting rights in policy-making, etc.

2. Before the respective committee completes its report and recommendations, it shall examine any program or educational unit review report prepared within the previous 3 years; if no such report exists, the Senate Council will request that the Provost conduct a review of the academic program or educational unit as expeditiously as appropriate (not to exceed 6 months, excluding summer). The committee/council will also conduct at least one open forum at which any employee or student affected or concerned about the proposed action may make written submissions or oral presentations. The open session(s) are for the purpose of obtaining information. They are not intended as an adversarial or adjudicatory process.

3. The committee/council shall share with the academic program or educational unit and the affected faculty therein any information and documents it may obtain during its review of the proposal. It will endeavor to do so at least ten (10) working days before any meeting (see item 2 above) with the academic program/educational unit and affected faculty. Within the above framework, the committee/council may establish such additional procedures, including time limitations and rules for relevance, as it determines necessary to proceed with its charge in an ordered and efficient manner.

4. Upon completing its review, the committee/council may recommend modifications to the proposal, acceptance of the proposal as submitted, or rejection of the proposal.

5. The respective committee/council shall forward its recommendations to the University Senate through the Senate Council. The University Senate shall make, as appropriate, either a final academic decision on the proposal, or a recommendation to the Provost. .

## **C. Procedures Following University Senate Review**

### **1. Proposals Concerning Changes to Academic Programs**

When the University Senate acts pursuant to SR 3.3.2.1 to either

- a. make the decision to academically approve the closure of a degree program or
- b. make the final academic decision for the University on any other proposal concerning an academic program,

it shall notify the Provost of its decision. In the case of a University Senate decision to close a degree program, the Provost shall forward the University Senate's recommendation to the President for transmittal to the Board of Trustees.

## **2. Proposals Concerning Creation, Consolidation, Transfer, Closure or Significant Reduction of an Educational Unit**

The University Senate shall transmit its recommendation on the proposal concerning the University's academic organization to the Provost .

### **a. Proposals Concerning Transfer of an Academic Program to a Different Educational Unit**

The University Senate's recommendation on a proposal to transfer a degree program to a different educational unit is processed as described in 2.b, below. For a proposal to transfer programs leading to a certificate to a different educational unit, if the transfer will move the academic program to a different unit within the same college, the Provost shall either make the final administrative decision or may delegate to the Dean of that college the authority to make the final administrative decision. If the transfer will move the academic program outside of its current college, the Provost will make the final University administrative decision.

### **b. Proposals Concerning the Creation, Consolidation, Transfer, Discontinuation or Significant Reduction of an Educational Unit**

The Provost may submit the recommendation on the proposal forwarded from the University Senate to the President for approval, terminate further consideration of the proposal, or make modifications to the proposal. In the latter case, the Provost, as a University Senate member, must include the University Senate's recommendation when submitting the modified proposal to the President, the Chair of the University Senate, for consideration. The Senate Council may ask the Provost to explain the rationale for modifications to the proposal that the Provost had made. The President may approve the proposal and recommend it to the Board of Trustees, or refer the proposal to the Provost and/or University Senate for additional considerations, or disapprove and stop the proposal, unless the University Senate expressly requests that the proposal be presented to the Board.

3. Final notification to the President of the decisions or recommendations of the University Senate shall be made within a maximum period of 120 days (excluding May 16 through August 15) from the time the ~~initial~~ recommendation was ~~made~~ submitted to the Senate Council. All proposals for creation, consolidation, transfer, closure, or significant reduction of an academic program or educational unit will be reviewed by the President within 60 days (excluding May 16 through August 15) of the submission of this notification to the President.

#### **D. Rules Governing Academic Program or Educational Unit Change**

When an academic program or educational unit is to be consolidated, transferred, ~~closure~~closed, or significantly reduced, every effort should be made to phase it out over a period of time, with due notice to the students and with due regard for the contractual rights of faculty whose appointments will be affected.

1. Students whose access to required course offerings are adversely affected by academic reorganization should be afforded reasonable opportunities to complete their required course work either at this institution or through cooperative arrangements and transfer of credit from other colleges and universities both within and outside Kentucky.
2. Tenured and tenure track faculty, including full time Instructors, on lines in programs that are discontinued or transferred shall be reassigned to teaching, research, extension, clinical, librarian or service activities in related academic programs or educational units or to administrative duties (if they are qualified for the position and where the need exists for such duties), in accordance with Governing Regulation X.B.1.e, and X.B.1.f, and while maintaining or increasing their current salary. Similar consideration shall be accorded lecturers who have accumulated more than seven years continuous full-time service.
3. In no instance shall an eliminated academic program or educational unit be re-established at the University of Kentucky within two years without offering reappointment to all former faculty members whose academic appointments with the University had been affected thereby for reasons of financial exigency.

#### **3.3.2.2 Procedures Governing Creation, Consolidation, Transfer, Discontinuation, or Significant Reduction of Other Educational Units (e.g. multidisciplinary research centers or institutes; interdisciplinary instructional programs)**

"Other educational units" include those that are engaged in multidisciplinary research or interdisciplinary instruction, whether or not such programs lead to a degree or are ones in which work done by students is awarded academic credit. Examples of the latter would be multidisciplinary programs that include work conducted at centers or institutes\_ and/or laboratories\_ as defined in GR VII.A.1. Proposals ~~to terminate or consolidate~~concerning these programs will follow the procedures outlined above as appropriate.

**Recommendation:**

The University Senate approve the recommended revisions to SR 3.3.2, effective immediately.

**Background:**

In 2005, the Board of Trustees revised its Governing Regulations to clarify:

- 1) the decision-making authority of the University Senate on the University's academic programs and
- 2) the requirement that the advice of the University Senate be obtained prior to final decisions by the Board of Trustees on changes to the University's academic organization.

In 2006, the University Senate updated the Senate Rules to reflect the delegation of responsibilities to the University Senate by the Board of Trustees, except that Section III of the Senate Rules has never been updated to reflect the changes to the Governing Regulations made in 2005 (all other sections of the Senate Rules were commensurately updated in 2006). A particularly important subpart of Section III of the Senate Rules, SR 3.3.2, pertains to the procedures to be used for proposals to create, alter, consolidate, significantly reduce, or close academic programs and/or the educational unit that is the academic program's infrastructural home. In addition, changes in policies of the Council on Postsecondary Education and of SACS during that time prompted changes in this same section of the Senate Rules.

Since last spring, the Senate Rules and Elections Committee has been obtaining the input on the appropriate revisions to SR 3.3.2 from respective Senate Committees (Academic Organization and Structure; Academic Programs) and University administrators (Dean of the Graduate School Jeannine Blackwell; Associate Provost for Undergraduate Education Mike Mullen; Assistant Provost for Program Support Richard Greissman).

The revisions to update SR 3.3.2 were submitted by the Senate Rules and Elections Committee to the Senate Council in February 2012. The Senate Council posted the revision on the Senate web site and solicited comment from the University Senate at its February 2012 meeting. That revision was then converted to 'changes accepted.' Subsequent changes, shown here in 'track changes' mode, reflect input subsequent to the Feb. 2012 Senate meeting, including March 2012 amendments to GR IV.C.2,3 by the Board of Trustees. In addition, a totally 'changes accepted' version is also provided.



### **3.3.2.1 Procedures Governing Creation, Consolidation, Transfer, Closure, or Significant Reduction of an Academic Program or Educational Unit**

In accordance with the principles established by the Board of Trustees in its Governing Regulations (GRs), and in accordance with requirements of CPE and SACS, the University Senate

(1) approves for transmittal to the Board of Trustees, through the Provost/President, proposals to create or close degree-granting academic programs, (GR IV.C.2),

(2) is responsible for all other decisions on the academic status or content of academic programs (GR IV.C.2; GR IV.C.3)

(3) must be consulted for its recommendation on proposals concerning the University's academic organization (GR IV.C.5; GR VII),

(4) may opt to advise the Provost and President on matters concerning physical facilities, personnel and other resources when these may affect the attainment of educational objectives (GR IV.C.6)

A recommendation to create, consolidate, transfer, close, or significantly reduce an academic program or educational unit may be made by the program faculty, Department Chair/School Director, Dean, Provost, or President. Before such a recommendation is acted upon, and whether or not it is likely to entail the termination or the transfer of faculty, the proposal must be considered by the University Senate (GR IV.C.1,2; GR VII). This necessitates submission of such proposals to the Senate Council for presentation to the University Senate.

#### **A. University Senate Review Submission Procedure**

##### **1. Proposals Initiated by Program/Unit Faculty.**

Proposals initiated by the faculty of the academic program or educational unit shall follow the procedures established in the University Senate Rules and those established by that unit.

##### **2. Proposals Initiated by the Department Chair/School Director.**

Proposals initiated by the Department Chair/School Director will follow the existing procedures established by the respective unit for program or educational unit change, and then be referred via the Dean (in keeping with College level procedures) to the Senate Council. The Department Chair/School Director will use the Senate-approved routing form to include evidence of compliance with existing unit procedures for (a) faculty approval of proposals for significant reduction to an academic program, or for (b) faculty advisement on proposed changes to academic organization.

##### **3. Proposals Initiated by the Dean.**

Proposals initiated by, or forwarded to, the Dean will follow the existing procedures established by that college for academic program or educational unit change, and then be referred via the Dean to the Senate Council. The Dean will use the Senate-approved routing form to include evidence of compliance with existing college procedures for (a) faculty approval of proposals for significant reduction of an academic program, or for (b) faculty advisement on proposed changes to academic organization.

**4. Proposals Initiated by the Provost, Vice President for Research, or President.** Proposals for academic program change administratively initiated by or through the Provost, Vice President for Research, or President for will follow the existing procedures established by the affected college, or by the program faculty, for academic program change, using the Senate-approved form. Proposals administratively initiated by or through the Provost/President but concerning the creation of or change to an educational unit shall be processed to the Senate Council, and are expected to include the considerations in SR 3.3.2.1.A.5 . The proposal must be submitted to the Senate within 12 months from when the unit faculty was last consulted.

**5. Administrative Consultation with Faculty on Infrastructural Issues.** A submitted proposal is expected to include a full accounting by the respective dean(s) and Provost of the disposition of faculty, staff and resources (financial and physical), including willingness of donating units to release faculty lines for transfer to a different educational unit, in addition to consultation with the faculty of the unit to which the faculty lines are proposed to be transferred. The department chair and dean ought to address (and the proposal ought to document) the viewpoints and votes of unit faculty and department/college committees. The proposal is expected to include letters of support (or opposition) from senior faculty or administrators, and where helpful supporting letters from outside the university.

**6. Definition of Significant Reduction of an Academic Program or Educational Unit**

For the purposes of SR 3.3.2.1, the academic decision to temporarily suspend admissions to a Senate-approved academic program for longer than a single year is a 'significant reduction' that must be forwarded to the Senate for approval. An academic decision to suspend admissions to a Senate-approved academic program for not longer than one year may be made by the final decision of the college faculty, pursuant to the established college faculty rules document. Proposals to create a new academic program, or to make changes to an academic program that are not a "significant reduction" of the program, are processed pursuant to SR 3.2.0. A college faculty may opt to have an issue concerning temporary suspension of admissions to an academic program forwarded to the Senate Council for Senate consideration.

All proposals for changes to academic organization must be processed through the University Senate, pursuant to the procedures in this rule (GR IV.C; GR VII). For the purposes of initiating the procedures here under SR 3.3.2, the initiator of the proposal concerning changes in infrastructural support for an educational unit or for an academic program has the responsibility for determining that the proposed infrastructural change that impinges on the attainment of educational objectives is a "significant reduction." In making that determination, the initiator of the proposal should consult with the members of the affected units.

**7. Definition of an Educational Unit**

Senate Rule 3.3.2.1 complies with the definition of the Board of Trustees that the educational units of the University are colleges, schools, departments, graduate centers, interdisciplinary instructional programs, and multidisciplinary research centers/institutes (GR VII.A.1).

## **B. University Senate Review Procedures**

1. The Senate Council will refer the proposal to an appropriate University Senate body (e.g., the Undergraduate Council, the Graduate Council, the Health Care Colleges Council, the Academic Organization and Structure Committee, the Academic Programs Committee, or an ad hoc committee convened by the University Senate Council). A proposal that requires decisions on both the academic program and the educational unit housing that academic program, shall be reviewed by the above Senate bodies that are responsible for recommendations on each respective aspect. The committee/council(s) will review the proposal and its effect on faculty, students, and staff. The review shall involve, as appropriate, primarily academic considerations such as but not limited to the following, (not in any order of priority or preference):

### **Academic Program Considerations for Proposals to Consolidate, Transfer, Close, or Significantly Reduce an Academic Program**

- (a) The centrality of each academic program or course of study to the mission of this institution or to the mission of the college, school, or department within which it is located;
- (b) The academic strength, productivity and quality of the academic program and of its faculty;
- (c) The importance of the academic program to the state or region in terms of its cultural, historic, political, economic, or other social resources;
- (d) The importance of the academic program to the state or region in terms of its geologic, geographic, environmental, or other natural resources;
- (e) The relationship of the academic program and the work done therein to some essential program or function performed at this institution;
- (f) The current student demand and projected enrollment in the subject matter taught in the academic program;
- (g) The current and predicted comparative cost analysis/effectiveness of the academic program;
- (h) The duplication of work performed in the academic program by work done in other programs or departments at other public institutions of higher education elsewhere within the Commonwealth of Kentucky;
- (i) The academic policies of the program faculty that are made necessary by, or in response, to requirements of governmental or accrediting bodies (GR IV.C.1)
- (j) Such other factors as the committee/council(s) deems pertinent.

**Academic Infrastructural Considerations for Proposals to Create, Consolidate, Transfer, Close or Significantly Reduce an Educational Unit, or to Transfer an Academic Program to a Different Educational Unit**

- (a) The current and proposed structural organization of the unit.
  - (b) How the structural change involves other units and fits with department, college, and/or university objectives and priorities.
  - (c) How this structural change affects the position of the unit relative to state and benchmark institutions, and to SACS/CPE/professional accrediting bodies (GR IV.C.1).
  - (d) How the new structure will be evaluated as meeting (or not) the objectives for forming the new structure, including the timing of key events.
  - (e) How the new structure will impact plans for student recruitment, enrollment, education, and competitiveness.
  - (f) The qualifications of the key unit personnel, and where appropriate the processes for searching for an interim leader or unit chair/director.
  - (g) The faculty/staff to be associated with the unit, allocation of DOE for unit activities, tenured/tenure eligibility, joint faculty, voting rights in policy making, etc.
- 2.** Before the respective committee completes its report and recommendations, it shall examine any program or educational unit review report prepared within the previous 3 years; if no such report exists, the Senate Council will request that the Provost conduct a review of the academic program or educational unit as expeditiously as appropriate (not to exceed 6 months, excluding summer). The committee/council will also conduct at least one open forum at which any employee or student affected or concerned about the proposed action may make written submissions or oral presentations. The open session(s) are for the purpose of obtaining information. They are not intended as an adversarial or adjudicatory process.
- 3.** The committee/council shall share with the academic program or educational unit and the affected faculty therein any information and documents it may obtain during its review of the proposal. It will endeavor to do so at least ten (10) working days before any meeting (see item 2 above) with the academic program/educational unit and affected faculty. Within the above framework, the committee/council may establish such additional procedures, including time limitations and rules for relevance, as it determines necessary to proceed with its charge in an ordered and efficient manner.
- 4.** Upon completing its review, the committee/council may recommend modifications to the proposal, acceptance of the proposal as submitted, or rejection of the proposal.
- 5.** The respective committee/council shall forward its recommendations to the University Senate through the Senate Council. The University Senate shall make, as appropriate, either a final academic decision on the proposal, or a recommendation to the Provost. .

## **C. Procedures Following University Senate Review**

### **1. Proposals Concerning Changes to Academic Programs**

When the University Senate acts pursuant to SR 3.3.2.1 to either

- a.** make the decision to academically approve the closure of a degree program or
- b.** make the final academic decision for the University on any other proposal concerning an academic program,

it shall notify the Provost of its decision. In the case of a University Senate decision to close a degree program, the Provost shall forward the University Senate's recommendation to the President for transmittal to the Board of Trustees.

### **2. Proposals Concerning Creation, Consolidation, Transfer, Closure or Significant Reduction of an Educational Unit**

The University Senate shall transmit its recommendation on the proposal concerning the University's academic organization to the Provost .

#### **a. Proposals Concerning Transfer of an Academic Program to a Different Educational Unit**

The University Senate's recommendation on a proposal to transfer a degree program to a different educational unit is processed as described in 2.b, below. For a proposal to transfer programs leading to a certificate to a different educational unit, if the transfer will move the academic program to a different unit within the same college, the Provost shall either make the final administrative decision or may delegate to the Dean of that college the authority to make the final administrative decision. If the transfer will move the academic program outside of its current college, the Provost will make the final University administrative decision.

#### **b. Proposals Concerning the Creation, Consolidation, Transfer, Discontinuation or Significant Reduction of an Educational Unit**

The Provost may submit the recommendation on the proposal forwarded from the University Senate to the President for approval, terminate further consideration of the proposal, or make modifications to the proposal. In the latter case, the Provost, as a University Senate member, must include the University Senate's recommendation when submitting the modified proposal to the President, the Chair of the University Senate, for consideration. The Senate Council may ask the Provost to explain the rationale for modifications to the proposal that the Provost had made. The President may approve the proposal and recommend it to the Board of Trustees, or refer the proposal to the Provost and/or University Senate for additional considerations, or disapprove and stop the proposal, unless the University Senate expressly requests that the proposal be presented to the Board.

3. Final notification to the President of the decisions or recommendations of the University Senate shall be made within a maximum period of 120 days (excluding May

16 through August 15) from the time the recommendation was submitted to the Senate Council. All proposals for creation, consolidation, transfer, closure, or significant reduction of an academic program or educational unit will be reviewed by the President within 60 days (excluding May 16 through August 15) of the submission of this notification to the President.

**D. Rules Governing Academic Program or Educational Unit Change**

When an academic program or educational unit is to be consolidated, transferred, closed, or significantly reduced, every effort should be made to phase it out over a period of time, with due notice to the students and with due regard for the contractual rights of faculty whose appointments will be affected.

1. Students whose access to required course offerings are adversely affected by academic reorganization should be afforded reasonable opportunities to complete their required course work either at this institution or through cooperative arrangements and transfer of credit from other colleges and universities both within and outside Kentucky.
2. Tenured and tenure track faculty, including full time Instructors, on lines in programs that are discontinued or transferred shall be reassigned to teaching, research, extension, clinical, librarian or service activities in related academic programs or educational units or to administrative duties (if they are qualified for the position and where the need exists for such duties), in accordance with Governing Regulation X.B.1.e, and X.B.1.f, and while maintaining or increasing their current salary. Similar consideration shall be accorded lecturers who have accumulated more than seven years continuous full-time service.
3. In no instance shall an eliminated academic program or educational unit be re-established at the University of Kentucky within two years without offering reappointment to all former faculty members whose academic appointments with the University had been affected thereby for reasons of financial exigency.

**3.3.2.2 Procedures Governing Creation, Consolidation, Transfer, Discontinuation, or Significant Reduction of Other Educational Units (e.g. multidisciplinary research centers or institutes; interdisciplinary instructional programs)**

"Other educational units" include those that are engaged in multidisciplinary research or interdisciplinary instruction, whether or not such programs lead to a degree or are ones in which work done by students is awarded academic credit. Examples of the latter would be multidisciplinary programs that include work conducted at centers or institutes as defined in GR VII.A.1. Proposals concerning these programs will follow the procedures outlined above as appropriate.