

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.

TIME AND LOCATION CHANGE - MEETING WILL BE AT 2 PM IN THE LEXMARK ROOM, 209 MAIN BUILDING.

Monday, May 7, 2012

1. State of the University Address - University Senate Chair Eli Capilouto
2. Minutes and Announcements
3. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
 - c. Trustee
4. UK May 2012 Degree List (Separate Handout)
5. UK August 2012 Degree List (early list) (Separate Handout)
6. Proposed Changes to *Governing Regulations II* ("Governance of the University of Kentucky") p. 3-18
7. Committee Reports
 - a. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
 - i. Proposed Changes to *Senate Rules 3.2* ("Procedures For Processing Academic Programs And Changes") p. 19-24
 - ii. Proposed Changes to *Senate Rules 3.3* ("Procedures For Creating Courses, Change Courses and Deleting Courses") p. 25-30
 - iii. Proposed New Standing Committee p. 31
 - b. Senate's Admissions and Academic Standards Committee - Raphael Finkel, Chair
 - i. (Nursing) Proposal to Change *Senate Rules 4.2.1.2* (Allow 90 Hours of Transfer Credit for Students in the RN-BSN Program) p. 32-37
 - ii. Proposed Changes Regarding BHS Medical Laboratory Science p. 38-44
 - Change to Existing Admission Requirement for BHS Medical Laboratory Science
 - Proposed Revision to *Senate Rules 5.3.2.2.1* ("Clinical Laboratory Sciences Professional Program")

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- Proposed Revision to *Senate Rules 4.2.2.2.E* ("Medical Technology: Admissions Policy")
- iii. "What is a Credit Hour?" for Different Meeting Patterns p. 45-52
- c. Senate's Academic Program's Committee - Andrew Hippisley, Chair
 - i. Proposed New Graduate Certificate in Risk Sciences p. 53-66
 - ii. Proposed New Minor in Visual Studies p. 67-71
 - iii. Proposed New Graduate Certificate in Stream and Watershed Science p. 72-84
 - iv. Proposed New Minor in Neuroscience p. 85-91
 - v. Proposed New Undergraduate Certificate in Global Scholars p. 92-100
 - vi. Proposed New Post-Graduate Certificate in Rehabilitation Counseling p. 101-139
 - vii. Proposed New MA in Linguistic Theory and Typology p. 140-166
- d. Senate's Academic Organization and Structure Committee (SAOSC) - Herman Farrell, Chair
 - i. Proposal to Change the Name of the Department of Nutrition and Food Science p. 167-177
 - ii. Proposal to Change the Name of the Department of Art p. 178-182
 - iii. Proposal to Change the Name of the Department of Special Education and Rehabilitation Counseling p. 183-185
 - iv. Proposed Restructuring of the School of Management in the Gatton College of Business and Economics p. 186-194
- 8. Proposed Restructuring of the School of Management in the Gatton College of Business and Economics and Transfer of Ownership of Eight Bachelor of Business Administration Degrees p. 195-212

Next Meeting: September 10, 2012



UNIVERSITY OF
KENTUCKY
 Regulations

Governing Regulation, Part II

Responsible Office: Board of Trustees

Effective: 12/13/2011

Supersedes Version: 9/13/2011

Governance of the University of Kentucky

Major Topics

- A. Introduction
- B. Board of Trustees - Membership
 - 1. Definition
 - 2. Membership
 - (a) Appointed Members
 - (b) Elected Members
 - (c) Non-voting Members
 - (d) Removal of Members
 - 3. Officers
- C. Meetings of the Board of Trustees
- D. Conflicts of Interest of Board Membership
- E. Standing and Special Committees
 - 1. Standing Committee General Rules
 - 2. Standing Committees
 - (a) Executive Committee
 - (b) Academic Affairs Committee
 - (c) Finance Committee and Audit Subcommittee
 - (d) Human Resources Committee
 - (e) Investment Committee
 - (f) Nominating Committee
 - (g) Student Affairs Committee
 - (h) University Athletics Committee
 - (i) University Health Care Committee
 - (j) University Relations Committee
 - 3. Special Committees
- F. Powers and Responsibilities of the Board of Trustees
- G. Petitions to Address the Board of Trustees
- H. References and Related Materials

Appendix I – Petition to Address the Board

A. Introduction

The governance of the University of Kentucky is vested by law in the Board of Trustees (KRS 164.131). Within the limits set by the State Constitution and the federal and state laws,^{*} the Board of Trustees is the final authority in all matters affecting the institution and exercises jurisdiction over the institution's financial, educational, and other policies and its relation with the state and federal governments.

These *Governing Regulations* describe the composition, powers, and duties of the Board of Trustees of the University of Kentucky, as defined by Kentucky Revised Statutes, and establish policies and procedures for the performance of its functions. In these *Governing Regulations*, the Board of Trustees delegates certain responsibilities to the President, the University Senate, the Staff Senate, the Student Government Association, the Graduate Faculty, and the faculties of educational units in order to provide for the responsible and efficient administration of the University and the accomplishment of its goals.

As the chief administrative officer of the University, the President is authorized by the Board of Trustees to promulgate the *Administrative Regulations* including the *Human Resources Policies and Procedures*, ~~*Administrative Regulation*~~ and the *Business Procedures Manual*, to provide interpretation and implementation of these *Governing Regulations*, and of the *Minutes of the Board of Trustees*, and to delineate policies within the sphere of delegated responsibility. Chief administrative officers are authorized to establish unit policies and procedures attendant to their delegated administrative responsibilities.

At an institution-wide level, the University Senate, as a primary educational policy-forming agency of the University, establishes the broad academic policies of the University. Within the limits set by the Board of Trustees and the University Senate, the Graduate Faculty is delegated jurisdiction over programs leading to graduate degrees and has the responsibility to safeguard, promote and assist in the development of research in all fields. Within the limits set by the institution-wide policies of the Board of Trustees, the University Senate, and the Graduate Faculty, the respective faculties exercise the governance role of policy-making responsibility for the instructional, research and service programs of their educational units. The University Senate, the Graduate Faculty, and the faculties of educational units are authorized to issue rules concerning the policy and procedure-making responsibilities that are attendant to their delegated educational policy-making role.

Where appropriate, the rules and regulations appearing in the *Administrative Regulations*, *Human Resources Policy and Procedures*, *Business Procedures Manual*, ~~*Administrative Regulations*~~ and *University Senate Rules* should refer to the source or sources in these *Governing Regulations* or *Minutes of the Board of Trustees*.

B. Board of Trustees - Membership

1. Definition

The Board of Trustees is a body corporate, under the name of Board of Trustees of the University of Kentucky, with the usual corporate powers, and possesses all the immunities, rights, privileges, and franchises usually attaching to the governing bodies of educational institutions. It may receive, hold, and administer, on behalf of the University, subject to the conditions attached, all revenues accruing from endowments, appropriations, allotments, grants or bequests, and all types of property. (KRS 164.160)

2. Membership

^{*} The Council on Postsecondary Education in Kentucky (KRS 164.020) has powers and duties that relate to the governance of the University of Kentucky.

The Board of Trustees of the University of Kentucky consists of sixteen members appointed by the Governor, two (2) University faculty members who shall have the right to vote on all matters except that of faculty compensation, one (1) University staff employee, and one (1) University student.

(a) Appointed Members

The Governor shall make the appointments so as to reflect proportional representation on the Board of the two leading political parties of the Commonwealth based on the state's voter registration and to reflect no less than proportional representation of the minority racial composition of the Commonwealth. Appointments to fill vacancies shall be made for any unexpired terms in the same manner as provided for the original appointments. (KRS 164.131)

The terms of the appointed members shall be for six (6) years and until their successors are appointed and qualified. Three (3) of the appointments shall be graduates of the University and may include one (1) graduate of the institution who may reside outside the Commonwealth; three (3) shall be representative of agricultural interests; and ten (10) shall be other distinguished citizens representative of the learned professions. Each graduate member is appointed by the Governor from a list of three (3) names submitted by the alumni of the University according to a method prescribed by the Board of Trustees, upon recommendation of the UK Alumni Association, pursuant to KRS 164.131(2)(a); KRS 164.140. The prescribed methods are published in the *Minutes of the Meetings of the Board of Trustees* (May 6, 2003).

(b) Elected Members

The number of faculty members, staff employees, and student members elected to the Board of Trustees shall not exceed four (4). (KRS 164.131)

- (i) The two (2) faculty members representing the University shall be members of the faculty of the rank of assistant professor or above, elected by secret ballot by faculty members of the rank of assistant professor or above.

In accordance with KRS 164.131(3), faculty members eligible to vote and eligible to serve as elected members of the Board of Trustees shall be those regular, full-time employees conferred with a faculty title and a rank at the level of assistant professor (or its equivalent, librarian III) or above, and who do not have an administrative assignment at or above the level of department chair, and as otherwise defined in *Human Resources Policy and Procedure Administrative Regulation Number 4.0: Employee Status*.

The faculty members shall serve for terms of three (3) years and until their successors are elected and qualified. They are eligible for reelection but are ineligible to continue to serve as members of the Board of Trustees if they cease to be members of the faculty. Elections to fill vacancies for any unexpired terms shall be held in the same manner as for the original elections.

The authority to develop procedures for the election of faculty members to serve as members of the Board of Trustees, in accordance with the provisions of KRS 164.131(3), is hereby delegated to the University Senate.

- (ii) The staff employee representing the University shall be a regular, full-time staff employee as defined in the *Human Resources Policy and Procedure Administrative Regulation Number 4.0: Employee Status*, excluding the President, Provost, executive vice presidents, vice presidents, and academic deans. The staff trustee shall represent all University staff employees.

The staff member shall serve a term of three (3) years and until a successor is elected and qualified. The staff member shall be eligible for reelection, but is ineligible to continue to serve as a member of the Board of Trustees if the staff employee ceases to be an employee of the

University. Elections to fill vacancies shall be for any unexpired term and shall be held in the same manner as provided for the original election.

The staff trustee shall be elected by secret ballot by the regular, full-time staff employees, including the President, Provost, executive vice presidents, vice presidents and academic deans.

The authority to develop procedures for the election of a staff employee to serve as a member of the Board of Trustees, in accordance with the provisions of KRS 164.131(4), is hereby delegated to the Staff Senate.

- (iii) The student member shall be the President of the Student Government Association during the appropriate academic year and may be an out-of-state resident. If the student member does not maintain the position as President or status as a full-time student at any time during that academic year, a special election shall be held to select a full-time student. The authority to develop procedures for the election of a student of the University to serve as a member of the Board of Trustees, in accordance with the provisions of KRS 164.131(5), is hereby delegated to the Student Government Association.

(c) Non-voting mMembers

Pursuant to KRS 164.170 and 164.131(1)(e), the Board of Trustees may from time to time designate persons as nonvoting honorary members of the Board of Trustees, with responsibilities and privileges as it may deem appropriate, except for the power to vote.

(d) Removal of Members

Pursuant to KRS 164.131(1)(d), "Board members may be removed by the Governor for cause, which shall include neglect of duty or malfeasance in office, after being afforded a hearing with counsel before the council and a finding of fact by the council." The "Council" is defined in KRS 164.001(8) as the Council on Postsecondary Education.

3. Officers

The Chair, Vice Chair, Secretary, and Assistant Secretary of the Board of Trustees shall be elected annually at the first fall meeting of the Board of Trustees. (KRS 164.180) The Chair of the Board of Trustees shall be limited to no more than four (4) consecutive terms as Chair. In the absence of the Chair, the Vice Chair presides at meetings of the Board of Trustees and the Executive Committee.

The Secretary keeps the minutes of all meetings, issues notices of meetings, and provides for the publication and distribution of the minutes in accordance with instructions from the Board of Trustees. The Secretary is responsible for the maintenance of an official revised copy of these Governing Regulations and for the publication of revisions. The Assistant Secretary is empowered to perform the duties of the Secretary when the Secretary is not present. The Assistant Secretary need not be a member of the Board of Trustees.

C. Meetings of the Board of Trustees

The Board of Trustees shall meet at least quarterly. Special meetings may be called by the Chair or by any three (3) members upon giving ten (10) days' written notice to each member of the Board of Trustees. The business to be transacted at special meetings shall be specified in the notice of the meeting. All meetings are to be held on the campus of the University unless otherwise specified by a majority vote of the Board of Trustees. A majority of the voting members of the Board of Trustees constitutes a quorum. (KRS 164.170)

The Board of Trustees may adjourn any regular or called meeting to any date that it may set for such adjournment. Any meeting of the Board of Trustees, if a quorum is not present, may be adjourned by the members attending to a time when a quorum shall be present.

The meetings of the Board of Trustees shall be open to the public. The Board of Trustees is required to arrange for a stenographic transcript of each of its meetings to be prepared and filed, to send an agenda for each of the meetings to each member of the Board of Trustees, and to make a copy of the agenda available to the press. (KRS 164.170) For regularly scheduled meetings, the agenda shall be released to the general public at least three (3) full business days prior to the board Meeting. "Business Day" means Monday through Friday, excluding Saturday and Sunday and official University holidays. The Board of Trustees and its committees shall operate in compliance with the provisions of the Open Meetings Law. (KRS 61.800-KRS 61.850)

All necessary expenses incurred by the Trustees in traveling to and from and while attending meetings of the Board of Trustees are designated to be paid out of the funds of the University. (KRS 164.170)

The order of business at meetings of the Board of Trustees normally is as follows:

- Call to Order
- Roll Call
- Reading and Approval of Minutes with Necessary Modifications
- Chair's Report
- Report of the President
- Consideration of President's Recommendations for Action
- Consideration of President's Discussion Items
- Reports of Committees
- Items for Board Discussion
- Other Business
- Adjournment

The most recent version of *Robert's Rules of Order* shall be observed in conducting the business of the Board of Trustees except as these may be modified by regulations adopted by the Board of Trustees.

D. Conflicts of Interest of Board Membership

No employee of the University shall be directly or indirectly interested in any contract with the University for the sale of property, materials, supplies, equipment, or services, with the exception of compensation to the two (2) faculty members and the one (1) staff employee who are members of the Board of Trustees. (KRS 164.131)

No member of a board of trustees shall have an interest in any contract with a state university unless such contract shall have been subjected to competitive bidding in compliance with KRS Chapter 45A, unless such trustee shall have been the lowest bidder and unless such trustee shall have first notified in writing the remaining members of the board, and to the newspaper having the largest circulation in the county in which the state university is located, of his intention to bid on such contract. (KRS 45A.340(7))

No member of the Board of Trustees may be held to be a public officer by reason of membership on the Board except as provided in KRS 45A.335 for the purpose of KRS 45A.340. (KRS 164.150)

E. Standing and Special Committees

The purpose of standing and special committees is to assist the Board of Trustees in its oversight role by gathering information, discussing, and providing advice on policy proposals prior to their coming before the

entire Board of Trustees. Members of the University community and the general public may attend any committee meeting. An individual desiring to address a particular committee or otherwise participate in a committee meeting should contact the committee chair.

1. Standing Committee General Rules

- (a) Unless otherwise provided in this Governing Regulation, membership of standing committees shall include at least five (5) members of the Board of Trustees including the committee chair.
- (b) Unless otherwise provided in this Governing Regulation, committee members shall be appointed by the Chair of the Board of Trustees.
- (c) Unless otherwise provided in this Governing Regulation, the Chair of the Board of Trustees shall select the Chair for each committee from the Trustee members.
- (d) Board of Trustee members may be reappointed to a committee for consecutive terms.
- (e) Any vacancy occurring before the expiration of the term of the appointment shall be filled for the unexpired term.
- (f) A quorum of the Committee members must be present in order to conduct business.

2. Standing Committees

(a) Executive Committee

The Board of Trustees annually elects an Executive Committee of five (5) members that has the powers that the Board of Trustees delegates to it as prescribed in KRS 164.190. This election shall be held at the first fall meeting of the Board of Trustees. Vacancies may be filled at any meeting of the Board of Trustees. The Chair of the Board of Trustees shall be one (1) of the five (5) members and shall also serve as Chair of the Executive Committee. In general, the Executive Committee exercises oversight of the financial and business interests of the University and possesses the same powers as the Board of Trustees during the periods between meetings of the full Board of Trustees.

Meetings may be held as necessary at the call of the Chair. The Secretary of the Board of Trustees is the *ex officio* Secretary of the Executive Committee. The President may attend all meetings.

The Executive Committee is required to submit to the Board of Trustees at each meeting, for the latter's consideration and approval, a complete record of the proceedings of the Executive Committee. The authority of the Board of Trustees to amend the action of the Executive Committee does not extend to the rejection of any valid or authenticated expenditure of money by the Executive Committee (KRS 164.190). The Executive Committee shall serve as a hearing panel in the event of a faculty member, staff employee, or student appeal coming to the Board of Trustees.

The Executive Committee shall serve as the performance review committee for the President. The Executive Committee shall involve the entire Board of Trustees in this evaluation and shall also solicit input from the executive committees or executive councils of the University Senate, Staff Senate, and Student Government Association.

(b) Academic Affairs Committee

This Committee:

- (i) Reviews recommendations on policy matters pertaining to the academic mission of the University in instruction, research, and public service as well as to policy matters concerning academic freedom, tenure, and shared governance;

- (ii) Reviews academic program proposals from the President to ensure that a) the academic programs are consistent with the University's mission; b) resources are available to achieve academic priorities as set forth in the strategic plan; c) academic programs are appropriate for its student needs; and d) the University has a system in place for assessing the effectiveness of its academic programs;
- (iii) Reviews new program and degree-program closure proposals and changes in the academic units or in the academic organization to ensure these proposals or changes will effectively carry out the academic mission;
- (iv) Reviews the list of candidates for academic degrees approved by the faculty of the University through the University Senate for submission to the Board of Trustees; and
- (v) Provides needed information to the Board of Trustees.

(c) Finance Committee and Audit Subcommittee

This committee ensures the financial stability and long-term economic health of the University by monitoring the financial operations of the University and its affiliated corporations and making appropriate recommendations to the Board of Trustees to ensure achievement of the University's mission. Consistent with KRS 164A.550 through 164A.630, the committee maintains oversight responsibility for the financial management of the University in the areas of accounting, auditing, payroll, purchasing, capital construction, real property, and affiliated corporations. The Committee shall oversee the budgets of the University by reviewing and recommending to the Board of Trustees on the annual operating budgets. The Committee shall ensure that accurate and complete financial records are maintained by reviewing and recommending to the Board of Trustees on annual financial reports and related recommendations from the Audit Subcommittee, interim financial reports, long-term debt obligations, gifts to the University of \$400,000 or more, capital projects of \$600,000 or more, leases over \$200,000 per year, disposition of property, sale of assets, and financial transactions not provided for in the annual operating budget.

The Audit Subcommittee recommends to the Finance Committee on the appointment of the external auditors, receives and reviews the annual reports from the external auditors, and makes recommendations to the Finance Committee concerning these reports.

(d) Human Resources Committee

This committee reviews recommendations to the Board of Trustees regarding policies pertaining to employee benefits, rights, and privileges requiring Board of Trustees approval.

(e) Investment Committee

Under delegation from the Board of Trustees, and consistent with KRS 164A.550 through 164A.630, the Investment Committee is responsible for review and oversight of the endowment investment programs of the University and its affiliated corporations. These responsibilities include: formulating and reviewing investment policies; appointing, monitoring and evaluating investment managers and consultants; and reviewing and approving plans for the general management of the endowment funds of the University.

In addition to the Trustee members, the Investment Committee may, from time to time, have the Chair of the Board of Trustees appoint, upon recommendation of the University President, non-voting Community Advisory Members to assist it in its functions by providing specialized advice and support. Said Community Advisory Members shall be selected on the basis of their expertise in such areas as investment management and finance. The appointments of Community Advisory members to the Investment Committee shall be for three years and may be reappointed for an unlimited number of three year terms. The maximum number of Community Advisory members authorized at any one time shall be three (3).

The Investment Committee Chair reports to the Board of Trustees after each meeting of the committee on the performance results of endowment investments. Policies of the committee are implemented by the Office of the Treasurer in carrying out the day-to-day operations of the University's endowment funds.

(f) Nominating Committee

This committee:

- (i) Nominates officers of the Board of Trustees and members of the Executive Committee; and
- (ii) Reviews and recommends the appointment of trustees to the boards and committees of the University and its affiliated entities.

(g) Student Affairs Committee

This committee reviews:

- (i) Recommendations regarding revisions of the Code of Student Conduct; and
- (ii) Recommendations concerning the general welfare of students and the adoption of rules, procedures, rights, and responsibilities governing non-academic relationships between the University and its students.

(h) University Athletics Committee

The NCAA requires a member institution's chief executive officer to have ultimate responsibility and final authority for the conduct of the intercollegiate athletics program. In addition, the Southern Association of Colleges and Schools (SACS) requires an institution's chief executive officer to have ultimate responsibility for, and exercise appropriate administrative and fiscal control over, the intercollegiate athletics program.

To assist the President in carrying out this responsibility, the Athletics Committee is responsible for:

- (i) Providing counsel to the President concerning matters or activities of the Athletics Department;
- (ii) Reviewing the Athletics Department's annual budget and audit reports, major expenditures and acquisitions, and construction of facilities if the cost is expected to exceed \$400,000; and
- (iii) Providing needed information to the Board of Trustees.

The membership of the Committee shall be composed of five (5) voting Trustee members and up to three (3) non-voting Community Advisory members. In addition, the Faculty Athletics Representative shall serve as an *ex officio*, non-voting member. The membership of the Athletics Committee, including the Chair, shall be appointed by the President in consultation with the Chair of the Board of Trustees. The initial Board member appointments to the Athletics Committee shall be staggered terms in the following manner: two members for three years, two members for four years, and one member for five years. Board members appointed thereafter shall serve for three-year terms and may be reappointed.

(i) University Health Care Committee

This Committee serves as a governing body to operate the University Hospitals in accordance with the standards established by The Joint Commission, formerly 'Joint Commission on Accreditation of Health Care Organizations,' and to oversee the University's clinical enterprise. This responsibility includes management oversight for the development of policies, rules, and regulations for the

governance of the University Hospitals and clinical enterprise. Policies of the Committee are implemented by the Executive Vice President for Health Affairs in carrying out the day-to-day operations of the University Hospitals and clinical enterprise.

The membership of the Committee shall be composed of five (5) voting Trustee members, seven (7) non-voting Advisory Members, and up to seven (7) non-voting Community Advisory Members.. Each member shall be appointed by the Chair of the Board of Trustees, acting upon recommendation of the President of the University. The initial Board of Trustee member appointments to the University Health Care Committee shall be for staggered terms in the following manner: two members for three years, two members for four years and one member for five years. Board members appointed thereafter shall serve for three-year terms and may be reappointed. The University Health Care Committee may create sub-committees and shall create committee rules to guide their governance consistent with The Joint Commission. (See University Health Care Committee Operating Rules, approved by the Board of Trustees December 7, 2010)

(j) University Relations Committee

This committee:

- (i) Reviews recommendations relating to the economic, social, and public policy environments within which the University operates that directly affect the University; and
- (ii) Reviews policies or policy proposals regarding marketing and development as well as public, governmental, and alumni relations.

3. Special Committees

Special committees may be established and appointed at any time by the Chair of the Board of Trustees and with such charge as the Board of Trustees Chair may determine. Special committees shall carry out their duties as specified and report to the Board of Trustees. Such committees shall function until discharged. Membership shall include trustees and may also include persons who are not Board of Trustees members.

F. Powers and Responsibilities

The powers and responsibilities of the Board of Trustees include the following:

1. Periodically evaluate the institution's progress in implementing its missions, goals, and objectives to conform to the strategic agenda. (KRS 164.131)
2. Make such bylaws, rules, and regulations consistent with KRS Chapter 164 as it deems proper. (KRS 164.180)
3. Establish proper regulations for the governance of the University and the physical training, military or otherwise, of the students. The Board may authorize the suspension and dismissal of students for neglect or violation of the regulations or for other conduct prejudicial to the character and welfare of the University. (KRS 164.200)
4. Determine the colleges, schools, divisions, departments, bureaus, and offices which shall comprise the University within the scope of the Acts of Congress approved July 2, 1862, and Acts supplementary thereto, and the relation which each division shall sustain to each other division and to the whole. It may devise, allot, and arrange the distribution of divisions with the designation appropriate for each, and devise the means required for their effective instruction, administration, and governance. (KRS 164.210)

5. Appoint a President, professors, assistants, tutors, and other personnel and determine the compensation, duties, and official relations of each. In the appointment of presidents, professors, or instructors no preference shall be shown to any religious denomination. The Board is required to provide compensation for all positions created and filled by the Board of Trustees. The Board may provide for employee retirement benefits and such other employee benefits as are related to the respective employments and services furnished. Retirement plans may include, but without limitation, the retirement ages, the benefits of employees including group insurance, annuities, establishment of a trust fund or funds, and, the amounts to be paid or contributed by employees and the amounts to be paid or contributed by the University of Kentucky, and other appropriate terms and provisions with respect thereto. (KRS 164.220)
6. Exercise power over and control of appointments, qualifications, salaries, and compensation payable out of the State Treasury or otherwise, promotions and official relations of all employees of the University of Kentucky, as provided in KRS 164.220, and, subject to any restrictions imposed by general law, the retirement ages and benefits of such employees shall be under the exclusive jurisdiction of the board of trustees of the University of Kentucky, which shall be an independent agency and instrumentality of the Commonwealth. (KRS 164.225)
7. Suspend or remove any of the officers, teachers, professors, or agents that it is authorized to appoint, except that no President, professor, or teacher may be removed except for incompetence, neglect of or refusal to perform duties, or for immoral conduct, and then only after ten (10) days' notice in writing stating the nature of the charges preferred, and after the individual has been given an opportunity to make defense before the Board of Trustees by counsel or otherwise and to introduce testimony which shall be heard and determined by the Board of Trustees. (KRS 164.230)
8. Grant degrees to graduates of the University, prescribe conditions for the award of honorary degrees, and confer such honorary degrees, upon the recommendation of the faculty of the University, as it deems proper. (KRS 164.240)
9. Make a full report to the General Assembly, within the first month of each even-numbered year regular session, of the condition and operation of the University since the date of the previous report, with such recommendations concerning the University as are deemed necessary. (KRS 164.250)
10. Acquire additional lands or other property or material for the purpose of expanding its plant and extending its usefulness. When unable to contract with the owner of land or other property or material necessary for the purposes of the University, it may acquire the same by condemnation proceedings in the manner provided in KRS 416.010 to 416.080. (KRS 164.260)
11. Dispose of real estate held by the Commonwealth for the use or benefit of the University or the Kentucky Agricultural Experiment Station as authorized in KRS 164.270 and KRS 45.360.

G. Petitions to Address the Board of Trustees

The purpose of this section is to provide a standard process for members of the University community and the general public to address the Board of Trustees on matters relevant to the University. This process provides for reasonable access to the Board of Trustees, while also preserving the Board's orderly business operations.

The procedures established by this regulation do not supersede *Governing Regulations* or *Administrative Regulations* that specifically permit appeal to, or appearances before, the Board or a Board Committee.

1. Petitions

- (a) An individual desiring to address the Board of Trustees shall submit a written petition to the Chair of the Board of Trustees through the Office of the President at least two (2) full business days prior to a scheduled meeting of the full Board. The petition shall describe the subject matter and the

rationale for addressing the Board, and shall be submitted on the form (Petition to Address the Board of Trustees) attached as Appendix I to this regulation.

Petitions are available in the Office of the President, 101 Main Building, Lexington KY 40506-0032, or on-line at <http://www.uky.edu/Trustees/petition.htm>, and may be submitted in hardcopy or electronically. In order to be considered, any petition to address the Board of Trustees shall be submitted in accordance with this regulation and shall contain all required information. The Office of the President is responsible for forwarding to the Board Chair all petitions submitted in accordance with this regulation.

- (b) The Chair, who may consult with the President, shall determine if the subject matter of the petition is relevant to a pending or future agenda item, or deemed essential information necessary for the Board to fulfill its statutory responsibilities. If the Chair determines that the subject is relevant or the information is essential, the Chair shall:
 - (i) approve the petition to address the Board and ask that the petitioner be so informed; or
 - (ii) refer the petition to an appropriate committee of the Board and ask that the petitioner be informed of the Committee's meeting time and location.
- (c) The Committee to which a petition is referred shall review the merits of the petition to address the Board and shall take such action as it deems appropriate.
- (d) The list of petitioners requesting to address the Board of Trustees, along with the disposition of each petition, shall be made available immediately prior to each Board meeting at the meeting location.
- (e) The Chair of the Board of Trustees shall provide a report during the full Board meeting on the number of petitions to address the Board received, as well as the disposition of said petitions.
- (f) Prior to acting on an item or issue, the full Board shall hear approved petitioners who are present and prepared to address the Board when called to appear.
- (g) A record shall be kept indicating the petitioner's name, the subject matter, and action taken on each petition to address the Board.

2. Limitations

- (a) The Chair of the Board of Trustees may establish reasonable and appropriate limitations on the number of petitioners who may address the Board at each meeting and the time permitted for each address.
- (b) In the event of a substantial change to an action item, or the addition of an action item to the Board agenda, the Chair may, in his or her discretion, accept a petition(s) received outside the procedures and timelines established by this Governing Regulation.
- (c) The Chair of a Committee may establish reasonable and appropriate limitations on the number of petitioners who may address or participate in a committee meeting and the time permitted for each address.

H. References and Related Materials

KRS: 45A.335, 45A.340, 45.360, 61.800, 61.850, 164.131, 164.140, 164.160, 164.170, 164.180, 164.190, 164.200, 164.210, 164.220, 164.240, 164.250, 164.270, 164A.550, 164A.630, 416.010, 416.080

Revision History

| 6/11/2002, 9/17/2002, 10/10/2006, 10/16/2007, 6/17/2008, 3/29/2011, 9/13/2011

For archive versions contact: Office of Legal Counsel

Appendix I

Petition to Address the Board of Trustees
University of Kentucky

Petitions to address the Board may be made by completing and submitting this form to the Office of the President no later than two (2) business days before the start of the meeting (e.g., for a Tuesday, 1:00 p.m. meeting, petitions must be received by Friday at 1:00 p.m.). To ensure the proper recognition of speakers, no change in the original presenter may be made, except possibly as determined by the Board Chair or a Board Committee. For a complete list of guidelines, see GR II, *Governance of the University of Kentucky*.

INFORMATION
(Please type or print.)

Contact Information (All fields must be completed)*

Name: _____ Telephone Number: _____
E-Mail: _____ Mailing Address: _____

***YOU MUST PROVIDE A TELEPHONE NUMBER AND EMAIL ADDRESS IN ORDER FOR YOUR REQUEST TO BE CONSIDERED.**

University Relationship

Relationship to the University (please check the most appropriate category):
 Student Faculty Staff Alumni Other (Please specify) _____

Name of Group (if applicable): _____

Topic

Topic on which you wish to speak: _____

Please indicate if you will speak pro con or neutrally on this topic.

Briefly summarize your proposed address to the board: (maximum 1000 characters)

Have you contacted any University units about this topic previously?

Yes No

If yes, list the units and the action taken by each office: (maximum 300 characters)

The University of Kentucky is committed to providing equal opportunity for participation in all programs, services, and activities. Accommodations for persons with disabilities may be requested by contacting the Office of the President within 24 hours of the meeting. Requests received after this date will be honored whenever possible.

Office of the President
100 Main Building
Lexington, KY 40506
Phone: (859) 257-1704 Fax: (859) 323-2414 E-mail: pway@email.uky.edu

164.131 Board of Trustees of University of Kentucky -- Membership -- Terms.

- (1) (a) The government of the University of Kentucky is vested in a board of trustees appointed for a term set by law pursuant to Section 23 of the Constitution of Kentucky.
- (b) All persons appointed after May 30, 1997, shall be required to attend and complete an orientation program prescribed by the council under KRS 164.020, as a condition of their service.
- (c) The board shall periodically evaluate the institution's progress in implementing its missions, goals, and objectives to conform to the strategic agenda. Officers and officials shall be held accountable for the status of the institution's progress.
- (d) Board members may be removed by the Governor for cause, which shall include neglect of duty or malfeasance in office, after being afforded a hearing with counsel before the council and a finding of fact by the council.
- (e) The board shall consist of sixteen (16) members appointed by the Governor, two (2) members of the faculty of the University of Kentucky, one (1) member of the University of Kentucky nonteaching personnel, and one (1) member of the student body of the University of Kentucky. The voting members of the board shall select a chairperson annually.
- (2) (a) The terms of the appointed members shall be for six (6) years and until their successors are appointed and qualified; except the initial appointments shall be as follows:
 1. Two (2) members shall serve one (1) year terms;
 2. Two (2) members shall serve two (2) year terms, one (1) of whom shall be a graduate of the university, selected from a list of three (3) names submitted by the alumni of the university according to rules established by the board of trustees;
 3. Three (3) members shall serve three (3) year terms;
 4. Three (3) members shall serve four (4) year terms, one (1) of whom shall be a graduate of the university, selected as under subparagraph 2. of this subsection;
 5. Three (3) members shall serve five (5) year terms; and
 6. Three (3) members shall serve six (6) year terms, one (1) of whom shall be a graduate of the university, selected as under subparagraph 2. of this subsection.
- (b)
 1. Three (3) of the appointments shall be graduates of the university and may include one (1) graduate of the institution who resides outside the Commonwealth;
 2. Three (3) shall be representative of agricultural interests; and
 3. Ten (10) shall be other distinguished citizens representative of the learned professions and may include one (1) who resides outside of Kentucky.

- (c) The Governor shall make the appointments so as to reflect proportional representation of the two (2) leading political parties of the Commonwealth based on the state's voter registration and to reflect no less than proportional representation of the minority racial composition of the Commonwealth.
 - (d) Appointments to fill vacancies shall be made for the unexpired term in the same manner as provided for the original appointments.
- (3) The two (2) University of Kentucky faculty members shall be of the rank of assistant professor or above. They shall be elected by secret ballot by all University of Kentucky faculty members of the rank of assistant professor or above. Faculty members shall serve for terms of three (3) years and until their successors are elected and qualified. Faculty members shall be eligible for reelection, but they shall be ineligible to continue to serve as members of the board of trustees if they cease to be members of the faculty of the university. Elections to fill vacancies shall be for the unexpired term in the same manner as provided for original elections.
 - (4) The nonteaching personnel member shall be any full-time staff member, excluding the president, vice-presidents, academic deans, and academic department chairpersons. The staff member shall represent all nonteaching university employees including but not limited to building facilities and clerical personnel. The staff member shall be elected by secret ballot by the nonteaching employees. The staff member shall serve a term of three (3) years and until a successor is elected and qualified. The staff member shall be eligible for reelection, but a staff member who ceases being an employee of the university shall not be eligible to continue to serve as a member of the board. Elections to fill vacancies shall be for the unexpired term and shall be held in the same manner as provided for the original election.
 - (5) The student member shall be the president of the student body of the university during the appropriate academic year and may be an out-of-state resident if applicable. If the student member does not maintain his position as student body president or his status as a full-time student at any time during that academic year, a special election shall be held to select a full-time student. The student member shall serve for a term of one (1) year beginning with the first meeting of the fiscal year which contains that academic year.
 - (6) The number of student and employee trustees of the University of Kentucky elected to the board shall not exceed four (4).
 - (7) Unless specifically approved by the board of trustees under the provisions of KRS 164.367, no member of the administrative staff of the university shall be directly or indirectly interested in any contract with the university for the sale of property, materials, supplies, equipment, or services, with exception of compensation to the two (2) faculty members, and the one (1) nonteaching personnel member.
 - (8) New appointees of the board shall not serve more than two (2) consecutive terms. Board members serving as of May 30, 1997, may be reappointed at the end of their existing terms and may serve two (2) additional full consecutive terms.

Effective: June 26, 2007

History: Amended 2007 Ky. Acts ch. 113, sec. 2, effective June 26, 2007. -- Amended 2005 Ky. Acts ch. 59, sec. 1, effective June 20, 2005. -- Amended 1998 Ky. Acts ch. 251, sec. 1, effective July 15, 1998. -- Amended 1997 (1st Extra. Sess.) Ky. Acts ch. 1, sec. 86, effective May 30, 1997. -- Created 1992 Ky. Acts ch. 10, sec. 4, effective July 1, 1992.

Recommendation:

That the University Senate approve the revised Senate Rule 3.2, concerning creating academic programs and making academic changes to academic programs, effective immediately.

Background:

This revision constitutes a part of the process during this academic year of the University Senate updating Senate Rules, Section 3, to be in conformity with changes policies of the UK Board of Trustees (Governing Regulations), the Council on Postsecondary Education, and SACS, and to incorporate the increasingly more electronic nature of the course academic program approval process.

3.2.0 PROCEDURES FOR PROCESSING ACADEMIC PROGRAMS AND CHANGES [US: 11/14/88; US: 10/11/99; US: DATE]

The faculties of educational units or graduate programs initiate proposals for new academic programs and for changes in existing academic programs. Such proposals shall be processed as provided in SR 3.2.

3.2.1 Definitions

A. Proposals for consolidation, transfer, discontinuation, or significant reduction in academic programs are reviewed pursuant to SR 3.3.2. Changes in content of courses but not otherwise involving changes in academic programs shall be approved under SR 3.3 and not under SR 3.2. When new programs involve new courses or changes in courses, the programs and courses will receive simultaneous consideration under SR 3.2.

B. Changes to an academic program include changes to:

- the requirements for admission,
- the specific courses, the number of credit hours, or other requirements, for a certificate or degree,
- a major, minor, area, core, or track within an undergraduate degree,
- a core or concentration within a master's degree,
- a core or specialization within a doctoral degree (either a research/scholarship doctorate, a professional practice doctorate, or an advanced practice doctorate),
- change in mode of delivery (e.g., to a distance learning or correspondence format),
- the title of a certificate, degree, major, minor, area, core, track, concentration or specialization

The establishment of a joint degree offering with another institution is considered as an academic program change for the purposes of SR 3.2.

3.2.2 Forms to be Used

Senate Council-approved forms and other mechanisms to initiate proposals for new undergraduate, master's, and doctoral degrees, and for undergraduate, graduate or first professional certificates, or to initiate changes to these academic programs, are available at [link] and shall be used to initiate proposals under SR 3.2. In the case of academic programs in the health care colleges, the initiator of the proposal shall contact the chair of the Health Care Colleges Council (HCCC) or, in the case of the College of Law, the appropriate associate dean, for information on the appropriate proposal submission format.

3.2.3 Procedures to be Used

A. Approval by the Educational Unit Faculty [US: DATE]

1. The Faculty of the originating educational unit makes the decision whether to approve proposals for new academic programs or changes to academic programs (including changes to the educational unit's University Scholars program and to dual degree programs) (GR VII.A.6(b); SR 3.2.A.3, below). For the Honors Program and UK Core, the "Faculty" within the meaning of this rule is the body identified by the University Senate to perform the educational policy-making functions of the respective program. For graduate programs, "the Faculty" is the voting graduate faculty of that program (SR 3.2.A.4, below). [US: DATE – SREC note: be sure to include dates of those Senate identifications]

In a manner prescribed by the College Faculty Rules, the chair/director shall forward to the College Faculty a proposal arising under SR 3.2. The chair/director's transmittal attests thereby that the proposal has been approved in accordance with the Rules of the Faculty of the originating unit. The chair(s)/director(s) may include separate opinion(s) on the academic merits or on the administrative feasibility of the proposal.

Dual degree programs are simultaneously considered for approval by the respective unit faculties pursuant to the above procedures. One of the department chair(s)/director(s) shall forward the approved proposal to the College Faculty, or, in the case of dual degree programs that cross colleges, to the each College Faculty.

2. In cases of proposals concerning undergraduate or professional certificates or degrees, the respective College Faculty makes the decision whether to approve the proposal, in a manner pursuant to its College Rules (GR VII.A.4.(c)). The dean shall forward an approved proposal to the appropriate academic council of the Senate (SR 3.2.B), attesting thereby that the proposal has been approved in accordance with the College Faculty Rules. The dean may include a separate opinion on the academic merits of the proposal (GR VII.B.3). The dean shall include a statement of administrative feasibility. Proposals concerning degree programs, or concerning certificates that report to an office outside of a college, shall also include a statement of administrative feasibility from the Office of the Provost.

Dual degree programs are simultaneously considered for approval by the respective college faculties pursuant to the above procedures. The respective deans may include separate opinions on the academic merits or the administrative feasibility of the proposal. One of the deans shall forward a single dual degree proposal to the appropriate academic council of the Senate.

3. In the case of proposals for graduate certificates or degrees, a proposal approved by the Faculty of the graduate program shall be forwarded by the Director of Graduate Studies to the dean of the college that contains the home educational unit of the graduate program. If so prescribed by the College Rules, the proposal may be reviewed by, and advisory opinion added by, faculty committees/councils of that college and by the dean of that college. That dean shall include a statement of administrative feasibility from the perspective of that college administration, and shall also include a statement of administrative feasibility from the Office of the Provost. The Director of Graduate Studies shall then forward the proposal to the Dean of the Graduate School. If the proposal is for new graduate program and is arising from faculty in an educational unit that does not already home a graduate program, then the dean of the college containing that educational unit shall perform the administrative processing roles prescribed in this paragraph for the Director of Graduate Studies.

4. UK Core Program. Changes in the UK Core Program need approval of only the Senate's designated UK Core committee prior to submission to the Senate Council and do not need the approval of any other college or academic council. Courses offered as a part of UK Core are processed through regular procedures under SR 3.3. [US: DATE][need date of Senate designation of the UK Core committee]

B. Approval by Academic Council [US: 10/11/99; SREC: 6/8/06; [US: DATE]]

1. Jurisdiction. The dean shall forward the proposal to the appropriate academic council as provided in this subpart SR 3.2.B.1. Responsibility for the approval of proposals concerning academic programs shall be vested in the appropriate academic council as follows: [US: DATE]

(a) Health care college professional programs. Proposals concerning either a professional certificate or a degree program in a health profession that are recommended by a health care college shall be forwarded first to the HCCC. The HCCC shall act for the University Senate to make a final decision to approved such proposals, except when the proposal requires final approval by either the Board of Trustees or the Council on Postsecondary Education, wherein such cases the chair of the HCCC shall recommend the approved proposal to the Senate Council (SR 1.3.4.C).

(b) Other proposals arising from a health care college. Proposals for an undergraduate certificate or degree shall be first forwarded to the HCCC if the program involves the students in health care practices. If approved by the HCCC, the chair of the HCCC shall forward the proposal concerning an undergraduate certificate or degree to the Undergraduate Council (subpart c, below). Proposals from health care colleges for graduate certificates or degrees are not processed by the HCCC but shall be processed as in subpart d. [US: DATE]

(c) Undergraduate certificates and degrees. All proposals concerning undergraduate certificate or degree programs shall be forwarded to the Undergraduate Council [US: DATE]

(d) Graduate certificates and degrees. All proposals concerning graduate certificates and degrees shall be forwarded to the Graduate Council. [US: DATE]

(e) Transmittals and notifications. New professional degrees or changes in professional degree programs in the College of Law do not require approval by an academic council and are transmitted by the dean of the College of Law directly to the Senate Council Office. If the curriculum of a professional residency or fellowship program is planned to require 18 or more credit bearing hours of Senate-approved courses this information shall be provided to the Senate Council for reporting to the Council of Postsecondary Education. [US: DATE]

2. Within 30 days of initial receipt of the proposal, the academic council(s) will take action on the proposal or notify the college as to the status and reason for delay. The academic council will evaluate the proposal for compliance with rules and regulations, and for its academic merit. When the academic council approves a proposal, the Chair of the academic council shall forward its evaluation and recommendation to the Senate Council. If the academic council disapproves the proposal, the chair of the academic council shall notify the college. [US: DATE]

3. The Senate Council Office shall review proposals for new certificates or degrees for compliance with current rules and regulations. In the case of final approvals of proposals by the HCCC, the Senate Council Office shall notify the Registrar and Provost. In the cases of all other

proposals, the Senate Council Office shall forward the proposals to the Senate's Academic Programs Committee (SAPC) for review. The SAPC shall submit its evaluation and recommendation to the Senate Council.

C. Final University Approval [US: 10/11/99; US: 2/1003 US: DATE]

1. New Certificates and Degrees

(a) The Senate Council shall review the proposal and take appropriate action. If the Senate Council approves the proposal for consideration by the Senate, the Senate Council shall place the proposal on the University Senate agenda for its action.

-In the case of new degree-granting academic programs, the Senate shall either (1) approve the proposal and forward it through the University Senate Chair (the President) to the Board of Trustees for final University action, including also a Senate recommendation on the organizational placement of the degree program in a particular home educational unit and college, or (2) shall make the final University decision to disapprove and stop action on that proposal.

-In the case of establishment of a new certificate, the Senate shall either (1) make the final University decision to approve the establishment of the certificate, including a recommendation to the Provost on the organizational placement of the certificate in a particular home educational unit and college, or (2) shall make the final decision to disapprove and stop action on that proposal.

In the case of disapproval of a proposal, the Senate Council Office shall notify the college dean that forwarded the proposal. [US: DATE]

(b) When a new certificate or degree has received final University approval, the Senate Council office shall notify the Provost, Registrar and other appropriate entities.

2. Changes to Existing Certificates and Degrees.

(a) Posting. The Senate Council Office shall post proposals to change an existing certificate or degree on the corresponding Senate web site for ten business days. [US: DATE]

(b) Objections. Any University Faculty member can raise an objection to a posted proposal through a member of the University Senate. If a Senator raises an objection to the Senate Council and the objection is not resolved, then the Senator may have the issue placed on the agenda of the next regular Senate Council meeting by having five Senators submit an objection to the Senate Council Office. If the Senate Council deems the objection has merit, then it will place the item on the Senate agenda. The Senate shall be informed about the nature of the objection by information included with the proposal packet. Formal action by the University Senate on the proposal is final Senate action. The Senate Council shall circulate reports of these decisions to the Provost, Registrar and other appropriate entities. [US: DATE]

(c) Final Approval. If no objection is raised to the Senate Council Office within ten business days of the posting, then the proposal is approved. The Senate Council Office will report approvals to the Provost, Registrar and other appropriate entities. [US: DATE]

3. Changes to the Structure of UK Core. In the case of proposals involving significant changes in the nature of UK Core, if the Senate Council approves the proposed changes, the Senate Council shall put the proposal on the Senate agenda for action. [US: DATE]

Recommendation:

That the University Senate approve the revisions to Senate Rule 3.3, concerning creating, changing and deleting of courses, effective immediately.

Background:

This revision constitutes a part of the process during this academic year of the University Senate updating Senate Rules, Section 3, to be in conformity with changes policies of the UK Board of Trustees (Governing Regulations), the Council on Postsecondary Education, and SACS, and to incorporate the increasingly more electronic nature of the course academic program approval process.

3.3.0 PROCEDURES FOR CREATING COURSES, CHANGING COURSES AND DELETING COURSES [US: 11/14/88; US 10/11/99]

Applications for initiating new courses, changes in existing courses, or deleting courses, must be processed as provided in this rule.

3.3.1 Definitions

A. If changes to a course are being proposed as a part of a new academic program or change to an academic program, then those course changes shall be incorporated into the proposal for academic program change that is processed pursuant to SR 3.2.

B. A change in course content that does not affect (i) use of the course to satisfy program requirements, (ii) course number, (iii) course credit hours, or (iv) course title, is not considered as a change to an academic program and shall be processed according to SR 3.3.

3.3.2 Forms to be Used

Senate Council-approved forms and other mechanisms to initiate proposals concerning courses are available at [link] and shall be used to initiate proposals under SR 3.3. In the case of courses that will be evaluated by the Health Care Colleges Council (HCCC; see subsection 3.3.3.B.1 below), the initiator of the proposal shall contact the chair of the HCCC or, in the case of courses from the College of Law, the appropriate associate dean, for information on the Senate Council-approved proposal submission format.

3.3.3 Procedures to be Used

A. Approval by the Educational Unit Faculty

1. The Faculty of the originating educational unit decides whether to approve proposals for new courses or changes to courses (including changes to courses in the educational unit's University Scholars program and in dual degree programs) (GR VII.A.6(b)); SR 3.2.A.3, below). For the Honors Program and UK Core, the "Faculty" within the meaning of this rule is the body identified by the University Senate to perform the educational policy-making functions of the respective program. [US: DATE – **SREC note be sure to include dates of those Senate identifications**]

The department chair/director shall forward to the College Faculty a proposal arising under SR 3.3, in a manner prescribed by the College Faculty Rules. The chair/director's transmittal attests thereby that the proposal has been approved in accordance with the Rules of the Faculty of the originating unit. The department chair/director may include a separate opinion on the academic merits or on the administrative feasibility of the proposal.

Courses for dual degree programs are simultaneously considered for approval by the respective unit faculties pursuant to the above procedures. One of the chairs/directors shall forward the approved proposal to the College Faculty, or, in the case of dual degree programs that cross colleges, to each College Faculty.

2. In cases of proposals concerning courses for undergraduate or professional certificates or degrees, the College Faculty decides whether to approve the proposal (GR VII.A.4(c)). The dean shall forward an approved proposal to the appropriate academic council of the Senate (SR 3.2.B), attesting thereby that the proposal has been approved in accordance with the College

Faculty Rules. The dean may include a separate opinion on the academic merits or administrative feasibility of the proposal (GR VII.B.3).

Courses for dual degree programs are simultaneously considered for approval by each College Faculty pursuant to the above procedures. The respective deans may include separate opinions on the academic merits or on the administrative feasibility of the proposal. One of the deans shall forward a single proposal for the dual degree course to the appropriate academic council of the Senate.

3. UK Core Program. Changes in the UK Core Program are submitted by the college first to the Undergraduate Council, before action by the UK Core committee. [US: DATE]

B. Approval by Academic Council [US: 10/11/99]

1. Jurisdiction. The dean shall forward the proposal to the appropriate academic council as provided in this subpart SR 3.3.B.1. Responsibility for the approval of new courses, changes in courses and deletion of courses (except for minor course changes as defined in SR 3.3.3.B.1.F, below), shall be vested in the appropriate academic council as follows: [US: DATE]

(a) Health care college professional programs. Proposals concerning courses for either a professional certificate or a degree program in a health profession that are recommended by a health care college shall be forwarded first to the HCCC. The HCCC shall act for the University Senate to make a final decision to approve such proposals.

(b) Other proposals arising from a health care college. Proposals for courses concerning an undergraduate certificate or degree shall be first forwarded to the HCCC if the program involves the students in health care practices. If approved by the HCCC, the chair of the HCCC shall forward the proposal to the Undergraduate Council (subpart (c), below). Proposals for graduate certificates or degrees from health care colleges are not processed by the HCCC but shall be processed as in subpart (d). [US: DATE]

(c) The Undergraduate Council decides whether to approve all proposals concerning courses which may be used for credit toward an undergraduate certificate or degree. The role of the Undergraduate Council is only to recommend when courses are numbered 500-599. The chair of the Undergraduate Council shall forward that recommendation to the Graduate Council.

(d) The Graduate Council shall decide whether to approve all proposals concerning courses which may be used for credit toward a graduate certificate or degree. The role of the Graduate Council is only to recommend on courses numbered 400G-499G or in changing a course numbered 500-599 to a course numbered 400-499. The chair of the Graduate Council shall forward that recommendation to the Undergraduate Council. .

(e) Where the recommendation of the Undergraduate Council on a 500- 599 level course is in disagreement with the decision of the Graduate Council, or in the case when the Graduate Council's recommendation on a 400G-499G level course is in disagreement with the Undergraduate Council, the matter shall be referred to the Senate Council for a decision.

(f) Positive recommendations on proposals by an academic council, and all recommendations by the UK Core committee, shall be forwarded by the chair of the council or committee to the Senate Council.

(g) If, in the judgment of an academic council a proposal concerning a course constitutes a major change in an academic program, then the chair of the academic council shall return the proposal to the college for processing as a program change (SR 3.2).

(h) All other new courses or changes in courses will be approved by the Senate Council only.

C. Final University Approval by the Senate [US: 10/11/99; US: 2/10/03]

1. Posting

The Senate Council will provide University-wide notice of approval of proposals on courses by academic councils or the UK Core committee by a posting on a Senate web site for ten business days.

2. Procedure for handling objections to posted course proposals

Any University Faculty member can raise an objection to a posted proposal through a member of the University Senate. If a Senator raises an objection to the Senate Council and the objection is not resolved, then the Senator may have the issue placed on the agenda of the next regular Senate Council meeting by having five Senators submit an objection to the Senate Council Office. If the Senate Council deems the objection has merit, then it will place the item on the Senate agenda. The Senate shall be informed about the nature of the objection by information included with the proposal packet. Formal action by the University Senate on the proposal is final. The Senate Council shall circulate reports of these decisions to the Provost, Registrar and other appropriate entities. [US: DATE]

3. Final Approval.

If no objection is raised to the Senate Council Office within ten days of the posting the proposal, then it is approved. The Senate Council Office will report approvals to the Provost, Registrar and other appropriate entities. [US: DATE]

D. Cross-listing

If an educational unit Faculty wishes to cross-list an existing course, then it shall first seek the approval of the Faculty of the educational unit that currently offers the course. If each Faculty of the two units approves the cross-listing (which shall be attested to by each unit chair/director in the proposal documentation), then the requesting educational unit shall submit a form for a minor course change of the existing course. If the units are in different colleges, both deans must signify approval in the similar respective capacities as described above for the two unit chair(s)/director(s). Cross-listing shall not be used as justification for duplication of teaching effort. The chair of the home educational unit of the course must agree on the time, place and instructor(s) in scheduling of the cross-listed course.

E. Replaced Courses

If a new course is created through substitution, replacement, consolidation or combination of one or more courses, a form for deleting the eliminated course must be processed in the prescribed manner.

F. Exception for Minor Changes [US: 10/11/99]

1. Procedure. If a proposed course change meets the criteria of a minor change below, then the dean of the college shall forward the course change form directly to the Chair of the Senate Council for approval. If the Chair of the Senate Council concurs that the proposed change meets the criteria for a minor change, then the Chair of the Senate Council shall notify the Registrar's Office and the dean of the college originating the proposal. If the Chair of the Senate Council Chair believes the change is not minor, then the Chair of the Senate Council shall return the proposal to the dean of the college originating the proposal, for processing through the procedure for regular course approval.

2. Definition. A request may be considered a minor change if it meets one of the following criteria:

(a) change in number within the same hundred series. For the purpose of this rule, courses numbered 600 to 799, and 800 to 999, are respectively considered to be in the same hundred series.

(b) an editorial change in the course title or description which does not imply a change in content or emphasis

* When a change in course prefix is made necessary by prior Senate approval of a change in the name of the associated academic program or a change in the name of the educational unit, the change to a completely new course prefix may be considered a minor change when the following standards are met: (1) there is no change in course content or emphasis; (2) there is no change in the 'hundred series' of the course number; and (3) there is no change of the educational unit responsible for the course. [RC: 6/23/11]

(c) a change in prerequisite(s) that does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s)

(d) a new cross-listing or a change in the cross-listing status of a course, as described above

(e) correction of typographical errors.

3.3.1 Automatic Deletion of Courses from the Bulletin [RC: 11/14/88]

A. If any course has not been taught within a four-year period, the Registrar shall remove the description of the course from the University *Bulletin*. A course so removed from the *Bulletin* shall remain in the Registrar's inventory of courses for an additional four years (unless the college submits a course deletion form to the Registrar requesting deletion of the course). During the additional four-year period, the college may offer the course and, if it is taught, the Registrar shall restore its description to the University *Bulletin*. If it is not taught within the four-year period, the course shall be removed from the Registrar's inventory of courses. [US: 2/10/86]

B. A course that has been removed from the *Bulletin* but remains in the University inventory of courses may be changed following the normal change procedures; the change does not affect its status, and it cannot be restored to the *Bulletin* until it is taught.

C. A cross-listed course which has had no subscribers in one educational unit for the past four years shall continue to be listed in the University *Bulletin* providing it has been taught by the

other educational unit in that time. A cross-listed course which has had no subscribers in one department for eight years is automatically removed from the *Bulletin* as one of that department's courses (i.e., it is no longer a cross-listed course).

University Senate
May 7, 2012

Create Standing University Senate Committee for UK Core

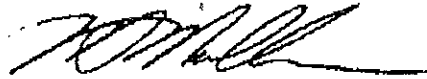
Recommendation from Senate Council: that the University Senate establish a standing committee of the Senate, known as the UK Core Committee, which will continue the same charge and procedures as the Interim General Education Oversight Committee.

February 1, 2012

MEMO

To: Dr. Hollie Swanson
Chair, Senate Council

From: Dr. Mike Mullen
Associate Provost



Re: SR 4.2.1.2 and the RN to BSN proposal

Associate Provost for
Undergraduate Education
557 Patterson Office Tower
Lexington, KY 40506-0027

859 257-3027

www.uky.edu/uge

The Undergraduate Council met with Associate Dean Burkhart and Professor Lowry from Nursing on January 31, 2012. The proposed change to Senate rules to allow students with an associate degree and the RN credentials was discussed at length.

The Council finds that this is a reasonable proposal that will make the transition from RN to BSN via a UK Nursing degree more attainable. Many hospitals, including UK Healthcare and Central Baptist, require RNs to initiate and complete work on the BSN as a condition of employment. UK should be considered the first choice for RNs pursuing the BSN, however, our current rule allowing only 67 credits to transfer from two-year schools puts us at a disadvantage relative to other BSN programs in the area. And, many other research intensive universities also either allow the credits to transfer or award a set number of credits based on the licensure of RNs. Prior to the splitting of KCTC from UK, this issue was not a problem.

The Council agrees that students with an AA or an AS and the RN credentials should be allowed to transfer up to 90 hours into the BSN program at UK. Students with the AA or AS from KCTCS schools will, by statute, have completed all UK Core requirements along with a wide range of other courses in addition to nursing courses. The student who has completed the AAS can be admitted to UK for the BSN program, but they would still be subject to completing UK Core requirements, in addition to all BSN nursing requirements. These students would still be allowed up to 90 hours credit, but would have to finish nursing requirements, in addition to any unsatisfied UK Core requirements to receive the BSN.

Council also discussed the case of nurses coming from RN programs at four-year schools. This too was deemed a non-factor in that SR 4.2.1.2 does not apply to transfer from four-year schools.

The Council discussed issues of quality of incoming courses, but decided this was not an issue. If a student has poor preparation, they will not be successful in UK Nursing courses. And, the student transferring with an AAS must also take and complete our UK core courses as needed.

Council also discussed whether this might lead to other exceptions in the future. The Council decided that this was unlikely to be a major issue any time soon and decided that exceptions should be considered as they arise on their own merits.

Council recommends adoption of the proposed rule to allow up to 90 hours of credit to transfer to UK for RN to BSN students ONLY. Students with the AA or AS would be finished with UK Core requirements, and students with an AAS would be required to complete UK Core requirements in addition to all nursing requirements to receive the BSN.

Brothers, Sheila C

From: Lindsay, Jim D.
Sent: Wednesday, December 21, 2011 11:31 AM
To: Swanson, Hollie; Brothers, Sheila C
Cc: Anderson, Heidi Milia; Ellis, Janie; Brown-Wright, Lynda
Subject: HCCC Transmittal- SR 4.2.1.2
Attachments: NU Revisions to 67 Hr Rule_12-1-11.pdf

December 21st, 2011

TRANSMITTAL

TO: Hollie Swanson, Chair and Sheila Brothers, Coordinator
 Senate Council

FROM: Heidi Anderson, Chair and Jim Lindsay, Coordinator
 Health Care Colleges Council

On December 20th, 2011 the Health Care Colleges Council approved the following proposal via online consent agenda with three points of concern and is now forwarding it to the Senate Council for approval:

College of Nursing

“Change in SR 4.2.1.2”

POINTS OF CONCERN

- An argument is made regarding KCTCS nursing students who have an AAS degree, but wording is not limited to them in terms of increasing #hrs. It does not address transfers from other non-KCTCS nursing students, from both community colleges and other schools.
- There is no control over the content or quality of courses accepted or whether they have to do with nursing or not. Licensure board testing does not necessarily address this issue.
- It also states that a “workaround” is being used that has not been formally approved (Point #6). We’re a “little” concerned about that.

Attached are the materials to implement the requested action.

cc:
 Janie Ellis
 Lynda Brown Wright
 Heidi Anderson

Jim Lindsay
 Health Care Colleges Council Coordinator
 Associate Provost for Faculty Affairs Office
 University of Kentucky, 205 Frazee Hall
 Lexington, KY 40506-0031 Ph. (859) 323.6638
www.uky.edu/Provost/AcademicCouncil/council.php

Brothers, Sheila C

From: Raphael Finkel [raphael@cs.uky.edu]
Sent: Tuesday, November 29, 2011 9:26 PM
To: Brothers, Sheila C
Cc: Davis, Alison F; Feddock, Christopher A; Meyer, A L; Carl Lee; Lowry, Regina; Fuqua, Zachary D; Raphael Finkel; Scott Yost; Provost, University of Kentucky; Witt, Don
Subject: SAASC, item 3: Proposed Change to SR 4.2.1.2 for Nursing

Sheila,

After deliberation, the SAASC has voted in favor of the proposal proposing a change to SR 4.2.1.2 for Nursing. We offer the following clarifications.

1. The proposal should not ask for dropping the 67-credit limit in general, but only for RN-BSN students. We suggest this rewording of the proposal:

Modify the following current language from SR 4.2.1.2, which is University-wide:

Credit hours for courses accepted from a junior college, or other two year colleges or branches, shall be limited to a maximum of 67 semester hours.

to provide a specific exclusion:

Credit hours for courses accepted from a junior college, or other two year colleges or branches, shall be limited to a maximum of 67 semester hours, except for students in the RN-BSN (Registered Nurse to Bachelor of Science in Nursing) program, for whom the limit shall be a maximum of 90 semester hours.

2. Nomenclature:

KCTCS Kentucky Community and Technical College System
AA Associate of Arts (2-year) degree
AS Associate of Science (2-year) degree
AAS Associate of Applied Science (2-year) degree
ADN Associate degree in Nursing, which can be an AA, AS, or AAS.
RN-BSN Registered nurse getting a Bachelors of Science in Nursing
This is a student who has state licensure as an RN. The student might have an ADN, a Bachelor's degree, or a diploma, so long as it is from a school permitted by the Board of Nursing to prepare students for the licensure examination.
CPE Council on Post-Secondary Education (Kentucky institution)
GETA General Education Transfer Agreement of the CPE.
USP University Studies Program, superseded by UK Core
UK Core 30-credit undergraduate core requirement recently enacted

3. The purpose of the proposal is so that RN-BSN students can transfer not only UK Core courses, such as ENG 101 and 102, public speaking, psychology, sociology, history, and chemistry, but also all their nursing courses (given a passing grade in the course and given a GPA of C or better), which have already been vetted by their passing a licensure examination.

4. The effect of the proposal is to require only 30 hours of UK credit; UK requires that 30 of the last 36 hours earned toward a degree be earned at UK. These 30 hours are typically 30 hours of upper division nursing courses, including Concepts of Professional Nursing (which meets the graduation writing requirement), Advanced Health Assessment, Clinical Reasoning (the nursing research course), Public Health Nursing, Pathophysiology, Pharmacology, Leadership in Nursing, and the capstone course, Synthesis. In addition, students might also need to take statistics, foreign language, and missing UK Core courses.

5. Background information:

a. UK considers that students with an AA or an AS from a two year college have met the UK Core requirements, by virtue of the GETA.

b. Nursing students at KCTCS get an AAS degree. UK does not consider students with an AAS to have met the UK Core, but they can get core credit for courses they have taken that are relevant to the core.

c. Students with an AAS often return to their KCTCS school to earn either an AA or an AS. This is the advice both UK and KCTCS gives such students who want to continue at UK. The KCTCS program is often better for these students: more adult-friendly, more evening and online classes. Such students then come to UK with even more courses that should be transferred.

d. Currently, students entering the RN-BSN program are limited to transferring 67 credits. Any credits applicable to UK Core are applied first, then lower-division nursing courses. The knowledge gained from those courses is tested on licensure boards; therefore, if a nurse has a license, he/she has demonstrated competency in this material. But a limit of 67 means that transfer students do not get credit for all their lower-division nursing courses.

e. The RN-BSN program still requires the student to take UK courses, because KCTCS does not offer all the courses required for this program.

6. The justification for the proposal is that students take low-level courses at a KCTCS school, because the tuition is lower and scheduling more flexible than UK. They might also take some core requirements there. They want to transfer 90 credit hours and take 30 credit hours at UK to get the BSN. As it stands, students are choosing programs other than UK because of the limitation of 67 transfer credit hours.

One workaround currently used is to award credits via portfolio or experience, but these practices have not been formally approved and are labor-intensive. Benchmark schools have a wide variety of practices.

The cleanest solution is to allow a transfer up to 90 credit hours.

Raphael



College of Nursing
Office of Student Services
UK Medical Center
315 College of Nursing Bldg.
Lexington, KY 40536-0232

859 323-5108
fax 859 323-1057

February 9, 2011

TO: Admissions & Academic Standards Committee

FROM: Jane Kirschling, Dean
Patricia Burkhart, Associate Dean

RE: Review/Repeal of 67 hr rule

The College of Nursing is requesting a review and repeal of the current rule

4.2.1.2 Admission to Advanced Standing [SREC: 6/8/06]

Applicants for admission must present evidence that they are in good standing in every respect in the institution they last attended. At no time shall college or university records be disregarded to admit an applicant solely on the basis of his/her high school records. ~~Credit hours for courses accepted from a junior college, or other two-year colleges or branches, shall be limited to a maximum of 67 semester hours.~~ Applicants must have maintained a grade point average of 2.0 or an average of C in all previous course work. [US: 12/13/82]

In 2006, this rule was changed to include KCTCS schools, which had previously been exempted from the limit of 67 credits accepted from a junior college. This had a significant impact on students applying to the RN-BSN completion program offered by the College of Nursing. This degree option is designed for working nurses and so the requirements have been streamlined to include the essentials of a BSN degree and the University Studies Program requirements.

The ADN is not GETA certified as completing USP and so typically, the students who pursue the RN-BSN use the KCTCS schools to take USP courses – a reduced tuition and often more flexible scheduling options for them. It would be normal to have such a student transfer 90 semester hours to UK – and then take the required 30 hrs here to complete the BSN. Sometimes there would be one or two USP courses to complete as well.

With the imposing of the maximum credit hours limit of 67, students are opting out of UK in favor of other programs with more flexibility. Those who choose to come are taking courses just to earn sufficient hours – not to fulfill any other requirement. To try to prevent this, we have worked with the Registrar to award credits some other way – via portfolio or credit by experience. But we don't have a formally approved practice.

We surveyed RN-BSN programs to see what our benchmarks and other schools were doing and found a wide range of practices, none of which seemed any more sound than repealing the rule and accepting the credit hours. The bottom line is that students were not taking any more hours at the BSN institution but were receiving credits by portfolio review or for prior learning (with some form of evaluation); some schools charge tuition for these credits.

If we can award the students the full hours they earned at other schools, it seems like a cleaner process academically, and the record stands on its own merit. The portfolio or credit for prior learning is a labor intensive undertaking and raises the question of if it in fact indicates any more depth of learning than is already in evidence from the transcript. Students will not graduate from UK without earning 30 credit hours, at the minimum. All USP or Gen Ed will still have to be complete.

EXPLANATORY MEMORANDUM

TO: Senate Council

FR: Michelle Butina, Medical Laboratory Science (MLS) Program Director

RE: Response to Senate Council Discussion from February 27, 2012

DATE: March 6, 2012

During the February 27, 2012 Senate Council meeting, the Medical Laboratory Science requests (Memo dated June 27, 2012) were discussed. Council members had concerns/questions regarding the changes in the program name, Senate Rule 4.2.2.2, and the request to lower the minimum cumulative GPA admission requirement. The MLS faculty met and discussed the concerns of the Senate Council. In addition, I discussed these concerns with Dean Stewart. The sections below address each concern/question.

1) Program Name Concern: Concerns were raised regarding the Medical Technology program name.

Program Name Clarification: Program records indicate that the Medical Technology Program (College of Health Sciences, CHS) changed its name to Clinical Laboratory Sciences (CHS) in 1988. On October 10, 2011 the UK Senate approved a program name change from Clinical Laboratory Sciences to Medical Laboratory Science (CHS).

2) Senate Rule 4.2.2.2: Council members discussed this Rule regarding the Medical Technology Program and asked for edits to address program name change and admission changes.

Response to Senate Rule 4.2.2.2: The original memo (dated June 27, 2012) asked for deletion of SR 5.3.2.2.1. The MLS faculty was not aware of SR 4.2.2.2. With the awareness of this Senate Rule, the MLS faculty requests deletion of SR 4.2.2.2, Section E, regarding the Medical Technology: Admissions Policy. Senate Rules regarding Medical Technology should have been deleted or edited in 1988 when the Program changed its name to Clinical Laboratory Sciences. (See Program Name Clarification above.) Due to the fact that the information in SR 4.2.2.2 is woefully out of date and no longer utilized, the MLS faculty request deletion of these rules.

3) Lower the minimum grade point average (GPA) admission requirement for the Medical Laboratory Science Program from 2.75 to 2.5: Council members asked the Program to reconsider this request and to consider other options, such as a pre-requisite GPA or minimum course grade in selected courses.

Response to change in minimum GPA: To be more consistent with benchmark institutions, the MLS faculty is requesting the following as their new admission requirement: *Students must achieve an overall (cumulative) GPA of 2.5 and successfully pass all pre-requisite courses.*

MLS pre-requisite courses consist of: 1 semester of general biology with laboratory, 2 semesters of general chemistry with laboratory, 1 semester of organic chemistry with laboratory, 1 semester of general microbiology with laboratory, 1 semester of statistical methods, and 1 semester of human physiology (or combined course in physiology and anatomy).

Rationale:

- Current MLS Program policy indicates that students applying to the MLS Program are required to complete their pre-requisite courses by the start date of the Program (fall semester) and not by the application deadline (spring semester). Thus, in the MLS Program, 50-70% of students are accepted into the program conditionally upon completion and successfully passing of their pre-requisite courses.
- Five MLS Programs from benchmark institutions were again reviewed regarding their admission standards. Four of the five required a cumulative GPA of 2.5 or higher and either a pre-requisite GPA or a “C” or better in designated science/math courses. MLS faculty members believe that an overall GPA of 2.5 and successful passing of pre-requisite courses, while less stringent than some benchmark standards, is still rigorous enough to allow students to be successful in the program while also allowing greater flexibility in admissions decisions.
- Within the College of Health Science there have been many recent discussions promoting a transition to more holistic admissions. Dr. Butina contacted the Assistant Dean of Student Affairs, Dr. Randa Remer, in regards to holistic admissions and the MLS admission requirement. Dr. Remer indicated that a cumulative GPA with passing of pre-requisites courses would be more holistic and, perhaps, more inclusive than a pre-requisite GPA or minimum course grades, in regards to the MLS Program.

Please contact Michelle Butina (mbu228@uky.edu or 218-0852) if you have questions or concerns.

MEMORANDUM

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

THROUGH: Karen Skaff, Clinical Science Department Chair

FR: Michelle Butina, Medical Laboratory Science Program Director

RE: Request for:

- 1) Deletion of Medical Laboratory Science standards from Senate Rules, and
- 2) Change in Medical Laboratory Science admission requirement

DATE: June 27, 2011- modified March 6, 2012 and April 30, 2012

The faculty of the Medical Laboratory Science (formerly Clinical Laboratory Sciences) Program requests approval for the following changes. These changes follow the program revisions that were approved by the Senate on October 10, 2011. (These program revisions included a change in the program name from Clinical Laboratory Science to Medical Laboratory Science.)

1) Delete current Senate Rules (5.3.2.2.1) listed for the “Clinical Laboratory Sciences Professional Program” and

Re: 5.3.2.2.1: As part of the program revisions that were provisionally approved (5/16/11), the 800 level courses that were part of the ‘old’ program were changed to 400 level courses. There is no longer a need for separate rules for this program since the academic policies/standards are now consistent with those of the University. Thus, the Medical Laboratory Science faculty request deletion of these rules. (Please see the attached Senate Rules.)

2) Replace Senate Rules (4.2.2.2, Section E) regarding the “Medical Technology Admissions Policy. Re: 4.2.2.2: Senate Rules regarding Medical Technology should have been deleted or edited in 1988 when the Program changed its name to Clinical Laboratory Sciences. Due to the fact that the information in SR 4.2.2.2 is woefully out of date and no longer utilized, the MLS faculty request replacement of these rules. (Please see the attached Senate Rules which reflect the new policy.)

3) Update of Senate Rules (4.2.2.2, Sections A-D) regarding the College of Health Sciences Professional Program Policies. Re: 4.2.2.2 Sections A-D were edited so that the terminology within would be consistent with usage today. No policy changes were made, only minor terminology changes as suggested by Bob Grossman on 4/30/12. The policies will be reviewed in the future by the College of Health Sciences in order to update any outdated policies. (Please see the attached Senate Rules which reflect the editing proposed.)

4) Change minimum grade point average (GPA) admission requirement for the Medical Laboratory Science Program to 2.5 overall GPA.

In 2004, the former Clinical Laboratory Sciences Program made major program revisions and raised the minimum GPA for admission into the Program to 2.75 (on a 4.0 scale). Current Medical Laboratory Science faculty members have unanimously agreed that the minimum GPA for program admission should be lowered to 2.5 for two reasons. First, faculty members believe that some high quality students who could be successful in this program are not applying because they do not meet the minimum GPA. Second, faculty members reviewed equivalent Medical Laboratory Science programs at several flagship universities to review their admission requirements and program pre-requisite courses. Those programs with similar pre-requisite courses commonly required a minimum GPA of 2.5. Thus, faculty members believe that a decrease from 2.75 to 2.5 is justified.

Please contact Michelle Butina (mbu228@uky.edu or 218-0852) if you have questions or concerns.

~~5.3.2.2.1 Clinical Laboratory Science Professional Program~~

~~The following standards apply to undergraduate students in the Clinical Laboratory Science Professional Program (CLS):~~

~~A. Student Progress~~

~~Students admitted to the CLS Program may advance into the senior year and/or clinical rotation of the CLS program of study on the condition that each has:~~

- ~~1. at least a GPA of 2.00 on all course work; and~~
- ~~2. earned a minimum grade of C (2.0) in every course with the CLS prefix.~~

~~B. Undergraduate Professional Program Probation~~

~~Regardless of academic standing in the University, a student shall be placed on probation where the student:~~

- ~~1. earns a semester GPA less than 2.0 in all courses required by the CLS Program; or~~
- ~~2. earns a grade less than C (2.0) for any course having a CLS prefix.~~

~~C. Removal from Clinical Laboratory Science Program Probation~~

~~A student shall be removed from probation when:~~

- ~~1. in the semester following probation, the student earns a semester GPA of at least 2.0 in courses required by the CLS Program; and~~
- ~~2. the student earns at least a grade of C (2.0) in any course with a CLS prefix in which previously the student earned a grade below C.~~

~~D. Clinical Laboratory Science Program Suspension~~

~~A student shall be suspended when the student:~~

- ~~1. — earns less than a semester GPA of 2.0 in courses required by the CLS Program at the end of the first probationary period or in any subsequent semester; or~~
- ~~2. — earns less than a C in a course with a CLS prefix for the second time; or~~
- ~~3. — earns less than a C in any two courses required in the CLS Program.~~

~~**E. — Removal from Clinical Laboratory Science Program Suspension**~~

~~A student may be reinstated into the CLS program when the student meets the requirements for readmission as determined by the CLS Admissions and Progression Committee. These requirements will be communicated to the student at the time of suspension.~~

4.2.2.2 College of Health Sciences

A. Freshman Admission

Admission to the University does not guarantee admission to the College of Health Sciences. Freshman applicants will be admitted to the College if their ACT Composite Score is at or above the 50% on National Norms and if they have a minimum high school grade point average of 2.0. However, students' continuation into the junior year will depend on the criteria in B below.

B. University of Kentucky Student Admission

Completion of the required number of hours of academic credit does not guarantee admission to an undergraduate degree program in the College of Health Sciences. Admission to any program is dependent upon the availability of resources for implementation of quality instruction, and the number of students admitted will be limited by these considerations.

Students will be admitted to a degree program on the basis of their University cumulative grade point average and other criteria indicating potential for becoming successful health science professionals (e.g., Health Science grade point average, freshman entrance scores, grades in key courses, references, and personality inventories).

C. Transfer Student Admission

Admission to the University as a transfer student does not guarantee admission to an undergraduate degree program in the College of Health Sciences. In addition to meeting the University's requirements for admissions from a community college or from another institution, and, in addition to the conditions stated in Senate regulations for changing from one University college to another, applicants seeking to transfer to an undergraduate degree program in the College of Health Sciences will be considered on the basis of their cumulative collegiate grade point average and the criteria described in B above.

D. The deadline for application for admission for the fall semester into the Medical Laboratory Sciences, Communications Disorders, Health Administration and Physician Assistant Studies programs is February 1st. The deadline for application for admission in the spring semester for the Medical Laboratory Science program is October 1st. [SC: 4/24/95]

E. Medical Laboratory Science Admissions Policy

Students must achieve an overall (cumulative) GPA of 2.5 and pass all prerequisite courses.

F. Health Science Educator Admissions Policy

Entry is permitted to those who complete an accredited program in a health science discipline and the Preprofessional Requirements.

An overall grade-point average of 2.0 on a 4.0 quality point scale in all course work attempted, as computed by the University Admissions Office.

References from three health professionals. [US: 4/11/83]

Brothers, Sheila C

From: Raphael Finkel [raphael@cs.uky.edu]
Sent: Friday, February 17, 2012 3:26 PM
To: Brothers, Sheila C
Cc: Davis, Alison F; Feddock, Christopher A; Fryar, Alan E; Lowry, Regina; Fuqua, Zachary D; Raphael Finkel; Scott Yost; Provost, University of Kentucky; Witt, Don
Subject: Item 6: Admissions Requirements for BHS in Medical Laboratory Science

Sheila,

The SAASC has voted to approve the proposed changes to the Medical Laboratory Science program.

Notes:

The request is to

1. Delete Medical Laboratory Science standards from SR
2. Change the Medical Laboratory Science admission requirement

Background

1. The US provisionally approved program revisions in 5/2011, including a name change from Clinical Laboratory Science Professional Program to Medical Laboratory Science. Courses at the 800 level in the old program were changed to 400 level. So we can remove rules pertaining to the old Clinical Laboratory Science Professional Program (SR 5.3.2.2.1). The new program needs no special treatment.

2. The old program raised GPA for admission to 2.75 in 2004. Current faculty unanimously want that changed to 2.50, to attract more high-quality students and to bring the prerequisite in line with similar programs at other flagship universities.

Discussion:

Part 1 is clearly the right thing to do.

Part 2 is fine; the faculty of the department are the best to judge whether this change will attract a larger number of qualified students without hurting the program. There is no evidence that this change will hurt other programs.

Raphael

University Senate
May 7, 2012

"What is a Credit Hour?" for Different Meeting Patterns

Recommendation from the Senate Council: that a new Senate Rule be established to state that course proposals shall use the Senate-approved policy [link here to meeting pattern grid] for determining meeting times and number of credit hours for each course. Exceptions, based on academic merit, may be made by the University Senate upon the recommendation of the appropriate academic council. Equivalencies on the grid will be reviewed annually by the University Senate.

Student Credit Hour Definition

The University of Kentucky is required by the U.S. Department of Education and our accrediting agency, the Southern Association of Colleges and Schools, to define for the institution how credit is awarded for its curriculum. The responsibility for curriculum lies with the faculty, and so it is required that the University Senate determine how such credit is to be awarded.

The Senate's Admissions and Academic Standards Committee has proposed the following definitions of a credit hour for different types of instruction, to be codified in the Senate Rules. They used, in part, the "Carnegie Unit" as a guide to determine how much contact time and other effort should be used to determine the equivalent of one credit hour. Drawing on the traditional lecture or discussion, in a traditional 3 hour course, they determined that the current traditional definition is c. 800 minutes per credit hour (15-16 weeks x 3 x 50 minutes/ 3 = 750-800 minutes). Using c. 800 minutes, as the marker, they then requested information from colleges about how other meeting patterns should be measured, based upon workload, discipline, and in some cases standards of accrediting agencies.

The 800 minute marker, while cumbersome, allows instructors to measure contact hours and other effort for sessions of different lengths of time other than traditional semesters.

The result is divided here into direct contact with the instructor, with notes on how that direct contact expresses itself. "Other effort" is comprised of courses such as internships, studio, clinical hours, and clerkships. The explanation gives more information about the source of the assigned hours.

<i>Meeting Pattern</i>	<i>Description</i>	<i>Number of Minutes per Semester to Count for One Credit, Direct Contact</i>	<i>Number of Minutes per Semester to Count for One Credit, Other Effort</i>	<i>Explanation</i>	<i>Process for Standard Semester</i>
Clerkship (medical)	An assignment to physician clinical practice for medical students	1 week clerkship = 1 credit		The accrediting body for medical schools, the Liaison Committee for Medical Education (LCME), uses the metric of a minimum number of weeks of instruction for accreditation (130 weeks is the minimum), not a certain number of credit hours.	
Clinical	A course activity in which students, under the supervision of a faculty member, are involved with direct treatment or observation of patients/clients.		2400 - 3200	May vary for undergraduate and graduate.	
Colloquium	A course activity in which students attend a series of lectures delivered by experts in the field, but arranged by faculty.	800		These courses are typically 1 "hour"/week, therefore 1 credit.	Hours of weekly course meetings equal # of credit hours
Discussion	A course activity (generally associated with a lecture course) in which small groups of students, under the direction of a faculty member, are encouraged to interact and study various aspects of the subject through oral and written communications.	800		Just the same as lecture, because the faculty member is present.	Hours of weekly course meetings equal # of credit hours 47
Distance Learning	A course using electronic media which have the same learning objectives of traditional face-to-face course types. The delivery is 50% or more via electronic media when the instructor and student are at different locations. The delivery may be synchronous or asynchronous.	800 for direct or asynchronous online/electronic contact, lecture, colloquium, guided independent study and instructor designed projects, discussion, and recitation	800-3200 for clinical, studio, (virtual) laboratory, research, and practicum	E-coursework is comprised of highly structured ongoing, monitored activities designed by the instructor.	To determine a direct contact credit hour, tally student engaged learning time (excluding homework) by adding number of minutes devoted to instruction, online tutorials, discussion, student presentations, and other methods. Divide by 800. Clinical, studio, laboratory research and practicum credits vary by discipline. In scheduling classes, the Registrar should note that distance learning and hybrid courses do not always have the "seat-time" hours of traditional coursework.

<i>Meeting Pattern</i>	<i>Description</i>	<i>Number of Minutes per Semester to Count for One Credit, Direct Contact</i>	<i>Number of Minutes per Semester to Count for One Credit, Other Effort</i>	<i>Explanation</i>	<i>Process for Standard Semester</i>
Independent Study	A course in which students learn independently, meeting periodically with a faculty member to discuss and report progress; provides the opportunity to study material not normally covered or offered in the regular curriculum or course offerings.	800	800	Typically 1 contact "hour"/week, 2 independent "hours," therefore 3 credits.	
Laboratory	A course activity in which students test, analyze, or demonstrate the applications of ideas, theories, techniques, and/or methods.		1600 - 2400	Hours may vary depending on laboratory requirements.	Divide weekly lab hours by 2 or 3 to calculate credit hours
Lecture	A course activity in which an instructor presents information, typically in oral format, for most of the contact period, with limited to moderate interaction with students in the classroom.	800		Standard lecture pattern	Hours of weekly course meetings equal # of credit hours
Practicum	A required course activity designed to help students integrate classroom learning with actual work experience emphasizing the practical applications of theory; includes non-clinical internships/externships and specifically includes student teaching.	800	1600	The classroom learning is at the 800 rate, and outside work such as teaching is 1600. So a course that meets weekly for 1 "hour" and students work for 4 "hours" counts for 3 credits.	
Recitation	A course activity in which students test, analyze, or demonstrate the applications of ideas, theories, techniques, and/or methods.	800		Typically 1 "hour"/week, therefore 1 credit	
Research	A course in which the principal student activity is to conduct independent investigation under the supervision of a faculty member (pre-qualifying only)	800	800	Same as independent study, if the student meets for one "hour"/week with the faculty member, the student must add 2 "hours" to get 3 credits	

<i>Meeting Pattern</i>	<i>Description</i>	<i>Number of Minutes per Semester to Count for One Credit, Direct Contact</i>	<i>Number of Minutes per Semester to Count for One Credit, Other Effort</i>	<i>Explanation</i>	<i>Process for Standard Semester</i>
Residency	A course offered exclusively to provide residence credit for a graduate or professional degree.		1600	The student might meet with advisor or not, but is expected to work at least 4 "hours"/week on thesis (for course XX767). The number of credits is stipulated by the course description and is independent of contact hours.	
Seminar	A course activity (generally offered as an independent course) in which small groups of students, under the direction of a faculty member, engage in the advanced, intensive study of a selected topic(s) through oral and written communications.	800		Typically 1 "hour"/week, therefore 1 credit	
Studio	A course normally associated with visual/creative arts activities that require specialized facilities beyond those of a normal classroom/lab and emphasize individual development through expressive media.	1600	800-1600	In most cases, studio courses require at least two hours of contact with the instructor per credit hour, and an additional 1 to 2 hours of in-studio work by the student.	49



*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

CREDIT HOURS

- Policy -

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Guidelines for Flexibility in Interpretation. An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

Commission Obligations in the Review of the Credit Hour. The Commission reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework, and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission's Board of Trustees is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Board is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission's Board finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

Procedures

1. **Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions).**
The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) and Comprehensive Standard 3.13.1 (Policy Compliance) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 and CS 3.13.1 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
2. **Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation.**
The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 and CS 3.13.1 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.
3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution's degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for

the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

4. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.
5. Comprehensive Standard 3.4.6 reads as follows: "The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery." It is to be reviewed in conjunction with FR 4.9.

Document History
Approved: Board of Trustees, June 2011

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 11, 2012 11:35 AM
To: Brothers, Sheila C
Subject: new programs for forthcoming SC

Hi Sheila,

Here goes.

1 This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Risk Sciences, in the Division of Risk Sciences within the College of Communication and Information

Best,

Andrew

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

Response to Faculty Senate Queries

1. **As a program in risk SCIENCES, please clarify what research methods will be covered, and identify the courses which cover them.**

Assignments outlined for the courses, including the needs assessment (training & consulting), risk communication analysis (risk), crisis assessment (crisis), and practice evaluation (knowledge management) all require social scientific research employing both quantitative and qualitative methods, primarily survey and interview methods for background research. In addition, all four courses include examination of theoretical concepts based on empirical research.

We should note that risk sciences is the term used by the National Science Foundation to describe communication research in risk and crisis contexts. NSF's decision, risk and management sciences division is a primary funding source for faculty research in this area. Therefore, our rationale for choosing the name Risk Sciences is that it not only encompasses the scientific, research-driven study of each of the areas reflected in the courses designed for the certificate but also aligns with our primary funding source's description of risk sciences

2. **Will online-designed courses be available to PhD candidates to replace traditionally taught courses? If not, how will this be prevented? If so, can you argue that such courses are suitable for PhD students?**

The three courses that will be available to communication PhD students are CJT 721 Risk Communication, CJT 722 Crisis Communication, and CJT 723 Training and Consulting. These three courses are offered as hybrid courses, comprising both face-to-face meetings and online interaction. The current CJT course proposals are designed for online interaction for the readings and lecture early in the semester, an intense weekend seminar for discussion and project development, and online interaction for follow-up through the completion of the assigned paper or project. Throughout these courses, face-to-face and synchronous online class meetings and office hours will be held. CJT doctoral students choosing to pursue this graduate certificate in risk science may count the three CJT courses proposed here toward their degree; the courses could count toward nine of 12 hours required for the "area of specialization" portion of their program of study. The remaining three hours of "specialization," along with the hours required for "theory and context," "research methods/statistics," "cognate area," and "research problems" would be fulfilled through existing courses in the graduate program.

This hybrid model is important to both traditional PhD students and professionals already working in risk science fields. It encourages working professionals to enroll in the classes, which adds considerable value to the discussion of the theoretical models and methodological procedures presented in class. PhD students who intend to work as consultants or research analysts in practice or continue on in an academic career teaching courses in risk and crisis related areas will greatly benefit

from having practitioners in the class. Likewise, practitioners will benefit from interacting with students already well-versed in communication theory and research methods.

LIS 658 Knowledge Management is entirely online and is part of the Library and Information Science master's degree program, which also is offered entirely online. PhD students in communication may take the course, but it would not count toward their program's core requirements.

3. Why are three of the proposed courses pitched at the 700 level? Can't they all be at 600 level?

and

4. Can a 700 level course in theory comprise students with MAs and lower degrees?

The three proposed CJT courses are offered at the 700-level to assist us in assuring traditional master's and PhD students will have already completed their introductory theory and methods courses before taking these context specific courses.

A 700 level course can accommodate students with MAs and lower degrees. The final papers for traditional communication graduate students enrolled in the proposed courses are expected to be of academic journal quality. Post-baccalaureate students and those with graduate degrees in other areas seeking the stand alone certificate will have the option of completing either research papers like CJT graduate students or conducting theory-based applied projects, which still will be based on the research presented in class but will be applied to address an organizational need. For example, practitioners may choose to conduct a risk assessment for their employing organization and compile the results in a report that will be delivered to organizational management rather than a manuscript that will be submitted to an academic journal. In essence, the applied projects constitute translational research in which theory is adapted to solve problems faced by practitioners.

The purpose of engaging practitioners and traditional master's and PhD students in the same class is to encourage discussion of risk and crisis from multiple perspectives. Trained biases in risk sciences can be costly and even deadly. It is crucial for academic researchers and practitioners to understand challenges and expectations beyond their education and personal life experiences. Practitioners pursuing the stand alone certificate can benefit greatly from gaining a better understanding of theory and research in risk sciences. Traditional students pursuing the graduate certificate as an addition to their studies can benefit greatly from gaining a better understanding of the application of risk sciences theory and research in practice.

December 15, 2011

TO: Hollie Swanson
Senate Council
201 Main Bldg.
CAMPUS 0032

Dear Dr. Swanson,

I am transmitting to you the Proposal for the Graduate Certificate in Risk Sciences. The Graduate Council approved this proposal on December 15, 2011.

Sincerely Yours,

Dr. Brian A.
Jackson

Digitally signed by Dr. Brian A. Jackson
DN: cn=Dr. Brian A. Jackson,
o=University of Kentucky,
ou=Graduate School, email=c-u5
Date: 2011.12.15 16:05:58 -05'00'

Brian Jackson, Senior Associate Dean
The Graduate School

Cc: Sheila Brothers



College of Communications
and Information Studies
Office of the Dean
Lucille Little Fine Arts Building
Lexington, KY 40506-0024
administration: 859 218-0290
fax 859 323-4171
<http://cis.uky.edu/>

October 21, 2011

Dear Graduate Council:

I support the proposal for the Graduate Certificate in Risk Sciences. Organizations and entities of various sizes are becoming keenly aware of the need for effective communication in risk and crisis contexts, and employer demand for this specialization is increasing. The Graduate Certificate in Risk Sciences will prepare students to meet this need.

Faculty across the College of Communications and Information Studies have extensive research lines in risk and crisis communication, and the development of specialized education in risk sciences is a natural extension of their expertise. In addition to serving the needs of our current students, by offering the classes online through distance learning, the certificate has the potential to extend the reach of our college well beyond the commonwealth. Please contact me with any questions or comments regarding this authorization.

Sincerely,

A handwritten signature in cursive script that reads "H. Dan O'Hair".

H. Dan O'Hair
Dean, College of Communications and Information Studies



UNIVERSITY OF KENTUCKY

College of Communications
and Information Studies

Office of the Dean
Grehon Building
Lexington, KY 40506-0042
Administration: (859) 257-4839
Fax: (859) 323-9879
www.uky.edu/CommInfo/Studies

October 21, 2011

Dear Graduate Council:

As the Associate Dean of Graduate Studies in the College of Communications and Information Studies, I fully support the proposal for the Graduate Certificate in Risk Sciences. Graduate students in the College of Communications and Information Studies have received research funding from risk-related projects consecutively for the last four years. This year alone, two dissertations and two theses were funded by extramural grants in risk and crisis communication. Thus, our students are already engaged in extensive research in risk sciences.

I am personally teaching risk communication as a special topics graduate seminar this semester and have 16 students keenly interested in this developing area of research and practice. Crisis communication and training and consulting have also been offered previously as special topics courses due to student demand. With the recent addition of graduate faculty lines, specifically designated for risk sciences, we now have the faculty to offer the four required courses proposed for the Graduate Certificate in Risk Sciences consistently each year. Please let me know if you have any questions or comments regarding the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Timothy L. Sellnow'. The signature is written in a cursive style with a large, sweeping flourish at the end.

Timothy L. Sellnow
Associate Dean of Graduate Studies
College of Communications and Information Studies

University of Kentucky

Graduate Certificate Program Application Form

Please use this application form as a guide for your Certificate Program proposal.

Name of Proposed Certificate Program: Risk Sciences

Sponsoring Academic Unit: College of Communications and Information Studies

Administering Unit, if different: Risk Sciences Division

Primary Contact Name: Shari Veil

Campus Address : 310D Little Library, Lexington, KY

Phone Number: 859-257-9470 **Email:** shari.veil@uky.edu

First Term the Certificate Would be Offered: Fall, 2012

1. Describe the Certificate Program and provide a statement of educational objectives and learning outcomes.

The Graduate Certificate in Risk Sciences will require twelve total credit hours, including risk communication, crisis communication, training and consulting, and knowledge management. Risk communication, crisis communication, and training and consulting have all three been offered as special topics courses on an as needed basis in the graduate program in communication. The classes are now being proposed as permanent courses in the graduate course offerings rotation in communication. Knowledge management is a new course being developed to serve both the risk sciences graduate certificate and the graduate program in library and information science.

The courses on risk communication and crisis communication will provide foundational understanding of risk and crisis communication and the opportunity to develop practical application of this knowledge. Research implications (both theoretical and practical), lessons learned, and new theories of community risk communication will be included in the curriculum. Course outcomes could include research studies, risk communication campaigns, organizational risk assessments, crisis communication plans, crisis communication assessments, or grant proposals for research or training. The course on training and consulting addresses the theoretical and pragmatic issues of training, consulting, and teambuilding required in risk and crisis planning and management. The knowledge management course will focus on how to leverage knowledge assets to more quickly recognize risks and address crises as they emerge.

*Completed and approved applications should be submitted to:
Dean of the Graduate School, University of Kentucky*

2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this certificate at the University of Kentucky.

According to Bureau of Labor Statistics projections, the number of emergency and crisis management specialists is expected to increase 28%, from 2002 to 2012. In 1994, four universities were offering programs in emergency management. By 2007, there were at least 144 college programs in the United States (Whitaker, 2007), including a bachelor's degree in homeland security from Eastern Kentucky University.

While emergency management education offerings have increased, a graduate degree specific to emergency management or homeland security may deter potential applicants interested in managing risk and crisis not for just municipalities, but for organizations and corporations. According to the executive board of the Public Relations Society of America (2010), there is a demand for crisis communication education that is not being addressed by programs focusing on emergency and disaster management or insurance risk. Therefore, our focus will be on risk and crisis communication and knowledge management, as well as how individuals can incorporate this knowledge in training and consulting.

A Risk Sciences Fellowship was established in August, 2010 to gauge current student interest in risk and crisis communication in the College of Communication and Information Studies. Fellow candidates complete a minimum of 40 volunteer research hours with one or more faculty and submit a manuscript to both a conference and a regional, national, or international journal in addition to attending meetings twice each month on graduate student research and engagement. In 2010-2011, five Ph.D. students and two master's students completed the fellowship requirements. Sixteen graduate students are engaged in the program for 2011-2012.

3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

Graduate Students

Professional Students: The graduate certificate will also be marketed to professionals with a need for this specialized education, including emergency managers, civic leaders, organizational leaders, corporate communicators, and media managers.

Degree-seeking, Matriculated Students

Non-Degree-Seeking Students

The Graduate Certificate in Risk Sciences will likely attract two different types of students:

1) New students who are not ready to commit to a graduate degree but feel a need for specialized education in risk sciences, who may find once they have completed half the credit hours that a master's is no longer too distant a goal. The Graduate Certificate will likely increase enrollment figures for individual college graduate degrees as students progress through the certificate.

2) The second type of student includes those who already have a graduate degree or are currently pursuing a graduate degree and want to add the specialization of risk sciences. For example, students pursuing a Master's or Ph.D. in communication can include the certificate courses in their degree plan. In addition, outside the College of Communications and Information Studies, a student pursuing an MBA or MPA may find an emphasis in organizational crisis or the communication of health risks to be beneficial to their area of study.

4. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.

To earn the Graduate Certificate in Risk Sciences, students must maintain a minimum GPA of 3.0 in the following set of courses required for completion of the graduate certificate:

- CJT 721 SEMINAR IN RISK COMMUNICATION (3): This course establishes risk communication as a distinct sub-discipline within the communication discipline. Ethical considerations are paramount in all areas covered in the course. Theories of risk communication such as mindfulness, sensemaking, chaos, image repair, issues management, the constraints of structuration, and renewal discourse are discussed in terms of pre-crisis, crisis, and post-crisis. Applied research areas such as best practices, high reliability organizations, terrorism, and health risks are also considered. Ultimately, the course provides an overview of the established and emerging perspectives on risk and crisis from the communication perspective.
- CJT 722 SEMINAR IN CRISIS COMMUNICATION (3): This course follows the crisis communication management process through the stages of pre-crisis, crisis, and post-crisis. The pre-crisis stage discusses planning and environmental scanning. The crisis stage discusses communication strategies for image restoration. The post-crisis stage depicts crisis as an opportunity for organizational learning and for rebuilding or expanding public trust. The course uses a case study approach throughout.
- CJT 723 SEMINAR IN TRAINING AND CONSULTING (3): This course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency.
- LIS 658 KNOWLEDGE MANAGEMENT (3): Organizational knowledge is a valuable strategic asset. Knowledge management refers to the systematic management of an organization's knowledge assets so that they can be leveraged for sustainable advantage. This course examines how knowledge is created, captured, organized, diffused, and implemented in an organization. Topics covered include knowledge management processes and practices, corresponding technologies, collaboration tools, and people and cultural issues.

5. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s), if any.

The required courses can be used both toward the Graduate Certificate in Risk Sciences as well as a Master's or Doctorate in Communications. Students pursuing both a graduate degree in communications and the certificate in risk sciences must be accepted separately into both the graduate degree program and the certificate.

6. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.

No.

7. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.

All courses will be offered through distance education. Risk communication, crisis communication, and training and consulting will be offered online with a weekend seminar. Knowledge management will be offered entirely online.

8. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable.

The minimum Graduate School requirements for admission to the Graduate Certificate in Risk Sciences are the same as those in effect for post-baccalaureate status. Students who already are or will be enrolled in a degree program, or those who apply for post-baccalaureate (non-degree) status in order to complete the certificate, are eligible to apply for admission. Applicants for admission to the graduate certificate must be approved for admission by the certificate director, who shall notify the Graduate School in writing of the student's admission. Students should apply and be admitted to the certificate curriculum before taking any classes that will be counted toward completion of the certificate, unless approved by the certificate director. Admission to or award of a graduate certificate does not guarantee admission to a degree program in the same or any other discipline.

9. Provide a projection of the Certificate Program's financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.

Because the courses are offered online except for the weekend seminars, additional classroom resources will not be needed, as the classrooms should almost all be available. The courses will be taught through the faculty's traditional course load; however, since all faculty work on funded research and their course load may be reduced, funds are being allocated for overload payment of one course per year as needed. Standard tuition rates apply. While all tuition funds will not go directly to the certificate, because the classes are all taught primarily online, Teaching Innovation Incentive Funding will provide \$120/per student/class. With 10 students, the \$4800 in incentive funds will cover the \$3000 to pay for an overload plus potential administrative costs.

Revenue:

Resident part-time per credit hour fee: \$519 / 12 total credit hours: \$6,228 tuition per graduate student / Est. 10 students per class: \$62,280 per year

Expenses:

Teaching overload: \$3000

Total Additional Yearly Expenses: \$3000

10. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the Director of the Certificate.

Graduate Certificate Director

Crisis Communication Course Development

Shari R. Veil (Ph.D., North Dakota State University) is the director of the Division of Risk Sciences and assistant professor of communication at the University of Kentucky College of Communications and Information Studies where she coordinates research, funding, education, and training programs specific to risk and crisis communication and teaches courses in risk and crisis, organizational, and mass communication. Her research interests include organizational learning in high-risk environments, community preparedness, and communication strategies for crisis management. Her work has been funded by the United States Department of Agriculture, Environmental Protection Agency, and the Department of Homeland Security's National Center for Food Protection and Defense and National Center for Risk and Economic Analysis of Terrorism Events and published in venues such as the *Journal of Applied Communication Research*, *Journal of Contingencies and Crisis Management*, *Journal of Business Ethics*, *Management Communication Quarterly*, *International Journal of Technology and Human Interaction*, *Journal of Communication Management*, *Journal of Business Communication*, *International Journal of Strategic Communication*, *Communication Studies*, and *Public Relations Review*, among others. Dr. Veil also serves on the executive board of the Lexington-Fayette County Local Emergency Planning Committee and is a member of the Community Emergency Response Team.

Risk Communication Course Development

Timothy L. Sellnow (Ph.D., 1987, Wayne State University) is a Professor of Communication and Associate Dean for Graduate Programs in Communication at the University of Kentucky where he teaches courses in risk and crisis communication. He currently serves as Theme Leader for Risk Communication Research for the National Center for Food Protection and Defense, a national center of excellence sponsored by the Department of Homeland Security. Dr. Sellnow is also a past editor of the National Communication Association's *Journal of Applied Communication Research*. He has conducted funded research for the Department of Homeland Security, the United States Department of Agriculture, and the Centers for Disease Control and Prevention. Dr. Sellnow has published numerous journal articles and chapters on risk and crisis communication and he has co-authored four books. His most recent book is entitled, *Risk Communication: A Message-Centered Approach*.

Training & Consulting Course Development

Derek R. Lane (Ph.D., 1996, University of Oklahoma) is an associate professor in the Department of Communication, an endowed professor in the UK College of Engineering, and former Associate Dean for Graduate Programs in Communication in the College of Communications and Information Studies at the University of Kentucky (2005-2009). Dr. Lane's research can be classified in the broad area of face-to-face and mediated message reception and processing to affect attitude and behavior change in instructional, organizational, and health contexts. His research has been funded by the U.S. Department of Education, the National Institute of Drug Abuse, the National Institute of Mental Health, and the National Science Foundation and appears in *Risk Analysis*, *Communication Monographs*, *Communication Education*, *Media Psychology*, *Communication Research Reports*, *Health Promotion Practice*, *American Journal of Communication*, the *Journal of Engineering Education* and the *Journal of*

Experimental Education among others. His expertise and professional training encompass specialty areas that include Team Building, Mediation, Negotiation and Conflict Management, Leadership, Communication Skills Training and Development, Technological Innovations in Organizations, and Business and Professional Speaking. He is certified by the Institute of Cultural Affairs as a professional trainer for Basic Group Facilitation Methods and Participatory Strategic Planning.

Knowledge Management Course Development

Jeff Naidoo, (Ph.D., 2010, University of Alabama) is an assistant professor at the School of Library and Information Sciences within the College of Communication and Information Studies at the University of Kentucky. He was previously employed as a Senior Management Consultant for Cap Gemini Ernst and Young, and worked on various information technology and business reengineering consulting projects of varying scope, and across multiple industry sectors. He is currently the Associate Editor for the Association for Library and Information Science Education Statistics publication, and his research interests are in business intelligence and predictive modeling, focusing specifically on the predictive relationships between institutional artifacts and macroeconomic vulnerability, and how possible associations can be modeled to provide long-range predictive insights.

Risk Sciences Affiliated Faculty

Dan O'Hair (Ph.D., 1982, University of Oklahoma) is Dean of the College of Communications and Information Studies and Professor of Communication at The University of Kentucky. In 2006, he served as the President of the National Communication Association, the world's largest and oldest professional association devoted to the study of communication. He has published over ninety research articles and scholarly chapters in risk and health communication, public relations, business communication, media management, and psychology journals and volumes, and has authored and edited fifteen books in the areas of communication, risk management, health, and terrorism. His latest book was published in 2009 entitled *The Handbook of Risk and Crisis Communication* (Routledge) for which he served as a senior editor and contributor. He has directed over twenty doctoral dissertations and served on over ninety doctoral and masters committees. He has been the principal investigator or Co-PI for several grants from business, non-profit, and government institutions totaling more than \$10 million. Dr. O'Hair has served on the editorial boards of twenty-seven research journals and is a past editor of the *Journal of Applied Communication Research*, published by the National Communication Association. Articles published in *JACR* have been referenced or reviewed by such publications as the *Wall Street Journal* and the *Harvard Communication Letter*. He has served as an education and training consultant to dozens of private, non-profit and government organizations.

Kevin Real (Ph.D., 2002, Texas A&M University) is Associate Professor of Health and Organizational Communication in the Department of Communication at the University of Kentucky. Real's primary research and teaching focus is on communication in health care organizations with an emphasis on healthcare quality and safety in individual and team interactions. Much of his recent research focuses on safety communication in various contexts, including health care, manufacturing and construction. Dr. Real takes a *problem-focused* approach to research. He is interested in how communication theory and research can provide opportunities for improving everyday life for workers and organizational stakeholders. His work has been published in the *Handbook of Health Communication*, *Journal of Business and Psychology*, *Health Communication*, *Management Communication Quarterly*, and *Journal of Applied Communication Research*.

Elisia L. Cohen (Ph.D., 2003, University of Southern California) is an assistant professor of Communication at the University of Kentucky College of Communications and Information Studies and Associate Member of the Markey Cancer Center. Her main research interests include developing novel content-analytic and surveillance approaches to studying media representations of health risks and disease, using health behavior theory to develop targeted health communication interventions to improve cancer risk communication, and using media-based approaches to creating effective diffusion of cancer prevention innovations. She currently serves as an investigator for the Rural Cancer Prevention Center (A CDC-PRC funded initiative) and the Washington University Center for Excellence in Cultural Communication Research, and works as an investigator to lead media planning for the Cervical Cancer-Free Kentucky Initiative (supported by a gift from GlaxoSmithKline). Her work has been published in *Communication Methods and Measures*, *Health Communication*, *Health Education & Behavior*, *Journal of Applied Communication Research*, *Journal of Health Communication*, *Newspaper Research Journal*, *New Media & Society*, *Tobacco Control*, among other journals and edited volumes.

Don Helme (Ph.D., 2000, University of Kentucky) is an Assistant Professor in the Department of Communication at the University of Kentucky. He also holds an adjunct appointment with the Department of Social Sciences and Health Policy, within the Division of Public Health Sciences of the Wake Forest University School of Medicine. Dr. Helme has worked on projects examining the receptivity for and impact of tobacco control policies on college campuses; testing the efficacy of a media-based intervention targeted at reducing high sensation-seeking adolescents' attitudes and intentions towards using tobacco and marijuana; assessing the implementation and dissemination of evidence-based tobacco cessation strategies in free medical clinics across North Carolina; and developing an interactive website for adolescents to promote safer-sex behaviors and a reduction in substance abuse.

Chike Anyaegbumam (Ph.D., 1994, University of Iowa) is an Associate Professor in the Integrated Strategic Communication program of the UK School of Journalism and Telecommunications. He teaches undergraduate and graduate courses including public relations and participatory communication. He also specializes in designing participatory communication strategies and media for rural community outreach projects related to civic engagement, agricultural safety and health, and economic well-being. Chike has served as a rural communication adviser for a variety of national and international development projects funded by the Pfizer and Robert Wood Johnson Foundations, the National Cancer Institute (NCI) through the Appalachian Cancer Network, the World Bank, the United Nations, and the United States Agency for International Development (USAID). He is currently the director of a national social marketing program to promote tractor safety funded by NIOSH/CDC through the UK Southeast Center for Agricultural Health and Injury Prevention. He was the 1992-93 editor of the *Journal of Communication Inquiry* and is the lead author of a book on participatory rural communication research. He has also co-authored articles published in several academic journals and book chapters on participatory rural communication research.

Bradley Wade Bishop (Ph.D., 2010, Florida State University) is an assistant professor in the School of Library and Information Science at the University of Kentucky College of Communications and Information Studies. He has published in *Library and Information Science Research*, *Library Quarterly*, *Government Information Quarterly*, among others. Research interests include geographic information studies, digital reference, and information policy.

Nancy Grant Harrington (Ph.D., 1992, University of Kentucky) is a Professor of Communication, and Associate Dean for Research in the College of Communications and

Information Studies, University of Kentucky. She also holds an academic appointment in the School of Public Health and is a faculty associate of the Multidisciplinary Center on Drug and Alcohol Research. She has been a principal investigator, co-investigator or principal evaluator on several NIIH-funded and CDC-funded studies totaling nearly \$8.5 million. She has published more than 40 journal articles or chapters in outlets such as *Health Communication*, *Communication Monographs*, *Communication Yearbook*, and *Health Education & Behavior*, and she serves on the editorial boards of nine journals, including *Journal of Communication*, *Health Communication*, and *Journal of Applied Communication Research*. She was a founding member of the Coalition for Health Communication and served as its chair from 2006-2008; she served as chair to the Health Communication division of the National Communication Association from 2004-2005. She teaches undergraduate and graduate courses in persuasive message design, health communication, interpersonal communication, communication theory, and research methods. Her research focuses on persuasive message design in a health behavior change context, particularly as it relates to risk behavior prevention/health promotion and interactive, tailored health communication using computer technology.

Beth Barnes (Ph.D., 1990, Northwestern University) became director of the School of Journalism and Telecommunications in 2003. She came to UK from Syracuse University, where she was an assistant dean overseeing master's degree programs in communications and manager of an intramural champion softball team. Her professional experience is in advertising and marketing communications; she worked in marketing management at United Air Specialists, corporate advertising research at IBM, and media research at DDB Worldwide. She is co-author of *Strategic Brand Communication Campaigns*, and has published in *Journalism & Mass Communication Educator*, the *Journal of Advertising Education*, and the *Journal of Marketing Communications*. Barnes serves on the Accrediting Council on Education in Journalism and Mass Communications. She frequently chairs site visits to programs seeking accreditation or re-accreditation. Barnes received a B.A. in English from the College of William and Mary and an M.S. in Advertising and Ph.D. in Communication Studies from Northwestern University.

Jeffrey T. Huber (Ph.D., 1991, University of Pittsburgh) is Director and Professor in the School of Library and Information Science at the University of Kentucky College of Communications and Information Studies. He teaches courses related to health information resources and services. Teaching interests also include issues related to online learning. His research primarily focuses on health information outreach/health literacy programming for marginalized or underserved populations. His work has been published in the *Journal of the Medical Library Association*, *Journal of the American Medical Informatics Association*, *Medical Reference Services Quarterly*, and *Journal of Consumer Health on the Internet*. In addition, Huber was the lead editor for the fifth edition of *Introduction to Reference Sources in the Health Sciences*.

11. Describe the evaluation plans for the Certificate Program.

Assessment of the certificate will be based initially on 1) the number of students who complete the certificate requirements; 2) the number of students who successfully secure or maintain positions related to risk sciences; 3) the visibility of students and faculty in organizations that focus on risk sciences such as the National and International Emergency Management Associations, the National and International Communication Associations, the Society for Risk Analysis, and the Public Relations Society of America; and 4) the survey administered at the end of each year to current students and certificate recipients to determine the effectiveness of the curriculum, instructors, and overall certificate program.

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 11, 2012 11:35 AM
To: Brothers, Sheila C
Subject: new programs for forthcoming SC

Hi Sheila,

Here goes.

2 This is a recommendation that the University Senate approve the establishment of a new minor: Visual Studies, within the College of Fine Arts.

Best,

Andrew

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

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Please fill out Section I.

SECTION I: GENERAL INFORMATION

Program: Art History & Visual Studies

Minor: Minor in Visual Studies

College: Fine Arts

Department: Art

Bulletin PP: 2010-11 p.214 (after Minor in Art History) CIP Code: B50.0703

Accrediting Agency (if applicable): National Association of Schools of Art and Design [NASAD]

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

Section II: New Minor

Minor Prerequisites (list course prefix, number and title): n/a

Minor Requirements (list course prefix, number and title): Please see attachment

Minor Electives (list course prefix, number and title): please see attachment

Total Hours Required: 21

Rationale for Proposal: This minor complements the corresponding request for a change in our undergraduate program from a B.A. in Art History to a B.A. in Art History & Visual Studies. The disciplinary expansion to include Visual Studies corresponds to a national trend in art history. The Minor provides students with the opportunity to study a more broadly based curriculum than is covered by traditional art history (largely confined to "high art") at a time when visual media are playing an ever more dominant and complex role in the 21st century.

⇒ Fill out Section III if you are CHANGING requirements for an existing minor.

Section III: Change in Minor Requirements

Current

Proposed

Current Total Hours: _____

Proposed Total Hours: _____

Rationale for Proposal: _____

Will this program be printed in the Bulletin?

Yes

No

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Signature Routing Log

General Information:Proposal Name: Minor in Visual StudiesProposal Contact Person Name: Ben Withers or
Jane PetersPhone: 257-
4013 or 257-
1716Email: bwithers@uky.edu or
jane.peters@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
11/25 College of Fine Arts Curriculum Committee	2/4/2010	Ben Withers 1-606-311-1103 / bwithers@uky.edu	Ben Withers
	4/6/11	Jane Johnson 7-11909 / jhjohn@email.uky.edu	Jane Johnson
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ¹
Undergraduate Council	10/25/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

Minor in Visual Studies

Ours is a visual culture. Workplaces today are visually saturated environments, our dominant pastimes are visual media (films, television, video, the internet, etc.); knowledge is commonly communicated visually. Visual Studies teaches critical viewing to prepare us for the visually complex milieu of the 21st century. Visual studies is a more broadly based curriculum than is covered by traditional art history, reaching more fully into everyday life to deal with all aspects of culture that communicate through visual means. This minor offers students a broad interdisciplinary selection of courses and methodologies from the arts, design, humanities, social sciences, and sciences. Visual studies ideally examine production and consumption of images, objects, and events in diverse cultures and within a global context. Students from any college may choose to minor in visual studies. Bear in mind that some of the course options may have prerequisites.

The minor requirements are as follows:

No more than four courses may be from Art History & Visual Studies (A-H prefix). At least 2 courses selected must be taken at the 300 level or above (including requirement #4 below).

1. A-H 101 Introduction to Visual Studies (3 credit hours)
2. **One** course selected from the following (3 credit hours):
 - A-H 102 Introduction to Asian Art
 - A-H 104 African Art and its Global Impact
 - A-H 105 Ancient through Medieval Art
 - A-H 106 Renaissance through Modern Art
3. **One** course selected from the following (3 credit hours):
 - A-S 102 Two-Dimensional Surface
 - A-S 103 Three-Dimension Form
 - A-S 130 Drawing
 - A-S 200 Digital Art, Space and Time
4. **One** course selected from the following (3 credit hours):
 - Any Art History & Visual Studies course at the 300 level
5. **Three** courses selected from the following (9 credit hours):

In consultation with an Art History & Visual Studies advisor, students may identify and propose courses relevant to visual studies other than those listed below to fill this requirement. They must file a College of Fine Arts petition form for approval of the substitution of the alternate course with the College of Fine Arts Dean's Office.

 - A-H Art History & Visual Studies –up to one additional course
 - A-S 200 Digital Art, Space and Time (if not already used to fulfill #3 above)
 - A-S 280 Introduction to Photographic Literacy
 - A-S 345 Web Design
 - A-S 346 Digital Video
 - ANT 550 Symbols and Culture

ARC 212 History and Theory I: 15th-17th Centuries
 ARC 213 History and Theory II: 18th-19th Centuries
 ARC 314W History and Theory III: 20th C. and Cotemporary Architecture
 ARC 315 History and Theory IV: Urban Forms
 CHI 321 Introduction to Contemporary Chinese Film
 CLA 100 Ancient Stories in Modern Film
 CLA 135 Greek & Roman Mythology
 CLA 210 Greek & Roman Art
 COM 101 Introduction to Communications
 COM 249 Mass Media and Mass Culture
 COM 449 Social Processes and Effects of Mass Communication
 COM 453 Mass Communication and Social Issues
 ENG 281 Introduction to Film
 ENG 381 History of Film I
 ENG 382 History of Film II
 ENG 480G Studies in Film
 FR 103 French Film
 GER 105 Contemporary German Cine
 GER 361 German Cinema
 HIS 597: Uses of the Past in Modern China
 ID 161: History and Theory of Interior Environments I
 ID 162: History and Theory of Interior Environments II
 ISC 161 Introduction to Integrated Strategic Communication
 ISC 319 World Media Systems
 JOU 455: Mass Media and Diversity (subtitle required)
 JPN 283: Japanese Film (Same as ENG 283)
 LA 205: History of Landscape Architecture
 LA 206: Contemporary Landscape Architecture
 MAT 247: Dress and Culture
 RUS 271: Russian Culture 1900-Present
 RUS 375 Seminar in Russian Film
 SPA 371: Latin American Cinema
 SPA 372: Spanish Cinema
 RUS 370 Russian Folklore
 TEL 520 Social Effects of the Mass Media

TOTAL HOURS 21

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 11, 2012 11:35 AM
To: Brothers, Sheila C
Subject: new programs for forthcoming SC

Hi Sheila,

Here goes.

3 This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Stream and Watershed Science, in the Department of Biosystems and Agricultural Engineering within the College of Agriculture.

Best,

Andrew

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

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other



Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Stream and Watershed Science Graduate Certificate

Proposal Contact Person Name: Carmen T. Agouridis Phone: 7-3000 x207 Email: cagourid@bae.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
Biosystems and Agricultural Engineering Faculty	4/26/11	Scott A. Shearer / 7-3000 x127 / scott.a.shearer@uky.edu	
Research and Graduate Studies Committee	4/2/2011	Michael Montross / 7-3000 x106 / michael.montross@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

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

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

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

Stream and Watershed Science Graduate Certificate

Director:

Dr. Carmen T. Agouridis, P.E.

Biosystems and Agricultural Engineering Department

128 C.E. Barnhart Building

University of Kentucky

Lexington, KY 40546-0276

(859) 257-3000 x 207

carmen.agouridis@uky.edu

Description:

The Stream and Watershed Science (SWS) Graduate Certificate Program provides students with an understanding of the complex physical, biological and social systems involved in stream and watershed related issues. The certificate program has an interdisciplinary focus and is administered by a committee of faculty consisting of representatives from the Colleges of Agriculture, Arts and Sciences, and Engineering; the Center for Applied Energy Research; the Gatton College of Business and Economics; and the Graduate School. Students may earn the certificate while making normal progress towards attainment of an M.S., M.A., or Ph.D. degree or while enrolled in post-baccalaureate status.

Purpose:

The purpose of the SWS Graduate Certificate Program is to offer degree-seeking graduate students and Certificate-seeking professionals an interdisciplinary, graduate-level curriculum that integrates many of the disciplines and professional areas of engineering, science, policy and management in the study of stream and watershed systems and the successful management of these complex systems. The SWS Graduate Certificate Program improves communication among stream and watershed professionals across academic disciplines and professional areas. It facilitates the understanding of research findings from diverse specialties and the field application of these findings in the management of stream and watershed systems. The University of Kentucky Stream and Watershed Science Graduate Certificate Program curriculum is the only opportunity in the Commonwealth and

one of the very few in the nation to obtain a graduate-level interdisciplinary Certificate in Stream and Watershed Science.

The Stream and Watershed Science Curriculum:

The certificate program requires the completion of 12 credit hours and consists of a foundation course (BAE 532/CE 542) and three primary focus areas: Stream and Floodplain Engineering and Science, Water Quality, and Policy and Management. The foundation course provides an overview of stream restoration focusing on the main issues related to coupling the fields of biosystems and agricultural engineering, civil engineering, geography, ecology, and social science. It includes background classes on the basic tools used in stream and watershed assessment and restoration. Students must take the foundation course and at least three credit hours from each of the three main focus areas. At least six of the twelve credit hours must be from outside the student's major area of study. Courses numbered 400G-499G count towards the certificate only for non-majors.

Foundation Course

- BAE 532/CE 542 Introduction to Stream Restoration

Stream and Floodplain Engineering and Science

- BAE 536/CE 546 Fluvial Hydraulics
- CE 642/BAE 642 Open Channel Flow
- CE 643/BAE 643 Mechanics of Sediment Transport
- GEO 451G Fluvial Forms and Processes
- GEO 721 Topical Seminar in Physical Geography: Biogeomorphology
- GEO 731 Earth Surface Systems
- GLY 585 Hydrogeology

Water Quality

- CE 555 Microbial Aspects of Environmental Engineering
- CE 653/BAE 653 Water Quality of Surface Waters
- CHE 565 Environmental Chemistry
- GLY 530 Low Temperature Geochemistry

- PLS 450G/NRE 450G Biogeochemistry
- PLS 455G/NRE 455G Wetland Delineation
- PLS 566 Soil Microbiology

Policy and Management

- AEC 645 Natural Resource Economics
- BAE 538 GIS for Water Resources
- CE 699 Environmental Management
- ECO 721/PA 727 Environmental Economics, Regulation and Policy

Requirements for Admission to the Certificate Program:

To be admitted to the SWS Certificate Program, a degree-seeking student must be accepted by the Graduate School and the graduate academic program in which the student is or will be enrolled. A Certificate-seeking professional must have a Bachelor of Science or Arts degree (or equivalent), a minimum of 2.75 undergraduate GPA, and be accepted by the Graduate School as a Post-Baccalaureate student. The GRE (or equivalent) examination is required for degree-seeking applicants. The GRE is not required for Certificate-seeking professionals. The current Application for Admission to the Stream and Watershed Science Graduate Certificate program is contained herein as Attachment 1.

Requirements for Completion and Award of Certificate:

To be eligible to be awarded the SWS Certificate, a degree-seeking student's graduate program must contain the following elements: (1) completion of the foundation course and (2) completion of three credit hours in each of the primary focus areas. A minimum of six completed credit hours must be outside the student's academic discipline. The Certificate-seeking professional must complete: (1) the foundation course and (2) three credit hours in each of the primary focus areas with a minimum of six completed credit hours outside the professional's undergraduate degree discipline. Award of the Certificate occurs at the time of the completion of the SWS Certificate program requirements for both degree-seeking students and Certificate-seeking professionals. Completion of the SWS Certificate Program requirements is verified by the Director (Dr. Carmen Agouridis) on the Graduate Certificate Completion Form, which is contained in Attachment 2. The Completion Form

is submitted to the Graduate School, whereupon the Certificate is awarded and the title of the Certificate appears on the student's official transcript.

Participating Faculty and Professionals

Agricultural Economics

Angelos Pagoulatos

Jack Schieffer

Biosystems and Agricultural Engineering

Carmen T. Agouridis

Theresa A. Dowdy

Dwayne R. Edwards

Richard C. Warner

Center for Applied Energy Research

Kevin R. Henke

Chemistry

Marcelo I. Guzman

Mark A. Lovell

Bert C. Lynn

Civil Engineering

Gail M. Brion

James F. Fox

Lindell E. Ormsbee

Yi-Tin Wang

Scott A. Yost

Earth and Environmental Sciences

Alan E. Fryar

Christopher S. Romanek

Economics

Glenn C. Blomquist

Forestry

Christopher D. Barton

Geography

Jonathan D. Phillips

Plant and Soil Sciences

Mark S. Coyne

Elisa M. D'Angelo

Tasios Karathanasis

Steering Committee

Glenn C. Blomquist (Economics)

Mark S. Coyne (Plant and Soil Sciences)

Dwayne R. Edwards (Biosystems and Agricultural Engineering)

Kamyar C. Mahboub (Civil Engineering)

Alan E. Fryar (Earth and Environmental Sciences)

Jonathan D. Phillips (Geography)

Michael R. Reed (Agricultural Economics)

David B. Wagner (Forestry)

Attachment 1

Application for Admission into the Certificate Program

Application for Admission/Certification

Stream and Watershed Science Certificate Program

Graduate School
University of Kentucky

Print this application form and send to address at bottom, or fill in and fax or email as appropriate

1. Name: _____
2. Student No: _____
3. B.S. Degree/Institution: _____
4. M.S. Degree/Institution: _____
5. Mailing Address: _____
6. Local Phone No: _____
7. Permanent Phone No: _____
8. Masters or Doctorate Dept*: _____
9. Date Applied: _____
10. Date Accepted: _____
11. Anticipated Date of Completion: _____
12. Major Professor (degree seeking): _____
13. Str. Water. Sci. Advisor (non-degree seeking): _____
14. Phone: _____

*If program and hiring department are separate, please specify.

14. Proposed Courses for Stream and Watershed Science Certificate Program (No. and Title):

15. Other Graduate Courses in Program at University of Kentucky or other institutions:

16. ATTACH COPY OF TRANSCRIPTS OF WORK COMPLETED AT ALL OTHER NON-UK INSTITUTIONS IF APPLICABLE.

Mail To:

Dr. Carmen T. Agouridis, 128 C.E. Barnhart Bldg., Biosystems and Agricultural Engineering Dept.,
Lexington, KY 40546-0276

Or Email to:

carmen.agouridis@uky.edu

Or Fax to:

1-859-257-5671

Attn: Dr. Carmen T. Agouridis

Attachment 2

Application for Certificate Award

Application for Certificate Award

Stream and Watershed Science Certificate Program

Graduate School

University of Kentucky

1. Name: _____

2. Student No: _____

3. B.S. Degree/Institution: _____

4. M.S. Degree/Institution: _____

5. Ph.D. Degree/Institution: _____

6. Permanent Mailing Address: (This is where your certificate is to be sent)

7. M.S. or Ph.D. degree granting Dept.: _____

8. Anticipated Date of Completion: _____

9. Major Professor/ Str. Water. Sci Advisor: _____

10. Proposed Courses for Stream and Watershed Science Certificate Program:

Course	Year	Semester	Grade

Fill in the above table with the courses you have taken.

You may fax, email, or snail-mail the above form to the following addresses.

Mail To:

Dr. Carmen T. Agouridis
 Director of the Stream and Watershed Science Certificate Program
 University of Kentucky
 Biosystems and Agricultural Engineering Department
 128 C.E. Barnhart Bldg
 Lexington, KY 40546-0276

Email submission to: carmen.agouridis@uky.edu

Fax submission to: 1-859- 257-5671, Attn: Dr. Carmen T. Agouridis

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 11, 2012 11:35 AM
To: Brothers, Sheila C
Subject: new programs for forthcoming SC

Hi Sheila,

Here goes.

4 This is a recommendation that the University Senate approve the establishment of a new minor: Neuroscience, in the Department of Biology within the College of Arts and Sciences.

Best,

Andrew

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

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Please fill out Section I.

SECTION I: GENERAL INFORMATION

Program: Biology

Minor: Neuroscience

College: Arts and Sciences

Department: Biology

Bulletin PP: N/A

CIP Code: 26.1501

Accrediting Agency (if applicable): N/A

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

Section II: New Minor

Minor Prerequisites (list course prefix, number and title): BIO 152 or equivalent

Minor Requirements (list course prefix, number and title): One of the following:
BIO 302 Introduction to Neuroscience OR
PSY 312 Brain and Behavior

Minor Electives (list course prefix, number and title): 12 credits from the following courses:
ANA 605 Principles of Neurobiology
ANA 625 Introduction to Functional MRI
ANA 780 Special Topics in Neurobiology
BIO 395 Research in Biology - up to 6 credits can be used in this category
BIO 507 Biology of Sleep and Circadian Rhythms
BIO 535 Comparative Neurobiology and Behavior
BIO 638 Developmental Neurobiology
BIO 650 Animal Physiology Laboratory
CGS 500 Cognitive Science in Theory and Practice
CHE 580 Topics in Chemistry
PSY 459 Drugs and Behavior

Other neuroscience-related courses at the 200-level or above, as approved by DUS in Biology

Total Hours Required: 18

Rationale for Proposal: Neuroscience is the study of the nervous system from the structural biology of membrane proteins to cell-cell interactions in development and behavioral to social interactions among animals. It is a field that has successfully discovered the roots and cures for some of the most devastating diseases and one that continues to search for the processes that allow us to think about what and who we are. As such it is an enormously interesting field for scientists and the lay public. Indeed, the Society for Neuroscience (SfN) is such a dauntingly large organization that its annual meeting can only be held in just 4 cities in the US with sufficient hotel and convention space, attracting up to 40,000 registrants each year. There are 36 undergraduate degree programs and 160 graduate programs in North America listed by the Association of Neuroscience Departments and Programs (ANDP), an educational branch of the SfN. There are no top 20 Universities and no top 20 public universities without a graduate degree specifically devoted to Neuroscience. The University of Kentucky has an active SfN Chapter that sponsors speakers from across campus and around the world and that sponsors travel awards for students

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

to attend the annual meeting. In addition, there is a Department of Anatomy and Neurobiology within the College of Medicine with 31 faculty, 13 scientists, 8 post-docs and 23 graduate students, and there are many neuroscientists across campus. Within the College of Arts and Sciences, neuroscientists in Biology (6), Chemistry (3) and Psychology (6) are actively teaching and performing research in various aspects of this field. Clearly, this is an area that can grow within the College and in collaboration with other units across campus.

The establishment of a minor in Neuroscience will provide many majors across campus academic credit for study in this dynamic field. As such, it would provide for them certification of their research and scholarly activity in this area for the purposes of application to Neuroscience graduate programs and health-related professions. Further, the establishment of this minor will provide the University an indication of interest in this important field as a segue into the development of an interdisciplinary major for our undergraduates and, ultimately, an interdisciplinary graduate degree. Thus, the simple step of establishing a Neuroscience minor will begin an important process in the development of a new academic discipline at the University of Kentucky.

All courses EXCEPT for BIO 302 are currently offered by the University of Kentucky. The paperwork for the new course BIO 302 Introduction to Neurobiology accompanies this paperwork.

The Departments of Anatomy and Neurobiology, Chemistry, and Psychology are all supportive of this new minor.

E-mail 1

Bio 302: Geddes' Participation

Gash, Don M

You replied on 12/4/2010 8:24 AM.

Sent: Friday, December 03, 2010 5:18 PM

To: Beattie, Ruth E

Cc: Geddes, James; Poole, Julie

Ruth,

This is to confirm my approval and support for Jim Geddes' participation in team teaching Bio 302. This effort will be noted on his DOE.

Don

Don M. Gash, Ph.D.

Alumni Endowed Chair

Professor and Chair

Anatomy & Neurobiology

317 Whitney-Hendrickson Bldg. (MRISC)

University of Kentucky

Lexington, KY 40536-0098

Phone: 859-257-5036

Fax: 859-257-3625

E-mail 2

Psychology support of neuroscience minor

Lorch, Robert

You replied on 12/3/2010 12:53 PM.

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Sent: Friday, December 03, 2010 12:51 PM
To: Beattie, Ruth E

Dear Ruth,

The Psychology Department is excited and supportive of the new minor in neuroscience. We pledge to offer PSY 312 every semester and PSY 459 on a regular basis (goal is once per year) and make them available to students in the minor.

Best,
Bob

Robert F. Lorch, Jr.
Professor & Chair
Department of Psychology
University of Kentucky 40506-0044
rlorch@email.uky.edu
phone: (859) 257-6826
fax: (859)323-1979

E-mail 3

Undergraduates in ANA 780
Geddes, James
You replied on 11/5/2010 4:16 PM.
Sent: Friday, November 05, 2010 2:58 PM
To: Cassone, Vincent; Beattie, Ruth E
Cc: Gerhardt, Greg A

Dear Drs. Cassone and Beattie,

As course directors of ANA 780, Neurobiology of Aging and CNS Disorders, we are writing to confirm that high performing undergraduate students enrolled in the Neuroscience Minor program will be accepted in ANA 780. The new introductory neuroscience course, tentatively BIO 300, will be a prerequisite for the undergraduates enrolling in ANA 780.

Sincerely,
Jim Geddes and Greg Gerhardt

E-mail 4

Authorization for high performing undergraduates to enroll in ANA
Hall, Edward D
You replied on 11/5/2010 4:29 PM.
Sent: Friday, November 05, 2010 2:26 PM
To: Cassone, Vincent; Beattie, Ruth E
Cc: Geddes, James

Dear Drs. Cassone and Beattie,

As course director of ANA 605, Neurobiology of CNS Injury and Repair, I am writing to confirm

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

that high performing undergraduate students enrolled in the Neuroscience Minor program will be able to enroll in ANA 605. In fact, we have previously had advanced undergraduates enroll in this course who have done very well.

Sincerely,
Ed Hall

Edward D. Hall, Ph.D.
Director, Spinal Cord & Brain Injury Research Center (SCoBIRC)
Professor, Anatomy & Neurobiology, Neurosurgery,
Neurology and Physical Medicine & Rehabilitation
University of Kentucky Medical Center
Room B483, Biomedical & Biological Sciences Research Building
741 S. Limestone Street
Lexington, KY 40536-0509
Telephone: 859-323-4678
Fax: 859-257-5737
E mail: edhall@uky.edu
Website: www.mc.uky.edu/scobi

E-mail 5

Elements of Neurochemistry
Butterfield, D A
You replied on 3/19/2011 7:31 AM.
Sent: Friday, March 18, 2011 9:41 PM
To: Beattie, Ruth E
Cc: Meier, Mark

Dear Ruth,

The Chemistry Department is excited and supportive of this new minor in Neuroscience and confirms that we will offer this course, presently CHE 580 but likely to eventually have a non-topics permanent course number, on a regular basis and it will be available to students in the minor.

Best wishes,

Allan

D. Allan Butterfield, Ph.D.
The Alumni Association Endowed Professor of Biological Chemistry;
Director, Center of Membrane Sciences; Faculty Associate,
Spinal Cord and Brain Injury Research Center; and
Faculty Associate, Sanders-Brown Center on Aging
121 Chemistry-Physics Building
University of Kentucky
Lexington, KY 40506-0055

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Neuroscience Minor
Kraemer, Philipp
You replied on 3/29/2011 8:47 AM.
Sent: Tuesday, March 29, 2011 8:38 AM
To: Beattie, Ruth E
Cc: Geddes, James

Ruth:

As Interim Program Coordinator, I am pleased to add the support of my colleagues in the Cognitive Science Program for your proposed Neuroscience Minor. We see many fruitful connections between the two interdisciplinary programs. Minimally, we would be pleased to invite students enrolled in the Neuroscience Minor to take CGS 500, which serves as an introduction to the field for both graduate students seeking a certificate in Cognitive Science and for undergraduates pursuing a minor in Cognitive Science. The course is offered annually, usually in the spring. Please let me know if we can be of any further assistance. Personally, a minor in Neuroscience has been long overdue, and I hope it is a harbinger of even more ambitious educational alternatives in the future.

Phil

Philipp J. Kraemer
Chellgren Chair for Undergraduate Excellence
Professor of Psychology
University of Kentucky
Phone: 859 257-1958

⇒ Fill out Section III if you are CHANGING requirements for an existing minor.

Section III: Change in Minor Requirements

<u>Current</u>	<u>Proposed</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Current Total Hours: _____

Proposed Total Hours: _____

Rationale for Proposal:

Will this program be printed in the Bulletin?

Yes No

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Signature Routing Log

General Information:Proposal Name: Neuroscience Minor (new)Proposal Contact Person Name: Ruth E. Beattie Phone: 257-7647 Email: rebeat12uky.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
Biology Faculty	March 25, 2011	Dr. Vincent Cassone / 257-6766 / vincent.cassone@uky.edu	
DUS Biology	March 25, 2011	Dr. Ruth E Beattie / 257-7647 / rebeat1@uky.edu	
College of A&S	10/25/11	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ¹
Undergraduate Council	11/19/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ 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

From: Hippisley, Andrew R
Sent: Wednesday, April 11, 2012 11:35 AM
To: Brothers, Sheila C
Subject: new programs for forthcoming SC

Hi Sheila,

Here goes.

5 This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Global Scholars, in the Gatton College of Business and Economics

Best,

Andrew

Dr Andrew Hippisley
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Linguistics Program Director
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**Global Scholars Certificate Proposal Addendum
March 26, 2012**

Listed below are responses to the questions of the Senate Academic Programs Committee provided by Professor Andrew Hippisley with regard to the Global Scholars Certificate Proposal. This proposal was initially submitted to Undergraduate Council in early Fall 2011 and was approved by the Undergraduate Council on October 12, 2011.

1. The document is not a “proposal” but a description of the current program (mostly from the website).

As noted in the proposal, the Global Scholars Program has been in existence since 2006. This is not a new program. Our intent in submitting our proposal was to have the program formally recognized in a way that will allow our students who successfully complete the program to receive recognition for this accomplishment on their transcripts.

2. What would the certificate achieve that the current program doesn’t achieve?

The purpose in submitting our proposal is to allow our students who successfully complete the Global Scholars program to receive recognition for this achievement on their transcripts. We feel that having a formal recognition of the successful completion of the Global Scholars Certificate program will be beneficial to our students as they move forward in their academic and professional careers.

3. Are there other “Global Scholar” programs, and do they offer certificates?

To our knowledge there are not other “Global Scholar” programs on campus. There is a program on campus that is offered through A&S which has an international flavor. However, the A&S program was considered by the Undergraduate Council in parallel with our Global Scholars program. It was decided by the Undergraduate Council that these programs were dissimilar and should both be offered by the university. The main distinguishing factor with regard to our Global Scholars program is that it is designed to prepare our students for careers in international business. The A&S program is not business-focused.

4. What, specifically, does it mean when a student “lacks polish” (Page 1)?

A student lacking polish is one who has generally not been exposed to generally accepted business practices. As noted in the proposal, students are coached in business conduct, dress and other professional skills (e.g., communication,

interviewing, etc.). Through this coaching process students lacking polish are able to become better prepared for careers in business.

5. How are the “professionalism requirements” structured or handled? How many workshops?

Each student in the Global Scholars program is required to attend one coffee talk or one site visit per semester. The typical coffee talk involves a group of Global Scholar students meeting with a successful alumnus of the Gatton College and learning first-hand about issues in the business world. Site visits involve groups of Global Scholars visiting a business organization. Recent examples of organizations serving as site visits for the Global Scholars program include Lexmark, Toyota and Proctor & Gamble. Both coffee talks and site visits involve professional settings and require professional dress. These are both excellent learning experiences for our Global Scholars and offer networking experiences and elevator speech practice to our students. Generally there are 4-6 coffee talks and site visits (combined) offered every semester. In addition to the coffee talks and site visits, freshman Global Scholars are required to attend the career fair, do a mock interview, and participate in 4 out of the 8 professionalism series workshops delivered by the Gatton College’s Graham Office of Career Management.

6. What are the specific requirements for “service work”? How is this monitored?

Freshman Global Scholars are required to participate in 5 hours of community service each semester. All other Global Scholars are required to participate in 10 hours of community service per semester. In order for an activity to be considered community service it must:

1. help the campus or community
2. be personally meaningful to the student

Community service can be completed through Gatton College service events (e.g., UK 101 peer instruction), or through service teams of 3 or more Global Scholars students.

Community service is recorded in a sign-up book specifically for this requirement. The sign-up book is monitored by the Global Scholar Honor Council, which consists of Global Scholars students.

7. Please clarify the “cohort courses” with regards to number of courses and sections of courses.

Page 1 of the proposal provides a listing of cohort courses. The course list includes: ACC 201, ACC 202, ECO 201, ECO 202, BE 240, BE 120, BE 122, BE 327 and MGT 499. The cohort courses are described in detail on pages 3-5 of the proposal. There is

also a table on page 5 of the proposal that lists the courses specific to the Global Scholars program that are cohort courses. If there is additional information beyond what is provided in the proposal that the committee is seeking I am happy to provide it.

8. Please include the partner institutions (for international exchange) and the Advisory Board listing.

For the sake of clarity, many Global Scholar students study abroad at institutions that our college has formal exchange relationships with. However, many students study abroad at other institutions where we do not have formal exchange relationships. The Gatton College Exchange Partners are as follows:

1. Grenoble School of Management – Grenoble, France
2. Universidad Francisco Vitoria – Madrid, Spain
3. UniNe – Neuchatel, Switzerland
4. KUBS – Seoul, South Korea
5. SSE-Riga – Riga, Latvia
6. WHU – Vallendar, Germany
7. WU – Vienna, Austria
8. Warsaw University School of Management – Warsaw, Poland
9. Burgundy School of Business – Dijon, France

The Gatton College Global Scholars Faculty Advisory Board currently includes the following members:

Professor Wally Ferrier (Management) – Faculty Director
 Professor Nancy Johnson (Management)
 Professor Glenn Blomquist (Economics)
 Professor Gail Hoyt (Economics)
 Professor Scott Kelley (Marketing) – Associate Dean – ex-officio non-voting member
 Brendan O'Farrell – Program Director – ex-officio non-voting member

Approved by the Undergraduate Council 12/6/2011

Global Scholars Program Certificate Proposal 4/13/2011

Overview

The Global Scholars program was launched in the Fall of 2006. The program was created to enhance the quality of the undergraduate student body, provide professional development for students, and to increase the number of students studying abroad. We believe that this objective has been met in the following ways.

- Increase the number of high achieving students recruited to Gatton
 - The number of students in the freshman class with ACTs greater than or equal to 28 have grown from around 42 to 91 from 2005 through 2009.
- Enhance the academic standards for business students
 - The students enroll in sections of ACC 201, ACC 202, ECO 201, ECO 202, BE 240, BE 120, BE 122, BE 327, and MGT 499 as a cohort in order to be able to demand a higher level of performance. Students are also required to complete a minor in International Business.
- Involve students in the life of the college earlier in their college career
 - Because Gatton is a selective admissions college, students do not formally enter the college until their junior year. This structure limits college-related student involvement because they simply do not view themselves as Gatton students. The Global Scholars are required to do service work and participate in activities as freshmen. As a result, many have gotten involved as peer tutors, peer professionalism trainers, UK 101 peer instructors, and leaders in professional fraternities as early as their freshman year.
- Enhance the professional skills of the students
 - Employers reported that Gatton students had a strong academic foundation but lacked polish. The program requires that the students participate in professionalism workshops and co-curricular presentations by successful Gatton alumni on a regular basis. These students are also coached on business conduct, dress, and other professional skills.
- Increase the number of students studying abroad
 - All Global Scholars are required to study abroad and they share their experience with their friends. The number of Gatton students spending a semester abroad has grown to 72 students in 2008-2009 with another 32 studying abroad in the summer. The number of incoming exchange students had increased to 17 last year.

Global Scholars

Mission

Our mission is to develop world-ready business professionals well-equipped to confront the challenges of a global environment through a specialized curriculum and education abroad opportunities designed to enhance any Gatton major.

Academic Goals

- develop an appreciation of a global business perspective
- develop the ability to communicate and work effectively in diverse teams
- gain knowledge and exposure to international business practices and environments
- develop leadership and professional skills through scholastic excellence

Eligibility

The Global Scholars Program is open to incoming Gatton freshmen with an un-weighted high school grade point average of 3.5 or above or an ACT score of 28 or higher (or an SAT score of 1240 or higher). High school seniors formally complete an application which includes their ACT and SAT, a high school transcript, high school activities, and an essay. There are up to 40 positions for incoming freshmen. Eligible Students who apply by February 1 are evaluated by the program director in consultation with the faculty director and other designated officials*. Admittance into the program is based upon the following:

- High School GPA (strong preference is given to students with a 3.5 GPA (unweighted) or above);
- ACT/SAT Score (strong preference is given to students with a 28/1240 or above);
- Extracurricular Activities and Involvement - As the GSP has intensive extracurricular requirements, this factor is extremely important;
- Communication Skills – a) application essay b) optional interview;
- Global Awareness – a demonstrated interest in cross-cultural and/or international issues.
- AP scores

*The admission committee, which consults with the Global Scholar Faculty Advisory Board, consists of the following individuals:

- International Director (Director of the GSP)
- Leadership Director
- Recruitment Director
- Associate Dean (Faculty Director)

Program Standards

In order to remain in good standing in the program, students must have a 3.0 overall GPA at the end of their first year, a 3.2 at the end of their second year, and a 3.4 for the remaining time and to graduate from the program. Students are also required to take four cohort classes (ACC 201, ACC 202, ECO 201, and ECO 202) as requirements for the certificate program. Additionally, students are required to complete a minor in International Business and earn a BSBE, BBA, or BSA. Further, students are expected to hold to the Code of Conduct set by the University and

the Global Scholars Program and complete several co-curricular requirements each semester, such as company site visits, coffee talks, community service, and program meetings. (The co-curricular requirements are discussed in more detail in the section below.) Because of these co-curricular requirements, the Global Scholars Program is best understood not as an academic program, but as a *holistic* educational program that takes place both in and outside of the classroom.

Administrative Structure

The Faculty Director for the Global Scholars Certificate will be Wally Ferrier, Associate Professor of Management and an instructor in the program. Professor Ferrier will work with the affiliated faculty on any and all multidisciplinary curricular components.

The Program

Global Scholars undertake a curriculum outlined below which is designed to enrich their business major. The courses focus on building global acumen and leadership skills. The students in the program are also required to complete an international business minor to ensure that they have the international business knowledge to help them compete globally.

This curriculum is also buttressed by co-curricular requirements that reinforce classroom and program objectives. These requirements include participation in the professionalism workshop series (workshops on networking, professional dress, interviewing, and etiquette) as a freshman, ten service hours per semester that hone cultural or leadership skills, and attendance at one Coffee Talk (coffee talks are informal discussions with a successful alum) or business site visit per semester. Finally, students are frequently called upon to participate in many other professional activities that arise throughout the semester.

Freshman Year

The freshman year is designed to provide a foundation in building a strong background in professionalism through academic instruction in leadership and diversity, supporting exposure to successful business professionals, encouraging students to get involved in the college and the university, and educating them about global ethical concerns. The Freshman year also builds rigorous academic standards through Global Scholar cohort classes in economics and accounting.

UK 101 Academic Orientation (1)

This course is designed to assist undergraduates in adjusting to the academic life of the University. Through lectures, discussions, exercises, and out-of-class assignments, UK 101 helps first-year students: articulate the purpose and nature of a college education at a research university; articulate UK's expectations of its students; gain an appreciation of the University's mission, history, and traditions; develop skills for achieving academic success such as study strategies and library research skills; increase awareness and use of campus resources; reflect on personal and social issues that first-year students often face in a college environment; become involved in the total life of the University; and form beneficial relationships with students, faculty, and staff.

B&E 120 Leadership in the Global Marketplace (3)

An introductory examination of the skills, competencies, and styles of effective global leaders. Activities include individual assessments and a personal leadership development plan.

B&E 122 Challenge of Leadership (1)

Current leadership challenges as discussed by the people who confront them. Students have the opportunity to discuss leadership challenges with guest speakers from the corporate, government, and non-profit sectors.

Cohort Classes: Students take ECO 201 and ACC 201 (if they have more than 27 earned hours) as a group. As mentioned above in the "Program Standards" section, these two cohort courses would be an admission requirement into the formal certificate program.

Sophomore Year

The sophomore year is designed to begin to introduce the students to the issues and challenges of a globalized workplace. The students will begin to explore the challenges of cross-cultural communication while learning to find ways to enhance their effectiveness of being clear. In the spring they will explore business social issues on a global basis.

B&E 240 Intercultural Business Communication (3)

This course is designed to improve students' ability to communicate effectively with people from diverse cultural backgrounds.

B&E 327 Larger World Issues in Business (3) (note: requires major course change to take it from B&E 227 to B&E 327)

A case-based course that explores the nexus between business and the social issues of the day (e.g., poverty, the environment). Student activities include a case competition exercise where they examine a social issue in business and hone their analytical and oral presentation skills.

Cohort Classes: Students take ECO 202 and ACC 201/202 as a group. As mentioned above in the "Program Standards" section, these cohort courses would be an admission requirement into the formal certificate program.

Junior Year

Juniors will spend one semester abroad studying with students from one of our partner universities or a program of your choice. Students will enroll in ISP 599 to ensure full time status while abroad and will take a minimum of one business class while abroad.

ISP 599 Study Abroad (1)

A course designed for undergraduate and graduate students who go abroad for study following a plan developed as part of their academic program and who are not

otherwise registered at the University during the period overseas. Registration in the course would constitute full-time status. The course may be taken on a pass-fail basis for undergraduate students and audited by graduate students. Evaluation by the academic adviser will be an element of the plan.

One business or economics class that transfers back for credit taken at the 300+ level while attending a non-US university.

Senior Year

In the senior year, the students will be using their education abroad experience combined with their professional knowledge to begin the job search or apply for graduate school. In the spring they will take a special section of MGT 499 with an emphasis on the global context.

MGT 499 Strategic Management (3)

Formulation and evaluation of strategy for single business and multiple business companies.

Current Program Summary

Course	Credit Hours	Year
UK 101	1	Freshman Fall
B&E 120	3	Freshman Fall
B&E 122	1	Freshman Spring
B&E 240	3	Sophomore Fall
B&E 327	3	Sophomore Spring
ISP 599	1	Junior Fall or Spring
Business or Econ Class taken abroad at the 200 level or above	3	Junior Fall or Spring
MGT 499†	3	Senior Spring
Total hours	18*	
Hours at the 200+ level	13	Plus the International Business Minor courses
Hours at the 300+ level	7	Plus the International Business Minor courses

Formatted Table

* Additional hours are required for the International Business Minor:

- MGT 309 Intro to International Business (3hrs)
 - ECO 471 International Economics (3hrs)
 - FIN 423 International Finance (3hrs)
 - MKT 435 International Marketing (3hrs)
- Total additional International Business minor hours: 12

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 19, 2012 5:08 PM
To: Brothers, Sheila C
Subject: RE: final proposal items for senate coucil

2. This is a recommendation that the University Senate approve the establishment of a new post graduate certificate: Rehabilitation Counseling, in the Department of Special Education & Rehabilitation Counseling, within the College of Education.

Best,

Andrew

**Proposal for a
Post-Graduate Certificate in Rehabilitation Counseling**

Department of Special Education and Rehabilitation Counseling

Prepared by Professor Ralph M. Crystal, Ph.D., CRC, LPC and Clinical Assistant
Professor Jackie Rogers

Introduction

The Rehabilitation Counseling program in the Department of Special Education and Rehabilitation in the College of Education proposes a post-graduate certificate in rehabilitation counseling. The certificate will be housed in the Department of Special Education and Rehabilitation Counseling and administered by the rehabilitation counseling program. Professor Ralph M. Crystal who is a tenured member of the faculty with full Graduate Faculty status will serve as Director and Clinical Assistant Professor Jackie Rogers will serve as co-Director of this certificate. Dr. Rogers is an associate member of the Graduate Faculty.

This certificate was developed in response to a mandate by the Commission on Rehabilitation Counselor Certification (CRCC) to assist individuals who do not have master's degrees in rehabilitation counseling but in a related discipline to obtain certification as a rehabilitation counselor. The Commission has named this Category R and has indentified individuals with the following related master's degrees as being eligible to participate and be considered to sit for the Rehabilitation Counselor Certification Examination: behavioral health, behavioral science, disability studies, human relations, human services, marriage and family therapy, occupational therapy, psychology, psychometrics, rehabilitation, social work, special education, or vocational assessment/evaluation.

Our admission criteria will include meeting the Graduate School requirements of a 2.75 undergraduate grade point average as well as program requirements of an application (we will use our master's application), three letters of reference, as well as an interview. We will consider for admission individuals with master's degrees in the areas listed previously and meeting our admission criteria. Based on CRCC requirements (Appendix A) the certificate will include an integrated program of study which includes six required core courses (18 semester hours).

No new courses are proposed. We will be using our existing master's degree courses which have already been approved for distance learning delivery. Please refer to the attached document, History of Distance Learning in the Rehabilitation Counseling Program at the University of Kentucky contained in Appendix A.

Rehabilitation Counseling Post Graduate Certificate
April 20, 2012
Page 2

Purpose of the Program

Rehabilitation counselors assist individuals with physical, emotional, cognitive, and learning disabilities to maximize independence and employability in terms of personal, social, and vocational issues that result from developmental issues, illness, disease, accidents, or the stress of daily life; coordinate activities for residents of care and treatment facilities; assess client needs and design and implement rehabilitation programs that may include personal and vocational counseling, training, and job placement (ONET, 2010).

The provision of rehabilitation services originated in the 19th century with the return of World War I soldiers with disabilities, but it was not until the Rehabilitation Act of 1992 and later reinforced by the Amendments of 1998 that the importance of service delivery by “qualified vocational rehabilitation counselors” was mandated. Current federal regulations mandate that state agencies providing vocational rehabilitation services have personnel standards that are consistent with national or state approved certification of licensing requirements. Criteria for designation as a qualified vocational rehabilitation counselor includes the capacity to demonstrate knowledge and skills in rehabilitation as demonstrated by possessing a masters degree and passing a professional certification examination such as the Certified Rehabilitation Counselor (CRC) national exam administered by the Commission on Rehabilitation Counselor Certification.

Many Rehabilitation Counselors employed in state vocational rehabilitation agencies do not possess the educational background to meet the national or state approved certification guidelines. Agencies also found that a large number of the rehabilitation counselors employed in the field were planning to retire in the near future, thus increasing the shortages of qualified counselors. In addition, the increasing number of veterans injured in active duty, who require rehabilitation counseling services has increased the need for qualified rehabilitation counselors.

In 2009, the U. S. Government Accounting Office found that 54% of the federal vocational rehabilitation offices within the Veterans Administration did not have enough counselors to meet the demand (Rosenberg, 2009). The federal Rehabilitation Services Administration has awarded grants to provide scholarships for individuals seeking a master’s degree in rehabilitation counseling. However, this training has not produced enough qualified counselors to meet the hiring needs of state and federal rehabilitation agencies. Recruiting new students and personnel is imperative to meet the critical shortages.

Recognizing this critical need for trained personnel, the CRCC in July 2010 added a new category (Category R) to their list of applicants who are eligible to sit for the CRC exam (Appendix A). Individuals who have a graduate degree in specific majors (which

*Rehabilitation Counseling Post Graduate Certificate**April 20, 2012**Page 3*

are related to rehabilitation counseling), who have completed a Post-Graduate Certificate in specific rehabilitation counseling courses, and who have appropriate work experience under the supervision of a CRC, may sit for the exam. The need for the certificate is further supported by the fact that state vocational rehabilitation agencies, including the Kentucky Office of Vocational Rehabilitation, the Georgia Department of Employment Security, and the Florida Division of Vocational Rehabilitation, have contacted the University of Kentucky Graduate Program in Rehabilitation Counseling inquiring about the availability of the Post-Graduate Certificate training.

Background

The content of the Post-Graduate Certificate in Rehabilitation Counseling is designed to meet the educational requirements set forth in Category R (Appendix A) of the national certification exam. This content includes an integrated program of studies with a minimum of 18 credit hours (six courses) which will provide the student with a solid foundation in rehabilitation counseling. To qualify under Category R, specific competency areas must be covered. These areas include theories and techniques of counseling, the foundation of rehabilitation counseling, assessment, occupational information and job placement, medical and psychosocial and cultural aspects of disabilities, and community resources including the delivery of rehabilitation services.

The U.S. Congress in 1992 mandated that state vocational rehabilitation agencies employ qualified rehabilitation counseling personnel. This has been interpreted as a person with a master's degree in rehabilitation counseling and/or a master's degree and hold certification as a rehabilitation counselor.

Since vocational rehabilitation counselors practice and are employed in every state and county in the nation it has not been possible for state agencies to employ qualified rehabilitation counselors as there are not enough masters rehabilitation counseling programs (about 100 nationwide) to meet the education and training needs with traditional programs. For example, we are the only master's rehabilitation counseling program in the Commonwealth. Yet the Kentucky rehabilitation agency employs counselors from Pikeville to Paducah. As a consequence we were approached in 1994 by the Kentucky Office of Vocational Rehabilitation to develop a distance learning program. Attachment A contains a history of distance learning in rehabilitation counseling at the University of Kentucky.

Our master's distance learning program has been in existence since January 2004. It has been approved by the university and all courses in this program are existing approved courses. No new courses have been developed for this certificate. Web instruction is an accepted method of offering a master's rehabilitation counseling program.

*Rehabilitation Counseling Post Graduate Certificate**April 20, 2012**Page 4*

The on line master's in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE) which also accredits our campus program. All courses have been approved by the University for Web Delivery. Since January 2004 we have graduated over 450 students representing over $\frac{3}{4}$ of the states in the country in the distance learning program. The web program has also been supported in grants totaling over \$2,000,000 from the U.S, Department of Education, Rehabilitation Services Administration (RSA).

The campus and distance learning programs are equivalent with regard to content and outcomes. It is to be noted that all students enrolled in the online master's program are currently employed as rehabilitation counselors with their state rehabilitation agencies. They are doing the job that we are training them to do. These individuals are employed by their agencies with the expectation that they will obtain a master's in rehabilitation counseling and/or certification as a rehabilitation counselors within several years of initial employment.

Currently we have about 32 students in the campus and 81 students in the distance learning program. Evaluation data collected for SACS as well as CORE indicate that the student learning outcomes as well as pass rates on a national certification examination for the campus and distance learning programs are equivalent.

The program faculty teach in both the campus and distance learning programs and maintain control over course content, materials, and teaching methodologies. We do not accept for admission individuals who are not employed in rehabilitation agencies in the distance learning program.

Web instruction offers several features not available through other methods of instruction. First, students must take advantage of the multitude of information available on the Internet. Second, there is a combination of lecture and video interviews as well as power points. Third, students participate in required threaded discussions and chat rooms. Field work supervision is conducted via Adobe Connect and our campus and distance learning students are required to participate jointly in weekly group supervisory sessions. Individual supervisory sessions are also conducted with distance learning students via Adobe Connect or Skype.

Unique factors of the master's program are that students graduate from the University of Kentucky with a master's degree in the same time as our full time campus students, 16 months. This is done by having web students who are employed as rehabilitation counseling professionals take two classes in the first eight weeks of a semester and two in the second eight weeks. This enables us to meet the needs expressed by the Kentucky Office of Vocational Rehabilitation address their personnel shortages.

*Rehabilitation Counseling Post Graduate Certificate**April 20, 2012**Page 5*

Students enrolled in the online master's program are all employed as rehabilitation counselors with state rehabilitation agencies. In their daily professional lives they practice and implement what we are teaching. This facilitates learning and is why we believe the learning outcomes for the campus and distance learning programs have been found to be equivalent. We are proposing this same successful learning model to the certificate program.

The fully on line format is certainly in compliance with Category R requirements. All participants will be employed as rehabilitation counselors by state offices of vocational rehabilitation. Because of being unable to fill the need for qualified counselors state rehabilitation agencies have had to request waivers from the federal agency RSA, which administers the state-federal program of vocational rehabilitation until they can have their personnel trained. Without the availability of online instruction state rehabilitation agency would be unable to comply with congressional mandates to employ qualified rehabilitation counseling personnel.

The instructional model we are proposing is the same as we use for the master's on line program. We have had success with this model as stated previously as the faculty ensure and have determined that the campus and distance learning programs are equivalent. Evaluation data collected for SACS as well as CORE indicate that the student learning outcomes as well as pass rates on a national certification examination for the campus and distance learning programs are equivalent.

Program faculty teach in both the campus and distance learning programs and maintain control over course content, materials, and teaching methodologies. In our opinion and based on objective measures this is a pedagogically sound and accepted method of training and education in this discipline. We evaluate student learning outcomes and report these to SACS as well as CORE on an annual basis. This will be done for this program as well assuming that it is approved. In addition we conduct annual evaluations of the rehabilitation counseling program.

The target audience will be employed professionals in state offices of vocational rehabilitation. These individuals are required to have an advanced degree in order to be accepted into this program. Completion of this certificate will allow them to sit for the national rehabilitation counselor certification examination.

As noted, Category R was established by the Commission on Rehabilitation Counselor Certification (CRCC) to address personnel shortages in rehabilitation counselors and is designed for persons with master's and related degrees who do not have a master's degree in rehabilitation counseling to take the national rehabilitation counseling certification examination. This certificate program has been developed in response to CRCC's requirements and state rehabilitation agency needs.

Rehabilitation Counseling Post Graduate Certificate
April 20, 2012
Page 6

Faculty and Division of Labor

Courses will be taught by regular and adjunct faculty who hold a doctoral degree, which is the terminal degree in this discipline. The certificate program will not require any additional faculty lines or courses. Rehabilitation Counseling program faculty participating include:

Professor Ralph M. Crystal, Coordinator of the Rehabilitation Counseling program and Director of this certificate

Clinical Assistant Professor Jackie Rogers Currently coordinates the distance education program will be co-Director of this certificate

Professor Sonja Feist-Price, Currently University Ombud

Professor Malachy Bishop, Coordinator of the Rehabilitation Counseling Doctoral program

Professor, Debra Harley, former EDSRC department chair and current board member of the Commission on Rehabilitation Counselor Certification

Adjunct Assistant Professor Dr. David Beach, Executive Director of the Kentucky Office of Vocational Rehabilitation

Adjunct Assistant Professor Dr. Kathy Sheppard-Jones, Professional Research Faculty with the Human Development Institute

In response to the growth of the program as well as our ranking by US News as #16 in the nation the Provost in late fall 2011 allocated an additional tenure track faculty line to program. A search was conducted and Ms. Allison Fleming who is completing her doctoral degree at Michigan State University was appointed as an Assistant Professor. She will assume this post in August 2012. She will also participate in the certificate program.

The courses will be taught in the Department of Special Education and Rehabilitation Counseling through our existing approved distance learning master's degree program. Courses in this sequence include:

Medical and Psychological Aspects I and II (RC 515 and RC 516)
 Principles of Rehabilitation (RC 520)
 Placement Services and Techniques (RC 630)
 Theories and Techniques of Rehab. Counsel. I and II (RC 650 and RC 660)

*Rehabilitation Counseling Post Graduate Certificate**April 20, 2012**Page 7*

Case Management in Rehabilitation Counseling (RC 610)
Vocational and Work Adjustment (RC 620)
Rehabilitation in Business and Industry (RC 640)

Post-Graduate Certificate Co-Directors

The certificate will be administered by the Department of Special Education and Rehabilitation Counseling. Ralph Crystal will serve as Director and Jackie Rogers as co-Director of this Post-Graduate Certificate. They will serve as advisors to the enrolled students to ensure student success and address student questions, and certify completion of certificate requirements. Dr. Rogers is an Associate Member of the Graduate Faculty and Dr. Crystal is a full member of the Graduate Faculty. All program faculty will serve as part of the admissions process and will teach their respective courses. Drs. Bishop, Harley, and Feist-Price are full members of the Graduate Faculty.

Resources

All courses have been developed and are being offered through the Rehabilitation Counseling Campus and Distance Learning Master's degree programs. The revenue generated by the certificate in tuition will more than offset the cost of administering the academic certificate. Specific funding for the certificate program has been requested and allocated through the Teaching Innovation Incentive Funding Program (TIIF).

Target Audience

The target audience will be employed rehabilitation counseling professionals employed in state offices of vocational rehabilitation. These individuals are required to have an advanced (master's) degree in order to be accepted into this program. Completion of this certificate will allow them to sit for the national rehabilitation counselor certification examination. We anticipate cohorts of between 15-20 students.

As previously stated Category R was established by the Commission on Rehabilitation Counselor Certification (CRCC) to address personnel shortages in rehabilitation counselors and is designed for persons with master's, specialist, or doctoral degrees in specific related degrees who do not have a master's degree in rehabilitation counseling to take the national rehabilitation counseling certification examination. This certificate program has been developed in response to CRCC's requirements and state rehabilitation agency needs.

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Evaluation

We evaluate student learning outcomes and report these to SACS as well as CORE on an annual basis. This will be done for this program as well assuming that it is approved. In addition we conduct annual evaluations of the rehabilitation counseling program. An external review of the rehabilitation counseling web based program that was conducted by Professor Jeanne Patterson from the University of North Florida in December 2010 and she conducted a follow up evaluation of the campus program in December 2011. In fact Dr. Patterson addresses this program in her report and recommended that we consider developing this program.

Application Procedures and Admission Requirements

A pre-requisite for admission to the Post-Graduate Certificate participation includes admission to the University of Kentucky Graduate School. Applicants will be expected to meet the minimum Graduate School standards of an undergraduate grade point average of 2.75. The GRE is not required for the campus or distance learning master's rehabilitation counseling programs. It will not be required for this program as students in this program will be employed as rehabilitation counselors in state vocational rehabilitation agencies. They are seeking completion of this certificate so as to sit for the national certification as a rehabilitation counselor. These individuals will already have both bachelor and master's or related post graduate degrees.

Applicants will also submit an Application for Admission to the Rehabilitation Counseling Post-Graduate Certificate Program through the Department of Special Education and Rehabilitation Counseling. Three letters of reference will be required. All applicants will be interviewed by program faculty in person, by Adobe Connect, or by teleconference.

In addition, all applicants must possess a master's, specialist, or doctoral Degree in one of the following specific majors (as required for national certification through Category R) with a minimum overall graduate GPA of 3.0: Behavioral Health, Behavioral Science, Disability Studies, Human Relations, Human Services, Marriage and Family Therapy, Occupational Therapy, Psychology, Psychometrics, Rehabilitation, Social Work, Special Education, or Vocational Assessment/Evaluation.

Certificate Design, Curriculum, and Student Assessment

Students will be required to take 18 credit hours (twelve credit hours in one semester and six credit hours in the second semester) in the competency domains outlined below. Student learning goal outcomes and methods of assessment are outlined in Appendix E and will be assessed by program faculty. We are proposing six hours in the

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second semester because one of the classes is a full semester class because of the nature of the content does not lend itself to the eight week format. As noted, this sequencing has been proven to be methodologically effective and pedagogically sound through our experience with the distance education rehabilitation counseling master's degree.

The competency domains and the core courses that will fulfill the domains are as follows:

<u>Required Courses</u>	<u>Competency Domain</u>
RC650, Rehabilitation Counseling Theories and Techniques I or RC660, Rehabilitation Counseling Theories and Techniques II	Theories and Techniques of Counseling
RC520, Principles of Rehabilitation Counseling	Foundations of Rehabilitation Counseling
RC620, Vocational Evaluation	Assessment
RC630, Placement Services and Techniques	Occupational Information or Job Placement
RC515, Medical and Psychological Aspects of Disability I or RC516, Medical and Psychological Aspects of Disability II	Medical or Psychosocial and Cultural Aspects of Disability
RC610, Case Management in Rehabilitation Counseling	Community Resources or Delivery of Rehabilitation Services

If any of the six required courses were taken as part of a previous graduate degree, the following substitute course work will be used to fulfill the remainder of the 18 semester hours. Each course is three credit hours.

RC670 Group and Family Counseling
RC530 Cultural Diversity in Rehabilitation Counseling
RC640 Rehabilitation in Business and Industry

Other suitable substitutions will be considered. All course substitutions must be approved by the Certificate Director or co-Director.

Rehabilitation Counseling Post Graduate Certificate
April 20, 2012
Page 10

Course Sequence

Courses are comprehensive and cover the competency domain areas outlined previously. The intensive courses deliver instruction in a condensed period of time, i.e. 8 weeks rather than 16 weeks. Courses are taught in eight week blocks by splitting the semester and in effect making a quarter system of instruction.

The quantity of courses and quality of coursework are maintained but courses are presented in a shorter time frame. Students take two classes in the first eight weeks of a semester and two in the second eight weeks of the first semester. In the second semester, they will take one course in the first eight weeks and a second course which lasts the entire semester. All courses are three credit hours. Please note the eight week format is the same format that was approved for the online Masters Program in Rehabilitation Counseling.

First Semester

RC 520, Principles of Rehabilitation	First 8 Weeks
RC650 or RC660, Counseling Theories and Techniques I or II	First 8 Weeks
RC515 or RC516, Med. and Psy. Aspects of Disability I or II	Second 8 Weeks
RC 610, Case Management in Rehabilitation	Second 8 Weeks

Second Semester

RC620	Vocational Evaluation	Entire Semester
RC630	Job Placement	First 8 Weeks

RC530 and RC670 are offered each fall and spring semester.

All courses are currently being offered. The certificate will not require the approval of additional new courses. An overview of the certificate curriculum is below.

Certificate Curriculum

1. Select one:

RC650 Rehabilitation Counseling Theories and Techniques I –

This is a two semester sequence course. This sequence is designed to provide an overview of theories of counseling and how they can be applied in a rehabilitation counseling context with regard to persons with disabilities. A goal of this course is to acquire knowledge about theoretical orientations and to integrate theory with practice. Emphasis will be on helping students clarify beliefs, values, and

personal style, and connecting those to the beliefs and values of the various theories. Emphasis will be on helping to recognize culture, class, and gender components, as well as identifying commonalities across theories as these relate to rehabilitation counseling. A goal is to develop rehabilitation counselors who function as reflective decision makers.

RC660 Rehabilitation Counseling Theories and Techniques II—

This is a two semester sequence course. This sequence is designed to provide an integration of techniques of counseling which are derived from theories of counseling and how they can be applied in a rehabilitation counseling context with regard to persons with disabilities. A goal of this course is to integrate theory with practice. The emphasis in this second course will be on the application of counseling theory to rehabilitation counseling practice with persons who have disabilities. Counseling techniques will be taught in the context of rehabilitation settings. A primary objective is to develop rehabilitation counselors who function as reflective decision makers.

2. RC 520 Principles of Rehabilitation Counseling –

A comprehensive introduction to rehabilitation as a human service system in modern America. Philosophical, historical, legislative, and organizational structures; rehabilitation programs and related specialties; referral and delivery systems; the rehabilitation process; and professional issues and ethics.

3. RC620 Vocational Evaluation and Work Adjustment –

Methods and techniques used in determining and enhancing the vocational potential of persons with disabilities. Commercial evaluation systems, work adjustment techniques, personal adjustment training, the role of evaluation in rehabilitation. Laboratory experience will include administration and interpretation of vocational tests.

4. RC630 Placement Services and Techniques –

Development of skills for placement of persons with disabilities into a variety of settings-competitive employment, supported employment, independent living, philosophy of placement, pre-placement analysis, client readiness techniques, job development, job engineering, employer attitudes, business rehabilitation, and social security disability. Occupation information and its use in the placement process. Labor market analysis and procedures for analyzing client residual and transferable work skills. Procedures for employability skills development.

*Rehabilitation Counseling Post Graduate Certificate**April 20, 2012**Page 12*

5. Select one:

RC515 Medical and Psychosocial Aspects of Disabilities I –

This is a two semester sequence course that is designed to prepare rehabilitation counselors and social workers to become interpreters of medical information concerning major disabilities and to provide an understanding of the psychosocial factors encountered by the disabled. Focus will be on how these factors affect adjustment to a disability, and on professional practice with the disabled. Topics include concepts of medical and psychosocial aspects of disability which relate to conditions that impair bodily systems and/or structures due to illness or accident that result in permanent and/or chronic functional limitations.

RC516 Medical and Psychosocial Aspects of Disabilities II—

This is a two semester sequence course that is designed to prepare rehabilitation counselors and social workers to become interpreters of medical information concerning major disabilities and to provide an understanding of the psychosocial factors encountered by the disabled. Focus will be on how these factors affect adjustment to a disability, and on professional practice with the disabled. Topics include concepts of medical and psychosocial aspects of disability which relate to conditions that impair bodily systems and/or structures due to illness or accident that result in permanent and/or chronic functional limitations.

6. **RC610 Case Management in Rehabilitation Counseling –**

Development of rehabilitation counseling skills and techniques. Understanding of behavior, and implementation of appropriate intervention strategies for facilitating persons with disabilities through the rehabilitation process. Case management techniques, ethics, consultation strategies, and specialized counseling skills development.

Substitute Courses:

If any of the required courses were taken as part of a previous graduate degree, the following substitute course work will be used to fulfill the remainder of the 18 credit hours. Each course is 3 credit hours.

RC 530 Cultural Diversity in Rehabilitation Counseling.—

This course is designed to assist students to develop an understanding of factors which relate to race/ethnicity, gender, disability, age, and sexual orientation as

Rehabilitation Counseling Post Graduate Certificate
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these concern participation and successful completion of rehabilitation programs. Emphasis is placed on addressing cultural myths and stereotypes. Case studies and illustrations for counseling persons from culturally diverse backgrounds will be presented.

RC 640 Rehabilitation in Business and Industry. –

This course is designed to provide students with a comprehensive knowledge of rehabilitation in business environments. Skills to develop a professional working relationship between the rehabilitation professional, employers, the insurance industry, and other professionals will be taught. A thorough overview of worker compensation, related legislation, and other insurance will be presented. The roles and functions of the rehabilitation professional in business rehabilitation counseling will be discussed.

RC670 Group and Family Counseling. –

This course is designed to prepare counselors, educators, and other human service providers to become knowledgeable and skillful in using counseling theories with individuals with disabilities, those with functional limitations and dysfunctional characteristics, and their families in group and family counseling. Multiple aspects of counseling and interrelated dynamics for application to rehabilitation counseling, education, and family systems will be used. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional characteristics of families, culturally diverse perspectives of counseling, and ethical, legal, and professional issues in working with groups and families.

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Page 14

Award of the Post Graduate Certificate in Rehabilitation Counseling

Completion of Certificate coursework will include assessment of the competencies needed to effectively function as a rehabilitation counselor. Students must obtain a 3.0 overall Grade Point Average to successfully complete the Certificate.

When a student has successfully completed the last required course and has satisfied the GPA requirements, the Certificate Co-Directors will send a signed Post-graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has met all requirements for the certificate. The Graduate School will then issue the certificate and notify the Registrar to include the certificate on the student's official transcript.

Benefit Analysis

The following benefits will be derived from this program:

For Participants this certificate it provides core instruction in rehabilitation counseling, documents educational success and competency in rehabilitation counseling, and qualifies students to meet the educational requirements for national certification as a Certified Rehabilitation Counselor under Category R of the national certification guidelines.

For the Program/Department increase enrollment, remain competitive with Rehabilitation Counseling programs at other universities who have already implemented a certificate, increases or visibility, standing, and ranking; enhance the current top 20 status of the Rehabilitation Counseling program, provides a potential student pool to assist in building doctoral program in the department, and provides career opportunities for qualified graduates to provide rehabilitation services

For the University of Kentucky this program promote excellence by helping us remain a top 20 program. Adding the Post Graduate Certificate through our web based program keeps us on the cutting edge of rehabilitation knowledge and technology. It also enables us to maintain a high degree of visibility in the national and international rehabilitation communities.

The program provides expansion by having the ability to offer additional certificate and professional development tracks and because of anticipated retirements during the next decade a high demand for qualified rehabilitation counselor educators is anticipated and we are well positioned to address this need. It facilitates entrepreneurship which will enable us to obtain Rehabilitation Services Administration grants which are

*Rehabilitation Counseling Post Graduate Certificate**April 20, 2012**Page 15*

periodically made available to provide funding for training for a Post Graduate Certificate. The rehabilitation counseling program faculty will seize these opportunities.

The certificate provides innovation as we have taken advantage of new technologies and have utilized this knowledge to enhance both our campus and distance education programs. It promotes inclusiveness and values and encourages diversity as we believe this enhances the student learning experience. Multicultural aspects are incorporated in all coursework. This in turn makes our graduates highly sought after in a multicultural work and service delivery environment.

Appendix A
Category R Criteria for National Certification



Commission on
Rehabilitation Counselor
Certification

CATEGORY R

To be eligible for certification in this category, CRCC requires that specific course work is taken either within a master's, specialist or doctoral degree OR within a post-graduate advanced certificate or degree program, which is an integrated program of study. Individual courses taken outside of a master's/specialist/doctoral degree or a post-graduate advanced certificate or degree program will not be considered as meeting the requirements of this category. Individuals who have a master's degree in counseling should refer to Category D.

One course will be accepted for only one focus area. To ensure an accurate review, CRCC **REQUIRES** that you send a course description or syllabus for all applicable course work. For your education to be considered as acceptable for certification purposes, the courses shown on your official transcripts must cover the areas indicated in the category requirements that follow. (See Section 5 for course descriptions.)

Master's, specialist or doctoral degree	<p>Master's, Specialist or Doctoral Degree in one of the following majors:</p> <table border="0"> <tr> <td>Behavioral Health</td> <td>Psychology</td> </tr> <tr> <td>Behavioral Science</td> <td>Psychometrics</td> </tr> <tr> <td>Disability Studies</td> <td>Rehabilitation</td> </tr> <tr> <td>Human Relations</td> <td>Social Work</td> </tr> <tr> <td>Human Services</td> <td>Special Education</td> </tr> <tr> <td>Marriage and Family Therapy</td> <td>Vocational Assessment/Evaluation</td> </tr> <tr> <td>Occupational Therapy</td> <td></td> </tr> </table> <p><i>Note that CRCC will not consider degrees outside of the specified list of majors.</i></p>	Behavioral Health	Psychology	Behavioral Science	Psychometrics	Disability Studies	Rehabilitation	Human Relations	Social Work	Human Services	Special Education	Marriage and Family Therapy	Vocational Assessment/Evaluation	Occupational Therapy	
Behavioral Health	Psychology														
Behavioral Science	Psychometrics														
Disability Studies	Rehabilitation														
Human Relations	Social Work														
Human Services	Special Education														
Marriage and Family Therapy	Vocational Assessment/Evaluation														
Occupational Therapy															
Post-graduate advanced certificate or degree	<p>An integrated program of study that awards a post-graduate advanced certificate or degree upon completion. The program must include a minimum of 18 semester hours or 27 quarter hours. Internships may comprise no more than 6 semester hours or 9 quarter hours of the total required hours.</p>														
Degrees/certificate granted by	<p>The master's, specialist or doctoral degree must be granted by a college or university accredited by a national or regional accrediting body accredited by CHEA at the time the degree was conferred (for foreign degrees, see Earned Degree Requirements at the end of this section).</p> <p>The post-graduate advanced certificate or degree must be granted by a college or university that also offers a CORE-accredited master's degree program in rehabilitation counseling.</p>														
Required course work	<p>SIX graduate courses taken either within the master's/specialist/doctoral degree or the post-graduate advanced certificate or degree, each with a primary focus on the following areas:</p> <ol style="list-style-type: none"> ONE course on Theories and Techniques of Counseling; ONE course on Foundations of Rehabilitation Counseling; ONE course on Assessment; ONE course on Occupational Information or Job Placement; ONE course on Medical or Psychosocial and Cultural Aspects of Disabilities; ONE course on Community Resources or Delivery of Rehabilitation Services. 														
Employment requirement	<p>Thirty-six (36) months of acceptable employment experience (see Section 6), including a minimum of twenty-four (24) months under the supervision of a CRC. If you have met the employment criteria, but lack supervision of employment by a CRC, you must complete a Provisional Contract (see Section 7).</p>														

Note: If any of the six required courses were taken as part of the master's, doctoral or specialist degree, course work relevant to rehabilitation counseling should be used to fulfill the remainder of an 18 semester credit hour post-graduate advanced certificate or degree program. Examples of relevant course work would address content in the following areas:

Career Counseling and Assessment
Case and Caseload Management
Foundations, Ethics, and Professional Issues
Group and Family Counseling
Healthcare and Disability Systems
Individual Counseling

Job Development and Placement Services
Medical, Functional, and Environmental Aspects of Disabilities
Mental Health Counseling
Psychosocial and Cultural Issues in Counseling
Rehabilitation Services and Resources
Vocational Consultation and Services for Employers

A: The certificate or degree program should have a prescribed program of study that allows prospective students to obtain all six graduate courses. It may include additional course work or internship experiences. There should be policy to address substitutions if a prospective student has taken one or more of the required courses.

Given the complexity of the requirements for Category R, CRCC would like to work with you in a consultative manner to review the course work and requirements you are establishing for your post-graduate certificate or degree program and provide feedback to you about any foreseen concerns that could possibly impact a prospective student who intends to pursue CRC certification under Category R. At the time policies and course work requirements have been established, we ask that you send us information to include the following:

- 1) Program requirements that outline required course work and policies related to substitutions and transfer credits.
- 2) Copies of the course syllabi for required course work for the post-graduate certification or degree program.
- 3) Questions you may have related to Category R requirements.

Information may be sent to Susan Stark via mail (at our Schaumburg address listed below) or email (at ssstark@crccertification.com), although with email it is possible that file sizes may be too large to transmit through servers on either end. If you do choose to try email first, make sure you receive a return email acknowledging receipt. If policies and coursework requirements are already set, please provide the requested information by September 15. Otherwise, please let us know that the program is still under development and include a projected date as to when development will be complete so that we may follow up at that time.

Best regards,

Cindy



Cindy A. Chapman, CAE
Executive Director
Commission on Rehabilitation Counselor Certification
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173
847-944-1303 Direct
847-944-1325 Main
847-944-1346 Fax
cchapman@crccertification.com
www.crccertification.com

Note: The information transmitted is intended only for the person(s) to whom it is addressed and may contain

9/7/2011

Appendix A

History of Distance Learning in the Rehabilitation Counseling Program at the University of Kentucky (Updated 04/16/12)

During the summer of 1994 the state rehabilitation agency director approached the rehabilitation counseling program and asked if we would be interested in developing a distance learning program for employed state rehabilitation agency personnel. As the only master's level rehabilitation counseling program in the Commonwealth of Kentucky we were in a unique position to respond to this request. This invitation was made in response to the 1992 Amendments to the Rehabilitation Act mandating that all personnel providing rehabilitation counseling services be qualified at the master's degree level. This later became know as the Comprehensive System of Personnel Development (CSPD) and applied to all professionals in state rehabilitation agencies.

During the 1994-1995 academic year planning activities were undertaken. A survey of rehabilitation counseling with the general agency and Office for the Blind was conducted. The results of this survey indicated that less than half of all counselors met the qualification requirement. A compressed videoconference was conducted statewide among potential partners to determine distance learning delivery and configuration options.

In addition to the survey, different distance learning delivery options were explored. At the time there was universal satellite capacity. Virtually every public school, college and university, technical and community college, and public library had a satellite linkage. However, there were only five compressed video outlets functional throughout the state. There was no option for Web based instruction at the time.

University of Kentucky – History of Distance Learning
April 16, 2012
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For clarity, satellite transmission is comparable to a one way closed circuit television. The instructor lectures and students at multiple sites receive the lectures. Participation is limited to periodic telephone calls. With this instructional method a class on campus can be present in the delivery room, or not. Either way, this method of instruction works best when the instructor interacts with either a class, teaching assistant, or guest speaker in the delivery of the material. This avoids the talking head phenomena. It also keeps the student in the remote locations involved, even though they do not directly participate. Any number of sites can be networked without extensive difficulty when using satellite. However, the main drawback is the lack of participation from students at remote locations.

Compressed video allows for interaction between the instructor and the class. This is like a two way closed circuit television, but telephone lines are used. There is some strobe effect, and no more than 5-6 sites can be linked for any one class. Web instruction involved various modalities of delivery using the Internet.

One initial idea that surfaced during the planning process was to use compressed video and target a sector of the state for each cohort. In other words, only one geographic area would be open for training. However, this was felt to be inherently unfair and would lead to individuals not able to participate in the training becoming disappointed and losing interest. Thus, the initial method of delivery for the classes was using satellite transmission.

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The first cohort of 15 students began their studies in the fall of 1996. A sequence and rotation of class was established so that they would graduate in three years. Initially, distance education classes were taught as stand alone classes, but gradually classes began to be scheduled so that there would be an on campus and distance education sections participating at the same time. This has lead to better instruction and more interactions between students.

By the time the initial cohort was ready for field work, the number of compressed video sites had increased in the state. Thus, we were able to provide field supervision via compressed video. When the second cohort of students started in the fall of 1998, compressed video had become more pervasive. Initially, the second cohort of 25 students had a combination of satellite and compressed video offerings. However, by 1999 all classes were being offered via compressed video.

In the spring of 2003 we were again approached by Kentucky Office of Vocational Rehabilitation and informed that they were continuing to fall behind in meeting their CSPD requirements. We were also informed that a number of universities including Auburn, San Diego State, Utah State, the University of South Carolina, and North Texas State had or were developing web based rehabilitation counseling programs. The training unit of the state rehabilitation agency said that instead of enrolling their students with us they were going to begin using out of state web programs.

At the same time we were also approached by a major donor to the College of Education at the University of Kentucky who was representing the Georgia

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April 16, 2012
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Rehabilitation Agency. She also requested that we develop web program for Georgia agency students. With a planning grant from the Kentucky agency we developed and implemented a web based program in the spring of 2004. Unique factors of this program are that students graduate from the University of Kentucky with a masters degree in the same time as our full time campus students, 16 months. This is done by having web students who are employed as rehabilitation counseling professionals take two classes in the first eight weeks of a semester and two in the second eight weeks. This enables us to meet the needs expressed by the Kentucky Office of Vocational Rehabilitation address their personnel shortages.

The on line master's in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE) which also accredits our campus program. All courses have been approved by the University for Web Delivery. Since January 2004 we have graduated over 350 students representing over $\frac{3}{4}$ of the states in the country. The program has also been supported in grants totaling over \$2,000,000 from the U.S. Department of Education.

The campus and distance learning programs are equivalent. Currently we have about 32 students in the campus and 81 students in the distance learning program. Evaluation data collected for SACS as well as CORE indicate that the student learning outcomes as well as pass rates on a national certification examination for the campus and distance learning programs are equivalent. The program faculty teach in both the campus

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April 16, 2012
Page 5

and distance learning programs and maintain control over course content, materials, and teaching methodologies.

Web instruction offers several features not available through other methods of instruction. First, students must take advantage of the multitude of information available on the Internet. Second, there is a combination of lecture and video interviews as well as power points. Students are required to visit web sites and instructional materials are presented via Blackboard as well. Third, students participate in required threaded discussions and chat rooms. Field work supervision is conducted via Adobe Connect and our campus and distance learning students are required to participate jointly in weekly group supervisory sessions.

Appendix B

Letter of Support from Department Chair



Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001

859 257-4713
fax 859 257-1325

October 10, 2011

Jeanine Blackwell, Dean
Graduate School
University of Kentucky
Lexington, KY 40506-0033

Dear Dean Blackwell,

This letter is submitted in support of the proposal for the Post-Graduate Certificate in Rehabilitation Counseling. This proposal is timely and responsive to a certification and credentialing trend in the field of Rehabilitation Counseling (RC). The development of this proposal allows the Rehabilitation Counseling program at the University of Kentucky (UK) to be competitive with other programs throughout the nation that already have implemented certificate programs and other that plan to implement such programs in response to a new Category R route to certification by the Commission on Rehabilitation Counselor Certification (CRCC).

The Category R will allow graduates from other human service programs and behavioral sciences to become eligible for the Certified Rehabilitation Counselor (CRC) credential. Potentially, the number of students enrolled in the RC courses will increase. In addition, the offering of the certificate via distance education will permit the RC program to make the certificate program available across all 50 states, thus generating more students enrolled. This proposal offers the opportunity for the RC program to not only maintain its top 20 ranking, but to improve standing among ranked programs through increased enrollment and as a way to build its doctoral program.

This proposal has the full support of the Department of Special Education and Rehabilitation Counseling and the Department Chair. It will not require any additional new faculty lines or courses. The courses are to be taught by existing faculty, adjunct faculty, and part-time instructors.

I extend my full support for this proposal and encourage you to do likewise. If you have questions or require additional information, please contact me at 7-8591 or by email at bcoll01@uky.edu.

Sincerely,

Betva C. Collins, Ed.D.
Professor and Chair

Appendix C

Letter of Support from Program Faculty



UNIVERSITY OF KENTUCKY

College of Education
Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001
(859) 257-4713
Fax: (859) 257-1325
www.uky.edu

October 10, 2011

RE: TIFF Rehabilitation Counseling Graduate Certificate Proposal

I am writing to advise the review committees that the rehabilitation counseling faculty reviewed, approved, and strongly endorsed the Post Graduate Certificate in Rehabilitation Counseling developed by Dr. Jackie Rogers at a program meeting in the spring of 2011. Based on our knowledge of the requirements and practice standards for rehabilitation counseling professionals the faculty unanimously approved this proposal and recommended that it be forwarded to the appropriate college and university committees. Please include this statement with the materials related to this proposal.

Thank you.

A handwritten signature in black ink, appearing to read 'Ralph M. Crystal'.

Ralph M. Crystal, Ph.D., CRC, LPC
Coordinator and Wallace Charles Hill Professor
of Rehabilitation Education

RMC/

Appendix D

Council on Postsecondary Education Information

Rogers, Jackie B

From: Linville, Linda (CPE) [Linda.Linville@ky.gov]
Sent: Thursday, February 10, 2011 10:46 AM
To: Rogers, Jackie B
Cc: Crystal, Ralph; Bell, Melissa (CPE)
Subject: Post Masters Certificate Posting
Follow Up Flag: Follow up
Flag Status: Red
Attachments: certificate approval policy.pdf

Per Certificate Approval Policy we discussed yesterday (and attached), it appears that since your new certificate program is 18 hours (and thus not more than one academic year), you may request it be added to UK's inventory of programs without posting to KPPPS for new program approval.

Thank you for your inquiry –
LHL

Linda H. Linville, Ph.D. - Asst. VP for Academic Affairs - Council on Postsecondary Education -
Linda.Linville@ky.gov - Ph: 502-573-1555 x253

MEMORANDUM

June 15, 2004

TO: Chief Academic Officers

FROM: Jim Applegate, Vice President for Academic Affairs

RE: Approval Process for Certificate Programs

We have recently received requests for clarification of the Council's policy regarding the approval process for certificate programs. Below are the policy guidelines agreed upon in the early stages of HB1.

1. If a certificate is at/below the associate level, it requires KCTCS approval and KPPPS posting.
2. If it is above the associate level and less than an academic year in length, it does not require approval by KCTCS or the Council and does not need to be posted on KPPPS.
3. If it is more than an academic year in length (24 undergraduate credit hours or 18 graduate credit hours), it requires Council approval via KPPPS.
4. If it is less than a year and not subject to approval, but the institution wants it listed with the degree program inventory, then the institution informs the Council and staff adds it to the inventory.

The guidelines are meant to reduce bureaucracy and aid your autonomy to meet local/regional workforce development needs swiftly. They also reflect an assumption that KCTCS has the primary role in workforce certification.

If you have questions regarding these guidelines, we can certainly discuss them at an upcoming CCAO meeting.

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Graduate Certificate in Rehabilitation Counseling

Proposal Contact Person Name: Belva Collins Phone: 7-8591 Email: bcoll01@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
EDSRC	9/1/11	Belva Collins / 7-8591 / bcoll01@uky.edu	
C & C	10/18/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Ed Faculty	11/15/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

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

Digitally signed by Dr. Brian A. Jackson
DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email=c@US
Date: 2012.01.26 15:32:22 -0500

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

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

Appendix E

Student Learning Goal Outcomes and Methods of Assessment

POST GRADUATE CERTIFICATE IN REHABILITATION COUNSELING ASSESSMENT PLAN

CURRICULUM MAP		STUDENT LEARNING OUTCOMES										COMPREHENSIVE FINAL COURSE EXAM				
		RC 520	RC 515	RC 516	RC 650	RC 660	RC 610	RC 630	RC 620	RC 530	RC 670		RC 640			
Students will be able to articulate and demonstrate professional rehabilitation counselor identity and ethical behavior.		I					I							I	A (Artifact = Score)	
Students will be able to demonstrate an understanding of job placement of individuals with disabilities and career development.												I			I	A (Artifact = Score)
Students will be able to articulate and apply counseling theories, approaches, and principles.							I							I		A (Artifact = Score)
Students will be able to identify appropriate assessment resources and applications for individuals with disabilities.		I													I	A (Artifact = Score)
Students will be able to demonstrate an understanding of medical, psychological, functional, and cultural aspects of disability.																A (Artifact = Score)
Students will be able to demonstrate the knowledge of rehabilitation services, case management techniques, and related services.		I													I	A (Artifact = Score)
I = Introduce																
A = Apply																

Appendix B

Letter of Support from Department Chair



Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001

859 257-4713
fax 859 257-1325
www.uky.edu

October 10, 2011

Jeanine Blackwell, Dean
Graduate School
University of Kentucky
Lexington, KY 40506-0033

Dean Jean Blackwell,

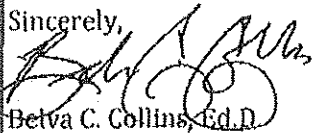
This letter is submitted in support of the proposal for the Post-Graduate Certificate in Rehabilitation Counseling. This proposal is timely and responsive to a certification and credentialing trend in the field of Rehabilitation Counseling (RC). The development of this proposal allows the Rehabilitation Counseling program at the University of Kentucky (UK) to be competitive with other programs throughout the nation that already have implemented certificate programs and other that plan to implement such programs in response to a new Category R route to certification by the Commission on Rehabilitation Counselor Certification (CRCC).

The Category R will allow graduates from other human service programs and behavioral sciences to become eligible for the Certified Rehabilitation Counselor (CRC) credential. Potentially, the number of students enrolled in the RC courses will increase. In addition, the offering of the certificate via distance education will permit the RC program to make the certificate program available across all 50 states, thus generating more students enrolled. This proposal offers the opportunity for the RC program to not only maintain its top 20 ranking, but to improve standing among ranked programs through increased enrollment and as a way to build its doctoral program.

This proposal has the full support of the Department of Special Education and Rehabilitation Counseling and the Department Chair. It will not require any additional new faculty lines or courses. The courses are to be taught by existing faculty, adjunct faculty, and part-time instructors.

I extend my full support for this proposal and encourage you to do likewise. If you have questions or require additional information, please contact me at 7-8591 or by email at bcoll01@uky.edu.

Sincerely,



Belva C. Collins, Ed.D.
Professor and Chair

Appendix C

Letter of Support from Program Faculty



UNIVERSITY OF KENTUCKY

College of Education

*Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001
(859) 257-4713
Fax: (859) 257-1325
www.uky.edu*

October 10, 2011

RE: TIFF Rehabilitation Counseling Graduate Certificate Proposal

I am writing to advise the review committees that the rehabilitation counseling faculty reviewed, approved, and strongly endorsed the Post Graduate Certificate in Rehabilitation Counseling developed by Dr. Jackie Rogers at a program meeting in the spring of 2011. Based on our knowledge of the requirements and practice standards for rehabilitation counseling professionals the faculty unanimously approved this proposal and recommended that it be forwarded to the appropriate college and university committees. Please include this statement with the materials related to this proposal.

Thank you.

A handwritten signature in black ink, appearing to read 'Ralph M. Crystal'.

Ralph M. Crystal, Ph.D., CRC, LPC
Coordinator and Wallace Charles Hill Professor
of Rehabilitation Education

RMC/

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Graduate Certificate in Rehabilitation Counseling

Proposal Contact Person Name: Belva Collins Phone: 7-8591 Email: bcoll01@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
EDSRC	9/1/11	Belva Collins / 7-8591 / bcoll01@uky.edu	
C & C	10/18/11	Doug Smith / 7-1824 / desmit1@uky.edu	
College of Ed Faculty	11/15/11	Robert Shapiro / 7-9795 / rshap01@uky.cdu	
		/ /	
		/ /	

External-to-College Approvals:

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

Digitally signed by Dr. Brian A. Jackson
DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US
Date: 2012.01.26 15:32:22 -0500

Comments:

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

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Friday, April 27, 2012 10:48 AM
To: Brothers, Sheila C
Subject: RE: MA Linguistics, revised
Attachments: MALTT_form_27April.doc; rationale_27April.doc

Dear Sheila,

Please see attached two documents constituting the revised proposal MA in Linguistic Theory & Typology (MALTT) that responds to the concerns raised by Senate Council.

- (1) The program is new and not a replacement of something current. Language suggestive of MALTT as replacement has been removed. Mention is made of a track/concentration in the MA in English as context. [Rationale doc: revised exec summary; revised beginning of section 2]
- (2) The academic home has been clarified as being the Department of English within the College of A & S. Therefore the graduate faculty of the program comprise members of the graduate school that have been identified as faculty for the existing graduate programs in English. The MALTT Steering Committee comprises faculty teaching on the program, and this body will play an advisory role on the running and development of the program. The Director of Linguistics will act as de facto DGS of the program. At some future date, the GS will be petitioned to create a MALTT graduate faculty that will subsume the Steering Committee. [Form document: top of first page. Rationale document: revised Section 7]
- (3) Advanced courses in linguistics (600 level). I have further clarified the distribution of credits into three categories: (i) Foundational (the foundational component of the language system; 500 level (ii) advanced courses that deepen and understanding of the foundations; 600 level (using LIN 617 subtitles 'advanced syntax', 'advanced morphology', etc) and (iii) methods and professionalism courses; 600 and 700 level. [Form document: 5, 8; Rationale document: section 3]
- (4) Academic feasibility, has been dealt with already.

Best,

Andrew

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

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 19, 2012 5:08 PM
To: Brothers, Sheila C
Subject: RE: final proposal items for senate council

1. This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MA program: Linguistic Theory & Typology, in the Department of English within the College of Arts & Sciences.

Best,

Andrew

(Attach completed "Application to Classify Proposed Program"¹)**GENERAL INFORMATION**

College:	Arts & Sciences	Department:	English
Major Name:	Linguistic Theory & Typology	Degree Title:	MA
Formal Option(s):		Specialty Fields w/in Formal Option:	
Date of Contact with Associate Provost for Academic Administration ¹ :	3.23.2011		
Bulletin (yr & pgs):	n/a	CIP Code ¹ :	16.0102
Today's Date:	3.30.2011		
Accrediting Agency (if applicable):	n/a		
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ² : Fall 2012
Dept. Contact Person:	Andrew Hippisley	Phone:	76989
Email:	andrew.hippisley@uky.edu		

CHANGE(S) IN PROGRAM REQUIREMENTS

1.	Number of transfer credits allowed	Up to 6 hours of graduate course credit not used toward a degree may be transferred from another institution at the discretion of the DGS (Maximum is Graduate School limit of 9 hours or 25% of course work)
2.	Residence requirement (if applicable)	A student must complete a minimum of 30 hours of residency, unless transferring credits have been counted, to a maximum of 6 hours.
3.	Language(s) and/or skill(s) required	Students must have completed (a) 6 hours of a foreign language; and (b) LIN 211 or another institution's equivalent
4.	Termination criteria	Students graduating with a degree in MALTT will have (a) completed 30 hours of course work meeting all requirements and (b) written and successfully defended a thesis on an aspect of linguistic theory and typology that demonstrates the student's ability to conduct original research and communicate the research in a professional manner.
5.	Plan A Degree Plan requirements ³ (thesis)	(a) 30 hours course work: - 6 from Research Methods in Linguistics and Research Seminar in Linguistic Theory & Typology; - 9 from foundational language components of phonetics, phonology, morphology and syntax; - at least 9 from advanced linguistics courses (600 level) - a further 6 from advanced (600) or intermediate (500) linguistics courses, relevant to focal area (see Box 8) (b) Written thesis which consists of a written research projects

¹ 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.

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

³ 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.

and an oral examination (see Box 10).

6.	Plan B Degree Plan requirements ³ (non-thesis)	The proposed program is thesis only
7.	Distribution of course levels required	All courses will be taken within the Linguistics Program, i.e. MALTT coursework consists exclusively of LIN courses. At least 15 hours must be at 600+ level. (At least one-half must be at 600+ level & two-thirds must be in organized courses.)
8.	Required courses (if applicable)	<p>There are three categories of required courses, (a) research methods & professionalism; (b) courses reflecting the foundational components of the language system; and (c) courses that advance the understanding of linguistics.</p> <p>Category (a), 6 credits (1) LIN 601 Research Methods in Linguistics, to be taken in the Fall semester of Year 1; (2) LIN 701 Research Seminar in Linguistic Theory & Typology, to be taken in the Fall semester of Year 2.</p> <p>Category (b), 9 credits (1) LIN 500, the foundational component of phonetics (sociolinguistics track only); (2) LIN 505, the foundational component of morphology (morphosyntactic track only); (3) LIN 512, the foundational component of syntax; (4) LIN 515, the foundational component of phonology.</p> <p>Category (c), 9 credits minimum 600 level courses that advance an understanding of the discipline, chosen according to the student's focus.</p> <p>The remaining 6 credits will come from other advanced or intermediate level courses relevant to the student's focal area.</p>
9.	Required distribution of courses within program (if applicable)	LIN 601 and LIN 701 must be taken in the Fall semester of the first and second year respectively.
10.	Final examination requirements	MALTT follows Plan A 'thesis'. There will be a 90 minute oral examination based on the thesis and five texts (books or articles) that relate to the thesis, and are chosen in consultation with the thesis committee. After a successful oral examination, the student must submit two final typed copies of the thesis to the Graduate School by the last day of the semester in which the student plans to graduate.
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).	The proposed degree program does not involve courses from any other program in the College or in the University.
12.	What is the rationale for the proposed new program?	

UK is unusual in offering a linguistics degree at the undergraduate level, but not at the graduate level. Of the 140 linguistics degree programs in the USA, only 28 stop at the bachelor's level; 43 provide training through the master's level and 69 offer the PhD in linguistics. Having both a bachelor's and graduate program in linguistics will more closely align UK with its benchmark institutions, and at the same time provide an educational opportunity for citizens of the Commonwealth, in which a graduate-level degree in linguistics is nowhere offered. Moreover, a graduate program in linguistics will address an educational need in the Southeast. Of the 140 linguistics programs offered in US higher education institutions, only 9 schools in the Southeast currently offer MA graduate degrees. MALTT graduates will be qualified for language-based careers in the high tech industries, the legal and health professions, government agencies and consultancies, as well as non-language based jobs that require analytical and robust habits of thought and performance.

The proposed MA in Linguistic Theory & Typology (MALTT) will build upon our existing theoretical expertise in syntax, morphology, phonetics, sociolinguistics and historical linguistics to create a program of study that in coverage, rigor and research-led instruction is unparalleled in the Commonwealth and arguably in the southeastern region of the United States. Linguistics as a discipline operates along separate but connected lines of inquiry, both theoretical and applied. Theoretical linguistics aims to increase our knowledge about language as a human characteristic and ability, focusing on the nature of language as a biological, physical, psychological, social and cultural phenomenon. Applied linguistics takes the nature of language as a given, utilizing theoretical knowledge for practical language-related purposes to benefit society. MALTT's role is to be firmly theoretical, giving students a solid grounding in the fundamental principles of linguistic science and preparing them for further doctoral study in the field or for a career in cognate disciplines and professions. Theoretical linguists ask the question: what is a possible language? The range of possibilities is wide but is also constrained in interesting ways. Languages in fact share many properties, and some properties are systematically shared amongst sets or types of languages. The domains of similarity among languages and the dimensions and degrees of their differences are the concern of Linguistic Typology, an area of research which has recently been energized by large collaborative projects, new research outlets and vast collections of digital and therefore searchable data. Language typologists have also had a central role in responding to the urgent need to document and revitalize the large proportion of the world's 6000 languages that are endangered and facing extinction. MALTT will combine the theoretical with the typological.

MALTT will be based in the same home as the foremost research program in morphology within the United States. Fundamental to the success of this research program is the use of formal and computational methods in the analysis of linguistic data. In the study of morphosyntax, students will benefit from a level of expertise and a level of rigor in morphosyntax that has few parallels at other American institutions. They will also learn the importance of computability in analyses of linguistic data, currently a desideratum of any serious theory of language, and fast becoming a standard expectation. MALTT will emphasize the computational method not just in its morphology and syntax courses, but because it has the faculty capability to do so, it will employ computational methods, models and tools throughout its curriculum. The benefit to students will be an appreciation of the importance of computing in linguistics and in the humanities and social sciences more generally, and a high level of computer literacy that will serve as a valuable qualification for a range of jobs. A second focus of MALTT will be on sociolinguistics, the sub-discipline of linguistics that models language variation and change based on sociocultural variables such as age, class, gender, region and ethnicity, and investigates the relationship between linguistic structures and forms of cultural expression. UK has a growing international reputation in sociolinguistics, including expertise in the emerging field of historical sociolinguistics. Of particular significance is UK's sociolinguistic focus on Kentucky, including Kentucky English dialectology, African-American English, and Appalachian English. We strongly believe that this expertise coupled with our location will attract students from all parts of the country who are interested in studying the rich linguistic diversity of our region of the country.

NEW MASTERS DEGREE PROGRAM FORM

Signature Routing Log

General Information:

Program Name: MA in Linguistic Theory & Typology

Proposal Contact Person Name: Andrew Hippisley Phone: 76989 Email: andrew.hippisley@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
Linguistics Graduate Committee, Chair	03.10.2011	Andrew Hippisley / 76989 / andrew.hippisley@uky.edu	
		/ /	
A&S College Associate Dean	12/13/11	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council			
Graduate Council	3/9/12	Dr. Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.
Rev 8/09

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): <input type="checkbox"/> Undergraduate* <input checked="" type="checkbox"/> Masters* <input type="checkbox"/> Doctoral* <input type="checkbox"/> Professional*		
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?		
	YES <input checked="" type="checkbox"/>	Date of contact: 3.23.2011	
	NO <input type="checkbox"/>	(Contact the APAA prior to filling out the remainder of this form.)	
3.	Degree Title:	MA in Linguistic Theory & Typology	
4.	Major Title:	Linguistics	
5.	Option:		
6.	Primary College:	A & S	
7.	Primary Department:	English/Linguistics	
8.	CIP Code (supplied by APAA)	16.0102	
9.	Accrediting Agency (if applicable):		
10.	Who should be contacted for further information about the proposed new degree program:		
	Name: Andrew Hippisley	Email: andrew.hippisley@uky.edu	Phone: 7-6989
11.	Has the APAA determined that the proposed new degree program is outside UK's band?		
	<input type="checkbox"/> YES (Continue with the Section II* on a separate sheet.)		
	<input checked="" type="checkbox"/> 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.

Master of Arts in Linguistic Theory & Typology (MALTT)

Executive summary

The College of Arts & Sciences at the University of Kentucky proposes an MA that focuses solely on linguistics, so as to address an educational need in the Commonwealth of Kentucky and in the Southeast more broadly. A & S is well equipped to satisfy this need with an internationally recognized faculty who have an excellent track record in linguistics teaching and course design at the undergraduate level. Students in the proposed program will benefit from instruction by faculty with international reputations, and be positioned to enter a global, information-based marketplace that demands the skills that an MA in Linguistics provides. Career opportunities with a MALTT degree include the high tech industry, text-based consultancies in law and medicine, and jobs in government agencies such as the CIA. They will also be well equipped to enter the best doctoral programs in linguistics study in the US and abroad.

1. Background

Linguistics is the scientific study of language, a uniquely human capability whose systematic study sheds light on human behavior and thought. Linguistics crosses disciplinary boundaries, both informing and drawing on the fields of philosophy, computer science, anthropology, psychology, sociology, world languages and literature, among others. UK's College of Arts & Sciences currently offers a bachelor's level degree in linguistics through the College's interdisciplinary Linguistics Program, and there are presently over 70 linguistics majors. The aim of the major is to equip students with an understanding of the core components of language as a complex system and to elucidate the use of language in society. In pursuing this degree students develop intellectual habits that are conducive to success in the STEM disciplines and that provide skills for professions in law, information technology, speech pathology, education, government and other areas. The Linguistics Program at UK has research strengths in key subdisciplines including morphosyntax, sociolinguistics, historical linguistics and phonetics, as well as research collaborations with computer scientists and anthropologists.

On the strength of our bachelor's program and that of our highly research active faculty, the College of Arts & Sciences proposes to expand linguistics at UK to the graduate level, affording our students the opportunity to pursue advanced study in those areas of the field in which our faculty have established an international reputation. As a highly intellectual discipline, linguistics naturally positions itself at the graduate level. It is a discipline that many students come to having already developed strengths in related areas. UK is unusual in offering a linguistics degree at the undergraduate level, but not at the graduate level. Of the 140 linguistics degree programs in the USA, only 28 stop at the

bachelor's level; 43 provide training through the master's level and 69 offer the PhD in linguistics¹. Having both a bachelor's and graduate program in linguistics will more closely align UK with its benchmark institutions², and at the same time provide an educational opportunity for citizens of the Commonwealth, in which a graduate-level degree in linguistics is nowhere offered. Moreover, a graduate program in linguistics will address an educational need in the Southeast. Of the 140 linguistics programs offered in US higher education institutions, only 9 schools in the Southeast currently offer MA graduate degrees. These are:

Benchmarks

- University of Georgia
- University of Florida
- North Carolina State
- University of North Carolina, Chapel Hill
- University of Virginia

Other

- East Carolina (Greenville, NC)
- Florida Atlantic
- Florida International
- University of South Carolina

The need to remedy this relative dearth of graduate linguistics programs in the Southeast is heightened by the fact that many students from this region wish to remain in this region to pursue graduate studies. A revised MA at UK that focuses explicitly on linguistics is well positioned to serve a real educational need.

2 Purpose

Amongst its MA concentrations, the Department of English at UK currently offers an MA in English with Concentration in Linguistics. This degree is literature heavy and as a result has had problems in recruitment since linguistically oriented students tend to be less engaged in the literature coursework and more interested in developing a solid and refined knowledge of theoretical linguistics. The proposed MA in Linguistic Theory & Typology, conceived of as an interdisciplinary program to be housed in the Department of English, meets this need and will build upon our existing theoretical expertise in syntax, morphology, phonetics, sociolinguistics and historical linguistics to create a program of study that in coverage, rigor and research-led instruction is unparalleled in the Commonwealth and arguably in the southeastern region of the United States. Linguistics as a discipline operates along separate but connected lines of inquiry, both theoretical and

¹ Susan White, Rachel Ivie and Roman Czuko. *The 2007-08 Humanities Departmental Survey*. page 61. Statistical Research Center, American Institute of Physics.

² Currently 16 of UK's 19 benchmark institutions offer a PhD in linguistics. The exceptions are the University of Virginia (which offers an MA in linguistics), Pennsylvania State with a BA and PhD minor, and Texas A & M with an undergraduate minor and a graduate concentration in linguistics within English.

applied. **Theoretical linguistics** aims to increase our knowledge about language as a human characteristic and ability, focusing on the nature of language as a biological, physical, psychological, social and cultural phenomenon. Applied linguistics takes the nature of language as a given, utilizing theoretical knowledge for practical language-related purposes to benefit society. MALTT's role is to be firmly theoretical, giving students a solid grounding in the fundamental principles of linguistic science and preparing them for further doctoral study in the field or for a career in cognate disciplines and professions. Theoretical linguists ask the question: what is a possible language? The range of possibilities is wide but is also constrained in interesting ways. Languages in fact share many properties, and some properties are systematically shared amongst sets or types of languages. The domains of similarity among languages and the dimensions and degrees of their differences are the concern of **Linguistic Typology**, an area of research which has recently been energized by large collaborative projects, new research outlets and vast collections of digital and therefore searchable data. Language typologists have also had a central role in responding to the urgent need to document and revitalize the large proportion of the world's 6000 languages that are endangered and facing extinction. MALTT will combine the theoretical with the typological.

MALTT will contain faculty at the forefront of research in morphology within the United States (as stated in the most recent linguistics program self-study review). Fundamental to the success of their research program is the use of formal and computational methods in the analysis of linguistic data. In the study of morphosyntax, students will benefit from a level of expertise and a level of rigor in morphosyntax that has few parallels at other American institutions. They will also learn the importance of *computability* in analyses of linguistic data, currently a desideratum of any serious theory of language, and fast becoming a standard expectation. MALTT will emphasize the computational method not just in its morphology and syntax courses, but because it has the faculty capability to do so, it will employ computational methods, models and tools throughout its curriculum. The benefit to students will be an appreciation of the importance of computing in linguistics and in the humanities and social sciences more generally, and a high level of computer literacy that will serve as a valuable qualification for a range of jobs in addition to those a more generic MA in Linguistics provides. These include speech and language processing, machine-based lexicography, natural language understanding, machine translation, computer aided translation, and globalization/internationalization of commercial products including software.

A second focus of MALTT will be on sociolinguistics, the sub-discipline of linguistics that models language variation and change based on sociocultural variables such as age, class, gender, region and ethnicity, and investigates the relationship between linguistic structures and forms of cultural expression. UK has a growing international reputation in sociolinguistics, including expertise in the emerging field of historical sociolinguistics. Of particular significance is UK's sociolinguistic focus on Kentucky, including Kentucky English dialectology, African-American English, and Appalachian English. We strongly believe that this expertise coupled with our location will attract students from all parts of the country who are interested in studying the rich linguistic diversity of our region of the country. This focus will furnish students with important qualifications for jobs in for

example Healthcare Communication (analysis of doctor/patient communication, health writing, discourse of medicine, narratives of illness and identity, language of agency and responsibility, etc.), Business (use of language in marketing, branding and advertising), and Legal professions (profiling of suspects in criminal investigations by forensic analysis of language use in criminal investigations, legal consulting in the analysis of contracts, written texts, and recorded interactions).

While MALTT will emphasize particular subdisciplines within the field of linguistics based on the research specializations of the faculty, all other major subfields of linguistics are covered by the curriculum that we propose below.

3 Curriculum overview

The curriculum contains courses covering the full range of aspects of linguistics theory and typology. These include *foundational*, *focal* and *advanced* area courses.

3.1 Foundational courses

Students will gain a full understanding of language as a system of interfacing components by taking courses dealing with a particular language component. Phonetics will be considered foundational for the sociolinguistics track, and morphology for the morphosyntax track, discussed in section 3.2.

- phonetics (advised for sociolinguistics track)
- phonology
- morphology (advised for morphosyntax track)
- syntax

Courses in the foundational areas will also be taught at the *advanced* level. They will also be supplemented with intermediate and advanced courses in important related areas. These will, for example, include courses on historical linguistics, the subdiscipline devoted to investigating and explaining the processes by which a language's phonetics, phonology, morphology and syntax change over time.

3.2 Focal courses

Morphosyntax and sociolinguistics, as focal areas in MALTT, inform the curriculum as follows:

Morphosyntax

- Foundational: Morphology (LIN 505), Syntax (LIN 512), Phonology (LIN 515)
- Grammatical Typology (LIN 516)
- Computational Linguistics, with emphasis on morphosyntax (LIN 511)

- Advanced courses as instantiations of the Advanced Topics in Linguistics subtitle course (LIN 617), for example advanced syntax, advanced morphology, advanced phonology.

Sociolinguistics

- Foundational: Phonetics (LIN 500), Phonology (LIN 515), Syntax (LIN 512)
- Sociolinguistics (LIN 506)
- Linguistic Anthropology (LIN 507)
- Discourse Analysis (LIN 508)
- Advanced courses as instantiations of the Advanced Topics in Linguistics subtitle course (LIN 617), for example advanced sociolinguistics, advanced phonetics, advanced historical linguistics

3.3 Research methods and professionalism

In addition to courses in the core areas, students will be required in the fall semester of their first year to take a research methods course (LIN 601) designed to equip them with methods for gathering, analyzing, and modeling linguistic data. These include statistical, computational, and experimental techniques as well as valuable guidelines for work with human subjects and IRB protocols, all transferable skills for further study and all valuable on the job market. In the fall semester of their second year, students will be required to take a research seminar in linguistic theory and typology (LIN 701). The broad aim of this requirement is for students to conceive of and produce early drafts of their thesis, as well as undergo discipline-specific training, such as identifying appropriate outlets for research dissemination, writing and submitting abstracts, creating draft research grant proposals, and giving public presentations of their research. Students will also be exposed to the array of career opportunities that a MALTT degree offers, and representatives from industry will be invited to give seminars and information sessions.

3.4 The MALTT courses and degree requirements

Table 1 lists all the courses offered under MALTT. Some of these were recently approved (spring 2012), here marked with *. Others are 500 level courses that serve the undergraduate degree program, and are hence already in use. The number in parentheses after each course title indicate the number of credit hours of the course.

TABLE 1: MALTT COURSES

500 Phonetics (3)
505 Linguistic Morphology (3)
506 Sociolinguistics (3)
507 Linguistic Anthropology (3)
508 Discourse Analysis (3)
509 Semantics and Pragmatics (3)
511 Computational Linguistics (3)
512 Analysis of English Syntax (3)
515 Phonological Analysis (3)
516 Grammatical Typology (3)
519 Historical Linguistics (3)
601 Research Methods in Linguistics* (3)
617 Advanced Topics in Linguistics: [Subtitle], multiple iterations (3)
701 Research Seminar in Linguistic Theory & Typology* (3)
748 Master's Thesis Research* (0)

Table 2 shows one possible path of progress to completion of the MA in Linguistic Theory & Typology for a student on the *morphosyntax* track and a student on the *sociolinguistics* track. Courses that fulfill the degree requirements are given in bold. Total credits must add up to 30 hours for completion of degree. In addition students must write a thesis and defend it in an oral exam. The 30 credits must be distributed as follows:

- (1) 9 credits must come from the foundational disciplines (phonetics, phonology, morphology, syntax)
- (2) At least 15 credits must be taken at the 600 or 700 level
- (2a) 9 of these credits must come from advanced courses (advancing the foundational or focal area)
- (2b) 6 credits must come from (i) research methods and (ii) research seminar

(The remaining 6 credits will be other advanced or other intermediate level courses to strengthen the focus)

TABLE 2: SAMPLE PROGRESSION THROUGH DEGREE; [] denotes variable subtitle

YEAR 1 (morphosyntax track)	
<i>Semester 1</i>	<i>Semester 2</i>
LIN 512 Syntax	LIN 505 Morphology
LIN 515 Phonology	LIN 516 Grammatical Typology
LIN 601 Research Methods	LIN 617: advanced linguistics []
YEAR 2 (morphosyntax track)	
<i>Semester 1</i>	<i>Semester 2</i>
LIN 617: advanced linguistics []	LIN 617: advanced linguistics []
LIN 511 Computational Linguistics	LIN 748 Thesis writing
LIN 701 Research Seminar	

YEAR 1 (sociolinguistics track)	
<i>Semester 1</i>	<i>Semester 2</i>
LIN 512 Syntax	LIN 500 Phonetics
LIN 515 Phonology	LIN 506 Sociolinguistics
LIN 601 Research Methods	LIN 617 advanced linguistics []
YEAR 2 (sociolinguistics track)	
<i>Semester 1</i>	<i>Semester 2</i>
LIN 617: advanced linguistics	LIN 617: advanced linguistics
LIN 507: Linguistic Anthropology	LIN 748 Thesis writing
LIN 701 Research Seminar	

4 Thesis component

The thesis component of the MALTT degree consists of a written research project (hereafter simply 'thesis') and an oral examination. Both are required for successful completion of the MALTT degree. The thesis should ordinarily not exceed sixty pages. The thesis must be approved by a committee of three faculty members chosen by the student and approved by the Director of Graduate Studies. The thesis director is chair of the committee; the other members act in an advisory capacity and read the thesis before it is finally accepted. For specific instructions regarding the format of the thesis, the student will be advised to obtain a copy of "Instructions for the Preparation of Theses and Dissertations <<http://www.rgs.uky.edu/gs/thedissprep.html>>" from the Graduate School.

The 90-minute oral examination is based on the thesis and five texts (books or articles) that relate to the thesis. The student will construct the list of five texts in consultation with the Master's committee and will submit it to all committee members in its final form at least one month before the examination. The examination will not be scheduled until the Master's committee and the Director of Graduate Studies have agreed that the list of

five texts is appropriate and that the thesis is ready to be defended. After a successful oral examination, the student must submit two final typed copies of the thesis to the Graduate School by the last day of the semester in which the student plans to graduate.

5 Student learning outcomes

The following five student learning outcomes are based on the knowledge and transferable skills that a student graduating from MALTT is expected to possess. Students are expected to be able to:

1. Demonstrate a sophisticated understanding of language as a complex system comprising phonetic, phonological, morphological, and syntacticosemantic components that interface with one another and inform other aspects of linguistics; this understanding comprises knowledge of both the theoretical and typological significance of these components.
2. Demonstrate a practical knowledge of appropriate methods for framing and investigating linguistic problems, including statistical, computational, experimental and field methods.
- 3a [Morphosyntactic track] Demonstrate a sophisticated understanding of morphosyntactic phenomena and be able to evaluate current frameworks for explaining these phenomena, write theories in one or several of such frameworks, and explore the typological implications of these theories
- 3b [Sociolinguistic track] Demonstrate a sophisticated understanding of the dimensions of sociolinguistic variation, of the social and linguistic factors that engender it, and of the methods of measuring it and assessing its significance for language users.
4. Demonstrate the ability to pose a research question and address it through coherent, fluent and accessible argumentation.
5. Demonstrate professionalism in the field through awareness of research sources and outlets for dissemination, best practice in presentation of results, and ethics in conducting linguistic research.

Students who have acquired these outcomes will have attained an important set of transferable skills that will equip them for careers requiring expertise in natural language analysis and interpretation, for example the computer industry, health and legal professions, and government agencies such as the FBI, the CIA, the TSA and the NSA. These skills are also highly valued by non-language related professions, for example the global management consulting firm Gap International regularly recruits linguistics since they are carriers of skills especially suited for management consultancy.

The courses in MALTT will *introduce*, *reinforce* and *emphasize* one or more of the 5 student learning outcomes listed above. Learning outcomes map onto the courses in the curriculum as represented in the curriculum map in Table 3.

TABLE 3 : MALTT CURRICULUM MAP
I = introduce, R = reinforce, E = emphasize

<i>Course</i>	SLO 1	SLO 2	SLO 3a [Morphosyntactic focus]	SLO 3b [Sociolinguistic focus]	SLO 4	SLO 5
Lin 500	E	R	I	I	—	—
Lin 505	E	R	I	—	—	—
Lin 506	R	R	—	I	—	—
Lin 507	-	R	—	I	—	—
Lin 508	-	R	—	I	—	—
Lin 509	E	R	I	—	—	—
Lin 511	R	E	R	—	—	—
Lin 512	E	R	I	—	—	—
Lin 515	E	R	R	R	—	—
Lin 516	E	R	E	—	—	—
Lin 519	R	R	—	I	—	—
Lin 601	R	E	R	R	I	I
Lin 617	VARIES ACCORDING TO SUBTITLE					
Lin 701	R	R	R	R	E	R

6 Resources

We believe that we have qualified faculty to resource the proposed program. All faculty teaching on MALTT have PhDs in the CIP-defined discipline of theoretical linguistics, and all have a research record in the areas in which they are teaching. Table 4 shows the mapping of courses to faculty who are qualified *and* can commit to teaching on MALTT on a regular basis.

TABLE 4: FACULTY RESOURCE RATIONALE

<i>LIN Course(s)</i>	<i>Qualified faculty who can commit to teaching on MALTT</i>
500	Bao
505	Hippisley, Stump
506	Barrett, Lauersdorf
507	Barrett
508	Barrett
509	Rouhier, Stump
511	Hippisley
512	Hippisley, Stump
515	Bao, Barrett, Hippisley, Lauersdorf, Stump
516	Hippisley, Stump
519	Hippisley, Lauersdorf, Stump
601	Bao, Barrett, Lauersdorf, Hippisley, Rouhier, Stump
617	Bao, Barrett, Hippisley, Lauersdorf, Stump
701	Bao, Barrett, Hippisley, Lauersdorf, Stump

Most of the courses already run in a regular fashion (all 500 level courses are already taught as part of the undergraduate BA program, so are delivered on a regular basis). The 601, 617 and 701 courses are shared out amongst those faculty with background and engagement in theoretical linguistics. Resourcing the 617 course will depend on what subtitle is being used, e.g. ‘Acoustic Phonetics’ (advanced phonetics), Bao; ‘Constraint-based Lexicalist Grammars’ (advanced syntax), Hippisley / Stump. We plan to use 617 courses as part of the requirement of a new honors track in the Linguistics BA program, such that MALTT has the positive side effect of enhancing our undergraduate program, and the 617 courses serve a double purpose. We are confident that the credentials of our faculty together with the flexibility of the 617 subtitle course make the delivery of the curriculum courses feasible. Table 5 is a three year sample of course offerings, and the faculty who would normally be expected to teach them.

TABLE 5: SAMPLE 3 YEAR SCHEDULE WITH DESIGNATED FACULTY

AH = Hippisley, GS = Stump, JR = Rouhier, MB = Bao, ML = Lauersdorf, RB = Barrett

Note: Maximum load is three courses p.a.; the 4 core courses ideally taught every year

	Y 1	
<i>Fall</i>		<i>Spring</i>
512 Syntax AH		500 Phonetics, MB
515 Phonology <i>TBD</i>		505 Morphology GS
509 Semantics & Pragmatics JR		506 Sociolinguistics RB
601 Research Methods, ML		516 Grammatical Typology GS
617 [Advanced Sociolinguistics], RB		617 [Advanced Morphosyntax], AH
617 [Advanced Morphosyntax] GS		
701 Research Seminar AH		617 [Advanced Sociolinguistics], ML
	Y2	
512 Syntax AH		500 Phonetics, MB
515 Phonology <i>TBD</i>		505 Morphology GS
507 Linguistic Anthropology RB		506 Sociolinguistics ML
511 Computational linguistics AH		519 Historical Linguistics ML
617 [Advanced Sociolinguistics] RB		617 [Advanced Morphosyntax] AH
617 [Advanced Morphosyntax] GS		617 [Advanced Sociolinguistics] RB
601 Research Methods MB		
701 Research Seminar GS		
	Y 3	
512 Syntax AH		500 Phonetics, MB
515 Phonology <i>TBD</i>		505 Morphology GS
508 Discourse Analysis RB		516 Grammatical Typology AH
509 Semantics & Pragmatics GS		506 Sociolinguistics RB
601 Research Methods, JR		617 [Advanced Morphosyntax], AH
617 [Advanced Sociolinguistics], RB		617 [Advanced Sociolinguistics], ML
617 [Advanced Morphosyntax] GS		
701 Research Seminar ML		

7 Administration

We envisage that Fall 2012 will see our first cohort of MALTT students. In the early stages of the program, the Director of Linguistics will act as *de facto* Director of Graduate Studies (DGS) for the program. As the program grows, we may wish to separate out these two roles. The MALTT steering committee will be made up of faculty teaching MALTT 600 and 700 level courses. The steering committee's responsibilities will include (1) regular program evaluation and development, (2) outreach, (3) student support, and (4) TA support and administration. The academic home of the new program will be the Department of English within the College of Arts and Sciences, and as such its graduate faculty will be those identified by the Graduate School for the current English Department graduate programs. At the same time, the MALTT steering

committee will play an advisory role to the graduate faculty in English in the day to day running and ongoing development of the program. At a future date the Graduate School will be petitioned to appoint a MALTT Graduate Faculty that will consist of members of the Graduate School who teach on the MALTT program, tenured in a variety departments and so reflecting the interdisciplinary nature of linguistics, and therefore its programs of study.

8 Admissions & Student Funding

MALTT has the capacity to accept students with *and* without a bachelor's degree in linguistics since it offers intermediate (500 level) and advanced courses (600 level). Students with a bachelor's in linguistics may enter some advanced courses directly. The guidelines from the Graduate School are a grade point average of 2.75 for undergraduates, and a 3.00 for transferring graduates. MALTT will require a GPA of at least 3.3 (B+) overall for any student entering the program, including those without a bachelor's in linguistics. International students will be encouraged to apply and will be handled on a case by case basis with advice from the Office of International Affairs. All admissions will be handled by an admissions committee made up of a sub-set of members of the MALTT steering committee.

At some future date, we are also proposing incorporating MALTT into a special University Scholars Program in Linguistics (see 2011-12 Undergraduate Bulletin, page 58). Students enrolled in this special program will be able to use the four 500 level undergraduate major required courses in phonetics, phonology, morphology and syntax (=12 credits) towards the 30 hours required by MALTT. These four courses constitute a superset of the core course requirements in the MALTT degree. In compliance with the MALTT requirements, students in the special program will be required to take 15 credits of 600 level or above courses. The result we aim for us is a student who does our undergraduate major completing our masters degree requirements in one additional year.

The proposed program is not resource hungry. To attract students we would like to be able to offer TAships and we have been careful to identify existing resources to fund these. Specifically, the WRDM program has secured a number of lines to handle the heavy university demand for writing. In consultation with the director of WRDM, Dr Mountford, **five** of these lines can be identified as TAships for MALTT students. This move makes financial sense since no new money will be required from A & S; it makes logistic sense since many of these lines are currently unfilled; and it also makes educational sense since linguistics graduates have the background and motivation required for teaching writing. Linguistics TAships in WRDM will also serve a professional purpose by bringing together at an institutional level two programs with strong synergistic potential. **Two** additional TAships will come from English. The target enrollment is 8-10 students for the first year, then expanding from that figure in subsequent years.

9 Orientation

Orientation will take place the week before classes begin in the fall semester. Students will meet the participating faculty, and be given an overview of policies and procedures of the Linguistics Program, and relevant policies and procedures of UK. If they have not already done so, students will be given a tour of the campus, including the libraries and A&S IT services. Each student will have a one on one meeting with the DGS to determine their courses for the Fall semester. TA training will be made available to prospective TAs (typically second year students) before the start of the semester, and will include the orientation week run by Morris Grubbs (Assistant Dean of the Graduate School).

10 Advising

First-semester students are advised by the DGS, and the DGS serves as the general advisor to all students on academic questions and on departmental and Graduate School procedures and rules. The DGS must approve programs of study and choices of fields. He or she may also make exceptions to the various rules and procedures established by the program, and he or she should be consulted if a student wishes to inquire about special arrangements.

Students who have not selected a faculty advisor upon entering the program should do so during their first year of study. (The DGS may assign a student a temporary advisor.) The student should consult with the advisor about choice of courses, seminar research projects, and determining an MA thesis topic.

11 Recruitment strategy

A logical first step is to reach out to our current undergraduate Linguistics majors as well as majors in related programs at UK, many of whom over the years have expressed an interest in remaining at UK to pursue graduate studies in linguistics. We will do this primarily through advertising the University Scholars Program in Linguistics, discussed in section 8. Another step is to reach out to institutions in the Southeast, both to those where an MA in Linguistics does not exist, and to those where the MA is non-theoretical. Targeted departments would be sent promotional materials for distribution, and certain of these programs would be visited by our faculty.

The MALTT faculty have accrued a large network of connections ranging over US, European and Asian institutions. We will exploit this network to promote the new MALTT degree. We hope that these links will eventually lead to articulation agreements with key institutions such as Edinburgh University, University College London, Manchester University, University of Essex, Paris Sorbonne and Leipzig University whereby the two year degree may be completed in one year, and will equip European students to pursue the PhD in morphosyntax and typology, topics of strong interest in European linguistics. We will also use professional mailing lists such as the *Linguist List* and *Association for Linguistic Typology List* to advertise the program, as well as

educational media both at home and abroad. The marketing resources available to us at the College level will also play a significant role in our recruitment strategy, including supplying us with dates of existing recruitment fairs, and advice about setting up a linguistics fair.



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November 28, 2011

Dear Educational Policy Committee,

First, let me say how much I look forward to joining your ranks in January, once my position as Interim Chair has been gratefully ceded to Professor Jeffory Clymer. I now write to express the English Department's wholehearted, even fervent, support for two proposed graduate degrees before you, the MA in Linguistics and the Master of Fine Arts in Creative Writing. I include endorsements from our DGS, Professor Virginia Blum, and our DUS, Associate Professor Matthew Giancarlo.

I'll begin with the MFA. As you cannot help but have heard by now, University of Kentucky Provost's Distinguished Service Chair Professor Nikky Finney just won the National Book Award for Poetry for her recent collection, *Head Off and Split*. She also gave the acceptance speech of a lifetime (presenter John Lithgow called it the best he'd ever heard; it's since gone viral on YouTube). Both her book and her speech bring her, and UK Creative Writing, to the attention of an ever wider and more appreciative audience. Meanwhile, Professor Frank X Walker, the premier voice of Affrilachian poetry, commands similarly wide-ranging attention as he leads an artistic movement whose political significance is matched only by its aesthetic power. As if that weren't enough, our Creative Writing Program is also home to two former Kentucky Poet Laureates, Professors Gurney Norman and Jane Vance. Professor Julia Johnson, our most recent hire, who chairs the MFA Planning Committee, comes to us having directed both an MFA Program and a Ph.D. program at her previous institution. Her wealth of experience is matched by her expert judgment, superb communication skills, and a deep commitment to making this graduate program among the finest in the country. She also happens to be a superb poet. Affiliated faculty such as Professors Vershawn Young and Randall Roorda, both highly regarded in the field of creative nonfiction, help round out this stellar cast, as do widely published and highly reputed lecturers Erik Reece, Tom Marksbury, and Cheryl Cardiff.

With a creative writing profile unmatched by any other university in the south and few in the country, one might well ask why UK has not had an MFA Program before this. My conversations with Dean Kornbluh suggest that he too wishes to capitalize on this extraordinary moment in a treasured and yet often underserved facet of Arts and Sciences. I cannot emphasize enough that to many people outside the university, its creative writing faculty equates with its reputation as a whole. Professor Finney and Provost Subbaswamy are among those to have stated publicly that her award calls attention to the fact that we at UK stand justly accused of valuing athletes over scholars. Without condescending to either, I can say that creative writers are the athletes

of our intellectual community in the wide-ranging appeal they exert among the national community at large.

Given the existing fame of our creative writing faculty and the energy and skill of the MFA Program director, a UK MFA in Creative Writing will attract a strong contingent of talented students who can both benefit from our English department and enrich the undergraduate and graduate education it can provide. As colleagues to our literature and linguistics-based graduate scholars, these fledgling poets, novelists, short story writers and purveyors of creative nonfiction will enliven the mix and help break down increasingly outdated barriers between the disciplines. With all three groups enrolling in many of the same classes, I can imagine our graduate seminars becoming ever more exciting locales for intellectual exploration and career preparation. At the same time, MFA graduate students will be teaching undergraduate creative writing seminars, thereby sharing their talents with majors and attracting undeclared students to the major. Creative writing classes are popular among undergraduates nationwide, which suggests the presence of this talented new contingent will help increase our number of majors by enriching our curriculum.

The MA in Linguistics offers a distinct but equally valuable set of advantages to our existing department and the university as a whole. As you know, the linguistics major is interdisciplinary, and its graduate program would further that trajectory. As such, it would contribute to a facet of academic inquiry that is no longer so much cutting edge as absolutely essential to any scholar worth her salt. For this reason among others, an MA in linguistics would attract a new cohort of A&S graduate school applicants while allowing existing graduate students within the English department to further develop their knowledge and profile. These graduate students, in turn, would introduce undergraduates to the power of linguistic inquiry, thereby enhancing a major whose numbers are already quite impressive and who take the majority of their classes within the English Department. Again, we happen to be blessed with extraordinary riches in our current faculty (endowed chair Greg Stump, Chairperson Andrew Hippisley, recently tenured professor Rusty Barrett -- with a book out any day from Oxford UP among other accomplishments -- and two lecturers whose profiles are indistinguishable from those of tenure-bound assistant professors). At a relatively modest cost to the college, this is an MA whose time has come.

Thank you for soliciting my views on how these graduate programs would enhance the English Department. What follows are comments from our DGS and DUS.

Virginia Blum, Director of Graduate Studies:

As the DGS, I am very enthusiastic about an MFA in Creative Writing and an MA in Linguistics. Because the English department has a number of nationally prominent creative writers, the DGS is often queried about an MFA by prospective graduate students. It's clear that this would be a highly popular degree and likely to achieve national recognition in the near future. As for an MA in Linguistics, English already has in place a linguistics "track" at the MA level. Because the English department houses internationally prominent linguists, some MA and PhD candidates specifically choose the University of Kentucky in order to combine their literary scholarship with their interest in linguistics. Indeed, two of our current most promising PhD candidates have worked closely with the English department's linguists and have included them on their advisory committees as they pursue highly original interdisciplinary projects. In my opinion, an MA in linguistics would further consolidate such ties between literature and linguistics.

Matthew Giancarlo, Director of Undergraduate Studies

Speaking from the DUS's position, my expectation is that both of the proposed Masters' programs will have very positive effects on undergraduate education. These benefits will be directly related to the UG curriculum. We are introducing two new courses related to Creative Writing and Linguistics as important parts of our curriculum reform. ENG 107 will be a large UK Core class offering credit for Arts & Creativity. Having an MFA program at UK will provide a high-quality pool of graduate instructors who can be teaching assistants for this course. Similarly we hope to introduce a new gateway course for the English major at the 200-level, tentatively titled "Introduction to the English Language." This will be taught by faculty and graduate students. Having M.A. students in Linguistics will also provide a pool of qualified graduate instructors for this course. So adding these specific Masters programs will be coordinated with our future teaching needs, and it will improve our teaching quality. This, in turn, will improve our chances of attracting and retaining majors. I would also hope that by providing these Masters' opportunities we might be able to attract and retain some of our best undergraduate students for further work at UK. That would be a real benefit for our students as well.

Please let me know if I can be of any further help. In case you need to reach me when I am away from email, my cell is (434) 466-1331.

All best,

Marion

Marion Rust
Interim Chair

Yes, I approve this CIP.

Jeannine Blackwell
Dean of the Graduate School
Associate Provost for Academic Administration
University of Kentucky
102 Gillis Building
Lexington, KY 40506-0033
blackwell@uky.edu

-----Original Message-----

From: Hippisley, Andrew R
Sent: Tuesday, March 22, 2011 4:29 PM
To: Blackwell, Jeannine
Cc: Nikou, Roshan
Subject: New degree in linguistics

Dear Professor Blackwell,

I am writing to request classification of a new MA degree in linguistics to run out of the College of Arts & Sciences, 'MA in Linguistics Theory & Typology'. I would like to ask for your approval to have designated to the new program CIP 16.0102

*

Title: Linguistics.

Definition: A program that focuses on language, language development, and relationships among languages and language groups from a humanistic and/or scientific perspective. Includes instruction in subjects such as psycholinguistics, behavioral linguistics, language acquisition, sociolinguistics, mathematical and computational linguistics, grammatical theory and theoretical linguistics, philosophical linguistics, philology and historical linguistics, comparative linguistics, phonetics, phonemics, dialectology, semantics, functional grammar and linguistics, language typology, lexicography, morphology and syntax, orthography, stylistics, structuralism, rhetoric, and applications to artificial intelligence.

The executive summary of the proposal follows, and I would be happy to send you the fuller rationale.

Master of Arts in Linguistic Theory & Typology (MALTT)
Executive summary

The College of Arts & Sciences at the University of Kentucky proposes a new masters degree in linguistic theory and typology to address an educational need in the Commonwealth of Kentucky and in the Southeast more broadly. A & S is well equipped to satisfy this need with an internationally recognized faculty who have an excellent track record in linguistics teaching and course design at the undergraduate level. Students in the proposed program will benefit from instruction by faculty with international reputations, and be positioned to enter a global,

information based market place that demands the skills that an MA in Linguistics provides. They will also be well equipped to enter the best doctoral programs in linguistics study in the US and abroad.

Regards,
Andrew Hippisley

Dr Andrew Hippisley
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March 1, 2012

Hollie Swanson
University Senate
203 Main Building
Lexington, KY 40506-0032

Dear Dr. Swanson:

I am pleased to indicate my **approval of the Linguistics Masters Program proposal**. The enclosed proposal has been carefully vetted by the College's Educational Policy Committee in close consultation with the Dean's Office. It is the result of broad reflection and much discussion. The College has sufficient resources in place to fully support the proposed program, and is, moreover, committed to fostering their growth over time. These are well-established degrees at our benchmark institutions, and their establishment at UK would be a worthy achievement.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Lawrence Kornbluh". The signature is written in a cursive style and is positioned to the right of the typed name.

Mark Lawrence Kornbluh
Dean

MLK:aml

cc: Anna Bosch, Associate Dean for Undergraduate Programs
Mike Bardo, Acting Associate Dean for Research and Graduate Programs
Ted Schatzki, Associate Dean for Faculty
Jeffery Clymer, Chairperson, Department of English

Brothers, Sheila C

From: Farrell III, Herman D
Sent: Monday, April 23, 2012 12:13 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; Collins, Lisa P; Bastin, Sandra P
Subject: RE: New Cmte Item (SAOSC)_Proposed Name Change to Dept of Nutrition and Food Science

Dear Sheila:

The SAOSC convened this morning and voted 5-0 (with one abstention) to endorse the proposal to change the name of the Department of Nutrition and Food Sciences to the Department of Dietetics and Human Nutrition. James Geddes, a member of the SAOSC, acted as facilitator for this proposal.

Thank you.

Herman Farrell, SAOSC Chair

From: Brothers, Sheila C
Sent: Friday, March 09, 2012 10:35 AM
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; Collins, Lisa P; Bastin, Sandra P
Subject: New Cmte Item (SAOSC)_Proposed Name Change to Dept of Nutrition and Food Science

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 Department of Nutrition and Food Sciences to the Department of Dietetics and Human Nutrition. 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

Sandra Bastin is your contact for this proposal.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, April 2, and by the Senate on Monday, April 9. Therefore, I'll need the determination of your committee no later than Tuesday, March 27. 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
 203F Main Building, -0032
 Phone (859) 257-5872
<http://www.uky.edu/faculty/senate>



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MEMORANDUM

TO: Hollie Swanson
 Senate Council Chair

FROM: Scott Smith *M. Scott Smith*

DATE: November 7, 2011

RE: Departmental Name and Course Prefix Change
 in the School of Human Environmental Sciences:
 From Department of Nutrition & Food Science (NFS) to
 Department of Dietetics & Human Nutrition (DHN)

A name and course prefix change for the Department of Nutrition & Food Science in the College of Agriculture has been approved by vote by the following faculty bodies:

- Department of NFS faculty: October 14, 2011 unanimous approval
- COA Ag Faculty Council: October 19, 2011 unanimous approval
- COA Chairs: October 21, 2011 unanimous approval
- School of Human Environmental Sciences Faculty: October 2011, 32-1 in favor
- COA Graduate Curriculum Committee: October 26, 2011 unanimous approval

COA Undergraduate Curriculum Committee: October 28, 2011 unanimous approval

The associate deans and I also fully support the change to DHN (note there is no plan at this time to change the names of any certificate or degree programs).

The name and prefix change reflects better that the department offers two undergraduate degrees: Human Nutrition, which is a pre-professional preparatory program, and Dietetics. The department also offers a master's degree in Hospitality and Dietetics Administration. Additionally, the department offers a Dietetic Internship and a Coordinated Program, which are professional programs leading to becoming a Registered Dietitian. These are accredited by the Commission on Accreditation for

Dietetics Education (CADE). CADE is the accrediting body of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association).

To summarize the department's programs:

- Two bachelor's degrees and one master's degree awarded under the one CIP code – 19.0501 (BS in Human Nutrition – major –Human Nutrition (HUNU major code – BSHN degree code and BS in Dietetics – major-Nutrition & Food Science: Dietetics (NFSC major code – BSD degree code)
- An MS – with major in Home Economics-Hospitality & Dietetics Administration (HEHD major code - MS degree code).
- There is also a certification only code at the graduate level -CERTE-GS– for those students who enter UK at the post-baccalaureate graduate level to go into the Dietetics Internship program and are not continuing in the master's program.

Although food science is a part of the curriculum for all programs in the department, it is not the main emphasis, nor is it why students choose these majors. The department wants to make a clear distinction between dietetics and human nutrition and the Department of Animal & Food Science's Food Science program. As a result, the department wishes to align their name and course prefixes more closely with the Academy of Nutrition and Dietetics and to better reflect the dietetic and human nutrition degree awarding capability.

Supporting documents regarding the departmental vote and other college votes are attached.

Thank you.

Attachments

Addendum: Department of Nutrition and Food Science Course Prefix Change
from Nutrition and Food Science (NFS) to Dietetics and Human Nutrition (DHN)

Current Prefix New Prefix

NFS 101		DHN 101
NFS 212		DHN212
NFS 241		DHN 241
NFS 301		DHN 301
NFS 302		DHN 302
NFS 304		DHN 304
NFS 311		DHN 311
NFS 312		DHN 312
NFS 315		DHN 315
NFS 340		DHN 340
NFS 342		DHN 342
NFS 346		DHN 346
NFS 403		DHN 403
NFS 408G		DHN 408G
NFS 474		DHN 474
NFS 475		DHN 475
NFS 480		DHN 480
NFS 510		DHN 510
NFS 512		DHN 512
NFS 514		DHN 514
NFS 515		DHN 515
NFS 516		DHN 516
NFS 517		DHN 517
NFS 518		DHN 518
NFS 591		DHN 591
NFS 603		DHN 603
NFS 607		DHN 607
NFS 610		DHN 610
NFS 620		DHN 620
NFS 630		DHN 630
NFS 640		DHN 640
NFS 646		DHN 646
NFS 648		DHN 648
NFS 690		DHN 690
NFS 694		DHN 694
NFS 704		DHN 704
NFS 748		DHN 748
NFS 768		DHN 768
NFS 770		DHN 770
NFS 772		DHN 772
NFS 781		DHN 781
NFS 782		DHN 782
NFS 784		DHN 784
NFS 790		DHN 790
NFS 800		DHN 800
NFS 808		DHN 808
NFS 810		DHN 810
NFS 812		DHN 812
NFS 814		DHN 814
NFS 816		DHN 816

October 14, 2011

Dr. Grabau,

In light of the name change for the American Dietetic Association, to the Academy of Nutrition and Dietetics, the NFS faculty voted unanimously to revisit the previously forwarded name change. As a faculty, we would like to forward the **Department of Dietetics and Human Nutrition** as our new name and new course prefix. **The vote was 10-0 in favor.** Please let me know how to proceed.

Joyfully,
Sandra
Sandra Bastin, PhD, RD, LD
Department Interim Chair
Extension Professor
Nutrition and Food Science
203A Funkhouser
University of Kentucky
Lexington, Kentucky 40506-0054
859-257-3800 (office)
859-257-3707 (fax)

October 19, 2011

Lisa,

I have heard from everyone and everyone agreed on the name change.

Thanks

Brian Lee, chair
Ag Faculty Council

Brian D. Lee, Ph.D.
Department of Landscape Architecture
College of Agriculture
University of Kentucky
S305 Agriculture Science Building
1100 Nicholasville Road
Lexington, Kentucky 40546-0091
(859) 257-7205
blee@uky.edu
<http://www.uky.edu/Ag/LA/KLEAR/KLEAR.htm>

October 21, 2011

Lisa,

The College of Ag Department Chairs unanimously support the name change to Dietetics and Human Nutrition.

John Obrycki

Sent: Monday, October 17, 2011 3:21 PM
To: COA-CHAIRSDIR-L@LSV.UKY.EDU
Subject: Vote on departmental name change

Department Chairs,

The faculty in the Department of Nutrition and Food Science have voted unanimously to change the name of their Department and course prefix to the Department of Dietetics and Human Nutrition.

As part of the review process within the College of Agriculture, Department chairs are asked to vote on departmental name changes.

October 26, 2011

Graduate Curriculum Committee—the votes are in from our e-meeting—unanimously in favor of both the series of FAM course changes and the departmental name change for NFS. Thanks for your prompt responses.

Larry J. Grabau

Associate Dean for Instruction

Office of Academic Programs

College of Agriculture

University of Kentucky

N6 Ag Sci N

Lexington, KY 40546-0091

E-mail: Larry.Grabau@uky.edu

Phone: 859-257-3469

FAX: 859-257-5212

Web: www.ca.uky.edu/students

October 28, 2011

Dean Smith

The School of Human Environmental Sciences recently voted to support the name change for the Department of Nutrition and Food Science. The proposed name, Department of Dietetics and Human Nutrition was supported by 32 members of the School. One person opposed the name change.

Let me know if you need additional documentation.

Ann Vail

Ann Vail, Ph.D
Director, School of Human Environmental Sciences University of Kentucky

Sent from my iPad

October 28, 2011

Lisa--the Undergraduate Curriculum Committee voted unanimously in favor of the department name change this morning.

With respect, Larry Grabau
Associate Dean for Instruction

Office of Academic Programs

College of Agriculture

University of Kentucky

N6 Ag Sci N

Lexington, KY 40546-0091

E-mail: Larry.Grabau@uky.edu

Phone: 859-257-3469

FAX: 859-257-5212

Web: www.ca.uky.edu/students

Associate Deans:

Dr. Larry Grabau, associate dean for instruction, October 17, Yes

Dr. Nancy Cox, associate dean for research, October 17, Yes

Dr. Jimmy Henning, associate dean for extension, October 18, Yes

Brothers, Sheila C

From: Farrell III, Herman D
Sent: Monday, April 23, 2012 12:20 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; Withers, Benjamin C
Subject: RE: New Cmte Item (SAOSC)_Proposal to Change Name of Department of Art

Dear Sheila:

The SAOSC convened this morning and voted 5-0 (with one abstention) to endorse the proposal of the change of name and educational unit classification of the Department of Art to the School of Art and Visual Studies. Michael Kilgore, a member of the SAOSC, acted as facilitator of this proposal.

Thank you.

Herman Farrell, Chair, SAOSC

From: Brothers, Sheila C
Sent: Thursday, March 29, 2012 4:46 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; Withers, Benjamin C
Subject: New Cmte Item (SAOSC)_Proposal to Change Name of Department of Art

Good afternoon, Herman. There is a new item ready for review by the Senate's Academic Organization and Structure Committee (SAOSC), that of a change to the name of the Department of Art in the College of Fine Arts. 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

Ben Withers is your contact for this proposal.

This is tentatively scheduled to be reviewed by the Senate Council on April 16, and by the Senate on Monday, May 7. Therefore, I'll need the determination of your committee no later than Tuesday, April 10. 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>



Department of Art

207 Fine Arts Building
Lexington, KY 40506-0022

859 257-8151
fax 859 257-3042

www.uky.edu

February 23, 2012

Dean Michael Tick
College of Fine Arts
University of Kentucky
201 Fine Arts

Dear Dean Tick:

Faculty members in the Department of Art voted unanimously on January 13, 2012 to change the name of our academic unit to the **School of Art and Visual Studies**. I provide with this letter a formal proposal that outlines the rationale of the faculty's decision and discussion of the academic and non-academic merits of the proposed name change. We ask that you consider our proposal and request your assistance in obtaining official recognition of the name change.

Sincerely,

A handwritten signature in cursive script that reads 'Benjamin C. Withers'.

Benjamin C. Withers
Professor and Chair
Department of Art

Proposal to Change the Name
of
The Department of Art
to
The School of Art and Visual Studies

Rationale:

Formed and named in 1918, The Department of Art's mission has long been centered on the academic instruction in the skills of art production and on providing cultural programming for the campus and surrounding community. From the perspective of the faculty, the words "department" and the sole emphasis on "art" no longer adequately describe the mission, scope, and goals of our academic unit. The diversity, size, and the continued potential for growth in the visual arts programs at University of Kentucky are better represented by the name **School of Art and Visual Studies (SAVS)**. The merits of the change of name are explained through a discussion of academic and non-academic considerations, below:

Academic merits:

The Department of Art currently houses seven different undergraduate and graduate degrees in fields as varied as professional teacher-training (BA and MA in Art Education), pre-professional and professional studio practice (BFA and MFA in Art Studio) and traditional liberal arts (BA in Art Studio and BA and MA in Art History). The array of curricular programs offered by the Department presents a significant expansion from the single BA in Art offered at its founding in 1918. The growth in areas of specialization, over time, has been steady but sure with BA in Art Education added in 1958, the MFA in 1970, and the BFA in 1978. The number of Art majors substantially increased in the late 1990's and early 2000's and recently, the Department has greatly expanded both the number of non-major students it serves and its curricular offerings via courses designed for the Creativity requirements of the UK Core. These various periods of growth have resulted in an academic unit which combines a focus on traditional media and scholarly approaches with contemporary disciplines such as digital media, performance art, and visual studies.

In terms of size, the Department of Art has grown from 21 FT faculty to 33 FT faculty in the last eight years, and supports the largest undergraduate population in the College of Fine Arts. On the graduate level, Art offers the only terminal graduate degree in Art Studio (the MFA) and the only MA in Art Education in the Commonwealth. A major component of the Department's mission includes outreach and community engagements, manifested in an active visiting artist program, exhibitions organized by the Tuska Center for Contemporary Art, student exhibitions in the Barnhart Gallery, and many community partnerships with regional arts organizations.

Looking at UK's benchmark institutions, we find that the overwhelming majority of our peers do not use the term "department" to describe programs of our size and scope. In nine of the nineteen benchmarks, our programmatic areas are actually organized as

separate departments, separating Art History from Art Studio (which often includes an art education component). Eight benchmark universities house Art History, Art Studio, and Art Education within one educational unit; of these, six identify this unit as a "School" (the remaining benchmark institution does not list an art education degree on its website).

Looking internally, we note that UK's Academic Regulations (ARs) do not offer clear distinction between a "school" and a "department." Indeed, the relevant AR treats the two quite similarly, if not identically, in terms of the organization, responsibilities, and obligations of their constituent faculties and administrators. In practice, however, the variety of academic programming (professional and liberal arts degrees, commitment to outreach, and visibility) that is housed in the Department of Art is matched by few academic units at UK. The University labels those units that are similar in diversity and scope "schools," for example the CFA's own School of Music which, in parallel to Art, offers graduate and undergraduate degrees in education, liberal arts, and performance practices. We notice as well that other units on this campus that include "school" in their titles (see list appended to this document) appear to focus on professional preparation, community engagement, and visibility as part of what distinguishes their mission and goals.

The name that we have chosen, **School of Art and Visual Studies**, better reflects the practices and academic goals of the disciplines we house. While our teaching and scholarship continue to develop and explore the aesthetic and expressive dimensions of visual production (production for the global art market, traditional craft, interpretation of the "great works" of the past), it is understood that the practice of production and interpretation in the visual realm extend far beyond the tradition field of "art". The tools and insights we seek to develop have broader applications as practical tools (graphic design, for example) and cultural and historical exploration (the existence of distinct visual cultures in historically different societies and/or the use of the visual to communicate messages beyond the elite echelons, that is the "fine art," of a given culture). This is manifested in recent changes in the academic curriculum of the Department of Art, namely the addition of tracks in Museum Studies and Visual Studies in Art History as well as the changing emphasis in ways of teaching and conducting research in Art Studio.

On a broader scale, the newly formed School of Art and Visual Studies will provide a central point for the growth of interdisciplinary studies related to the visual at the University of Kentucky. Our faculty are currently working with colleagues in other colleges at UK to develop a Center for Visual Studies. This Center will provide a central gathering point for the various faculty whose research and teaching examine the importance of the visual in many different disciplines. Our faculty are also exploring the creation of a doctoral program in Visual Studies that would bring together and utilize the expertise already on our campus.

Non-Academic Merits

The formation of SAVS will not immediately impact the resources needed to run the academic unit. We will be seeking funding for a new position of Associate Director, with

appropriate compensation and teaching reduction of one course per semester. The position of Associate Director will be given responsibilities for internal administrative matters (scheduling of classes, program assessment, student advising, and the like). The Director's duties will be oriented toward external relations, development, fundraising, and capital improvements. In this, the administrative structure of the new school is modeled after that in the School of Music.

Procedure:

This issue has been discussed by the faculty of each of the three areas and by the entire faculty in two separate Departmental meetings. On January 13, 2012 the motion was brought before the entire full-time faculty according to our Departmental by-laws and passed unanimously. Complete minutes of these minutes are available upon request.

Comparison with the 19 UK Benchmarks:

Nine institutions separate art history and art studio/art education into "departments":
University Michigan, Texas A&M, University of Maryland at College Park, University of Minnesota, UW-Madison, North Carolina State, Ohio State University, Penn State University, UCLA

Six institutions combine art history, art studio, and art education into a "school":
University of Florida, University of Georgia, University of Illinois, University of Iowa, University of Arizona, University of Washington

Two institutions with a single "department" that combine art history, art studio, and art education: Purdue, Michigan State

Institution with a Department of Art History and Art Studio:

University of Virginia (no art education)

Schools at the University of Kentucky

School of Music (College of Fine Arts)

School of Journalism and Telecommunications (College of Communication and Information Studies)

School of Library and Information Sciences (College of Communication and Information Studies)

Patterson School of Diplomacy (Graduate School)

Martin School of Public Policy (Graduate School)

School of Architecture (College of Design)

School of Interior Design (College of Design)

School of Human Environmental Sciences (College of Agriculture)

Brothers, Sheila C

From: Farrell III, Herman D
Sent: Monday, April 23, 2012 12:26 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; Adolph, Patricia A; O'Hair, Mary J; Collins, Belva
Subject: RE: New Cmte Item (SAOSC)_Proposed Name Change for Dept of Special Ed & Rehab Cnslg
Attachments: EDSRC Name change memo(1).docx

Dear Sheila,

The SAOSC convened this morning and voted 6-0 to endorse the proposal to change the name of the Department of Special Education and Rehabilitation Counseling to the Department of Early Childhood, Special Education, and Rehabilitation Counseling. Susan Effgen, a member of the SAOSC, acted as facilitator of the proposal. In addition to the proposal, the committee considered the attached document (responses to guidelines/questions) in its deliberations. It should be included in the submission to the Senate Council.

Thank you.

Herman

From: Brothers, Sheila C
Sent: Wednesday, April 11, 2012 3:56 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; Adolph, Patricia A; O'Hair, Mary J; Collins, Belva
Subject: New Cmte Item (SAOSC)_Proposed Name Change for Dept of Special Ed & Rehab Cnslg

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 Department of Special Education and Rehabilitation Counseling, within the College of Education. 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

Belva Collins (dept chair) is your contact for this proposal.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, April 30, and by the Senate on Monday, May 7. Therefore, I'll need the determination of your committee no later than Thursday, April 26.

As you know, mid-March is the cutoff for proposals to go to cmte. If you are able to review this during your next meeting, that would be wonderful. However, if there are questions or concerns that cannot be quickly resolved, this proposal will wait and be reviewed by the SAOSC in the fall.

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



College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

March 23, 2012

Ms. Sheila Brothers
Administrative Support Associate
Board of Trustees
203E Main Building

Dear Ms. Brothers:

Please find enclosed a department name change request from the Department of Special Education and Rehabilitation Counseling. They wish to change their name to the *Department of Early Childhood, Special Education, and Rehabilitation Counseling*. Making this change will not affect their current abbreviation. It will remain EDSRC. Also, this name change will not affect any of the program prefixes currently used for course offerings, names of degrees or majors within the department. Changing their name will promote clarity for each of the three distinct programs which will also be reflected in their transcripts when our students graduate and look for employment. It is our desire that this request can be processed fairly quickly. The enclosed letter explains in detail the rationale for making this request.

I support this request and recommend that the new name, *Department of Early Childhood, Special Education, and Rehabilitation Counseling*, be adopted.

Sincerely,

A handwritten signature in cursive script that reads 'MJ O'Hair'.

Mary John O'Hair
Dean and Professor

Enclosure: Request for Department Name Change

CC: Dr. Belva Collins, Chair, EDSRC
Rosemary Waters, Budget Officer



Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001

859 257-4713
fax 859 257-1325
www.uky.edu

MEMORANDUM

TO: Mary John O'Hair, Dean,
College of Education

FROM: Belva Collins, Chair, *BC*
Department of Special Education and
Rehabilitation Counseling

TOPIC: Request for Department Name Change

DATE: November 4, 2011

This memo is to request that the name of our department be changed from "Department of Special Education and Rehabilitation Counseling" to "Department of Early Childhood, Special Education, and Rehabilitation Counseling." Making this change will not affect the EDSRC abbreviation currently used for the department or the prefixes of IEC (Interdisciplinary Early Childhood), EDS (Special Education), or RC (Rehabilitation Counseling) currently used for courses offered across these three programs. Nor will it negatively affect the names of degrees or majors within the department.

There are several reasons for this request. First, the EDSRC has three distinct programs, and the title reflects each of them. Students completing the early childhood program often complain that the current department name does not reflect their major, making their terminal degree difficult to explain to employers and difficult to locate when searching UK's website for information. Second, the order of the courses reflects the lifespan that is addressed in our department, from birth through adulthood, in chronological order. Third, the EDSRC currently has a Ph.D. program with a doctorate in Special Education; paperwork is being completed to add an option in Rehabilitation Counseling. When that is completed, paperwork will be submitted to add an option in Early Childhood. The new department name will better reflect the three Ph.D. options.

To select the new name, I appointed a committee of faculty members representing each of the EDSRC programs to brainstorm a number of possible department names. They presented these to our faculty prior to our November meeting. At the faculty meeting held on November 1, 2011, the EDSRC faculty voted unanimously to recommend the proposed department name. While shorter names were considered, the faculty decided that the proposed name is most representative of the diversity of programs within our department.

If you have any questions, please feel free to contact me at bcoll01@uky.edu or 859-257-8591. Thank you for your consideration.

[snippet from SC minutes April 2, 2012]

iii. Proposed Restructuring of the School of Management in the Gatton College of Business and Economics Farrell said that the SAOSC moved two motions at their meeting earlier in the day. He explained that the SAOSC **moved** to disapprove the proposed restructuring of the School of Management, within the Gatton College of Business and Economics, based on its academic merits. The SAOSC then **moved** to not endorse the proposed restructuring of the School of Management, within the Gatton College of Business and Economics, based on its non-academic merits, including but not limited to the method in which faculty were polled throughout the restructuring process and the inability of faculty to choose a home academic unit. Farrell said he intended to first give an explanation of the SAOSC's review process and timeline. He read from the minutes of the SAOSC's open hearing on Friday, March 30.

- The proposal was first sent to the SAOSC on December 5.
- Farrell, Hollie Swanson (SC chair), Lee Blonder (SC chair-elect), interim Senior Associate Dean Ken Troske (BE) and former interim Dean Merl Hackbart (BE) on January 30.
- Troske and Hackbart attended a meeting of the SAOSC on February 6 when a variety of questions were asked.
- SAOSC members asked additional follow-up questions that were forwarded to Troske and Hackbart on February 9. Troske responded with answers on February 21.
- Farrell and the SAOSC met with Swanson and Blonder on March, regarding how to proceed.
- At the suggestions of Blonder and Swanson, Farrell and the SAOSC invited faculty from the Gatton College to speak with the SAOSC on March 10.
- SAOSC members had additional questions, which were emailed on March 10 and 15, and answered on March 22.
- The need for an open hearing became apparent and appropriate plans were made to hold the hearing.

Farrell then explained that, with respect to reviewing the proposal to restructure the School of Management (SOM) within the Gatton College of Business and Economics (Gatton College), the SAOSC looked at the issues outlined in *Senate Rules 3.3.2.1.B.a-i.*, pertaining to the procedures governing consolidation, transfer, discontinuation, or significant reduction of an academic program or educational unit.

a. The centrality of each 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;

The SAOSC did not deem this issue (a) to be relevant to the restructuring.

b. The academic strength, productivity and quality of the academic program or unit, and of its faculty;

The SAOSC deemed this issue (b) to be relevant to the restructuring.

c. The importance of the program or unit to the state or region in terms of its cultural, historic, political, economic, or other social resources;

The SAOSC did not deem this issue (c) to be relevant to the restructuring.

d. The importance of the program or unit to the state or region in terms of its geologic, geographic, environmental, or other natural resources;

The SAOSC did not deem this issue (d) to be relevant to the restructuring.

e. The relationship of the academic program or unit and the work done therein to some essential program or function performed at this institution;

The SAOSC did not deem this issue (e) to be relevant to the restructuring.

Other considerations may include:

f. The current student demand and projected enrollment in the subject matter taught in the program or unit;

The SAOSC reviewed material pertaining to this issue (f) and found it to be relevant.

g. The current and predicted comparative cost analysis/effectiveness of the program or unit;

The SAOSC reviewed what little information was available regarding this issue (g), which was believed to be relevant to the restructuring.

h. The duplication of work performed in the academic program or unit by work done in other programs or departments at other public institutions of higher education elsewhere within the Commonwealth of Kentucky;

The SAOSC did not deem this issue (h) to be relevant to the restructuring.

i. Such other factors as the committee deems pertinent.

The SAOSC did find a couple of areas under this issue (i) to be relevant to the restructuring. The SAOSC was concerned about the governance involved in the approval process and what information was available to faculty and when. In addition, the SAOSC thought that using the report by the Pappas Consulting Group, Inc., was not sufficient justification for doing away with the Decision Science and Information Systems area although the other areas in the SOM became departments; the Pappas report suggested raising all areas to the level of department, even though it was noted that the Gatton College had no plans to change the School of Accountancy to a department.

Another area of concern for the SAOSC was the characterization of a key vote in April 2011 by some faculty on the issue of restructuring from four areas within the SOM to some other structure. The end result was that of 42 eligible voters, 27 faculty voted. Of those 27, 13 were in favor of restructuring into three departments, seven voting to reorganize into four departments, and five voting to keep the existing structure that would retain four areas in the SOM and leave the DSIS area intact. The SAOSC concluded that the 13 votes in favor of restructuring into two departments was not a majority, but rather a plurality.

The SAOSC asked for information about why the dissenters voted the way they did and was told that information was not available and the vote did not include any discussion. The SAOSC subsequently received a document from the former head of the DSIS area who had chronicled the vote and indicated the opinions for and against the different proposal. This discrepancy was problematic for the SAOSC.

Guest and Dean of the Gatton College David Blackwell added that the Gatton College had and continues to offer two doctoral programs – a PhD in Business Administration and a PhD in Economics. McCormick asked if there was a doctoral concentration in DSIS and Dean Blackwell confirmed that. Debski commented that the Gatton College's website indicates the specific concentration of DSIS.

Farrell continued. He said there were discussions with DSIS faculty about where they would be transferred. After looking through substantial documentation, the SAOSC felt that the DSIS faculty wanted to move together to the Department of Management or to another new department, as a whole. The new appointments were announced via email on August 18. Multiple DSIS faculty have expressed dissatisfaction with their new placements and movement away from their academic interests. The SAOSC heard that the low voter turnout in October had to do with some faculty feeling the restructuring was a fait accompli or "done deal." There was a unanimous vote by the Gatton College faculty in October, which does show that the will of the majority had spoken. The SAOSC was concerned, however, with characterizations that the vote and restructuring was widely agreed upon, when they were not; and that information about dissent was not made known to the SAOSC when the SAOSC asked for it.

Farrell explained that the SAOSC looked at the impact of the change on the DSIS faculty members. The SAOSC generally felt that some restructuring that took the SOM's four areas to some number of departments was not problematic – a review of similar units' structure at UK's benchmarks show a wide variety of different structures. However, very few, if any of those benchmarks, do not have a DSIS unit.

The SAOSC was not sure if the proposal to restructure took into consideration the achievements of the DSIS faculty – the Gatton College's website lists a substantial series of publications and achievements by the DSIS faculty.

Farrell said that he had no further comments to offer, but was happy to answer questions. He asked Debski, a member of the SAOSC, to weigh in with her recollections. Debski commented that Farrell had done an excellent job throughout the review process and gave an excellent summary. Debski said she wanted to reiterate the SAOSC's concern over the discrepancies observed during the review process, including the characterization that the vote on structure was "overwhelmingly" supported by SOM faculty when it was not; that faculty were given a

choice as to where to go, although only some faculty members' choices were not respected; that faculty may or may not have known what exactly they were voting for and the consequences of the vote; and the statement that the justification for going from four areas to three departments was in the Pappas report, when the Pappas report suggested departments for each of the four areas.

Provost's Liaison Greissman commented that the proposal to restructure had three parts: 1. The proposed restructuring 2. The transfer of four undergraduate degree programs to the new departmental structure; and 3. The suspension of admissions into the BBA in Analytics (formerly DSIS). The Chair noted the suspension had already received SC approval earlier, and the program transfers were not being considered, yet.

Greissman respectfully asserted that the first motion from the SAOSC, to "not approve" the proposed restructuring of the SOM was not legitimate and that the Senate only had endorsement authority on the administrative restructuring. The Chair replied that she respectfully disagreed – she believed there was quite a bit of academic relevance to the restructuring. Farrell concurred with the Chair, saying that the SAOSC followed the *Senate Rules (SR)* with regard to their review of the structural changes, including the academic impact and impact on faculty, as well as used the statement in the *SR* that the committee should review other factors it deems relevant. The SAOSC "divided" the restructuring proposal into academic and non-academic considerations, and included a review the governance involved with the restructuring. Farrell said he disagreed with the characterization that the proposal was not before the SAOSC for approval (as opposed to endorsement).

Guest Davy Jones, chair of the Senate's Rules and Elections Committee, said that the Senate has purview over the academic merit and academic content, but the Senate only plays an advisory role in issues that pertain to infrastructural resources and reporting. The academic merit component of reorganizations is not the same as the academic merit of degree programs. Jones said there was only one vote that should be taken, to endorse or not endorse. Farrell replied that the proposal to restructure appeared to have a direct effect on the BBA in Decision Science and Information Systems (DSIS), as well as the PhD in Business Administration with a DSIS emphasis, resulting in a significant reduction of those two academic programs. Therefore, the review included academic considerations.

Grossman asked if the Senate had approval authority over moving of one faculty line to another unit, or changes in ownership in degree programs. Jones replied that both were actions on which the Senate offered an advisory vote only. Grossman opined that the proposal to restructure could not be separated from the proposed ownership changes for the degree programs.

Grossman **moved** that, given the difficulties in the process outlined by Farrell, the motions from Farrell be tabled until the Gatton College can address some of the concerns that the SAOSC has raised, maybe through new votes or reconsideration of how many departments into which the School of Management will be divided. Wasilkowski **seconded**.

Guest and Gatton College Dean David Blackwell offered comments in support of the proposal to restructure. He said that the process undertaken for restructuring was extraordinarily open, inclusive and transparent. He said the Pappas report made the right recommendations

restructuring. He said there were some other universities that had restructured DSIS faculty into other departments. He added that DSIS was not really a discipline and faculty in that general area could fall into any number of different disciplines. Dean Blackwell added that seven of nine faculty found their new department to be agreeable and that basically two faculty out of 85 were attempting to drive an administrative decision.

In response to a question from the Chair, guest and Senior Associate Dean Merl Hackbart explained that students were not being admitted into the DSIS area of the PhD in Business Administration because there was only space for one student. He noted that the Marketing area also periodically restricted admissions into the Marketing area of the PhD in Business Administration.

Debski opined that the suspension of admissions into the BBA in DSIS and suspension of admission into the DSIS area of the PhD in Business Administration were part of the SAOSC's concern that the restructuring was clearly having an academic impact on DSIS faculty. Dean Blackwell said that those actions would have been taken anyway.

Seeing that the time was past 5 o'clock, Grossman **called the question**. Wasilkowski **seconded**.

Farrell noted that the motion to table would delay final actions associated with the restructuring of the SOM; he said that he had been urged by the Chair to move as quickly as possible so the proposal could be reviewed by the Senate on April 9. The Chair commented that her request for speed was driven by other people's urging, not her own. Grossman commented that the Gatton College could take as little or as long as it wanted. Hackbart commented that with a vote of 13 in favor, asked if it was necessary to go through the whole process again. McCormick commented that 13 votes were only 33% of eligible voters; she wondered if that issue was something that Dean Blackwell would want to look at. Brion commented that the Pappas report stated that shared governance in Gatton College was not working well.

After the last of the discussion, a **vote** was taken on the **motion** that, given the difficulties in the process outlined by Farrell, the motions from the SAOSC be tabled until the Gatton College can address some of the concerns that the SAOSC has raised, maybe through new votes or reconsideration of how many departments into which the School of Management will be divided. The motion **passed** with four in favor and three opposed.



Gatton

COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY

MEMORANDUM

TO: Provost Kumble Subbaswamy
Professor Hollie Swanson, Chair University Senate

FROM: Interim Dean Merl Hackbart 

Interim Senior Associate Dean Kenneth Troske 

DATE: December 5, 2011

RE: Restructuring and Departmentalization of Gatton College's School of Management

After considerable deliberation and discussion, the faculties of Gatton College's School of Management, Interim Dean Hackbart, Provost Subbaswamy and Gatton College's faculty have concluded that the School's programs, majors and faculty would strongly benefit from the restructuring of the School of Management into three departments. The decision was also based on the belief that the goals and regional and national stature of the academic disciplines currently housed within the School would benefit from the departmentalization of the School. This memo summarizes the background and justification for the restructuring of the School as well as a recap of the process followed in arriving at the School and College's decisions to restructure. Please consider this memo a request for University Senate and University approval of the restructuring of the School of Management.

Background: In 2010, Provost Subbaswamy contracted with the Pappas Group consulting firm to study the structure and functioning of the Gatton College to suggest organizational or operational changes that would enhance the College's ability to meet its full potential and mission. One of the major recommendations from their August 2010 report was that the College consider reorganizing the School of Management (SOM) into smaller more cohesive academic units. This recommendation was consistent with SOM faculty perceptions that the SOM was too large and diverse in terms of background and academic focus and that the School lacked effective faculty governance and a sense of direction. As such, the School faculty had developed apathy and a sense of indifference regarding the future of the SOM. Given the report's

recommendation, and the faculty perceptions that the SOM had become a dysfunctional academic unit, the SOM faculty held a meeting in November 2010 to discuss the Pappas Group recommendation and their views of the School and its future. Following that discussion, the SOM faculty voted to consider alternative organizational structures for the SOM so as to enhance its programs and the opportunity to establish academic units with a stronger sense of purpose, enhanced academic governance, and an invigorated vision for the future.

A faculty committee was formed and charged with developing a set of alternative organizational structures based on an analysis of the structures of our benchmark colleges and schools. This committee developed several options and forwarded the options to the Provost in February 2011 for his review and consideration. As is required by University Regulations, the faculty of the SOM were asked to discuss the merits of each option and express their preference in a vote, which was conducted in April 2011. The results of this vote indicated that the SOM faculty preferred dividing the SOM into three departments. Based on this vote, the Provost requested that Interim Dean Hackbart begin the process of re-organizing the SOM into three separate academic units.

Working with Interim Dean Hackbart, Interim Associate Dean Steve Skinner solicited input from faculty in the SOM regarding the tentative names and focus of the three new departments. They also solicited input regarding the alignment of the SOM faculty members to the three academic units, principally based on discipline and departmental focus. Dean Hackbart and Associate Dean Skinner also sought input from the Gatton Faculty Council during the restructuring and faculty alignment process. Based on faculty input, along with considering student and program needs and future opportunities for development, Interim Associate Dean Skinner and Interim Dean Hackbart recommended to the Provost the creation of the three new departments: the Department of Finance and Quantitative Methods, the Department of Management, and the Department of Marketing and Supply Chain, as well as the faculty's departmental assignment. Provost Subbaswamy approved their recommendations.

Since the formal reorganization of the School of Management involves administrative and academic changes, which require SOM and College faculty endorsements and approval, respectively, the SOM and the College faculty considered and voted on three proposals associated with the SOM reorganization. The proposals were developed by the Gatton College Operating Committee and the process for dealing with both the administrative and academic issues associated with the SOM reorganization was reviewed by the Gatton Faculty Council. Since the SOM faculty originally voted to reorganize into the three departments (the administrative change), it was not necessary to have them vote again on that proposal. However, SOM faculty needed to approve the proposed assignment of the SOM degree programs to the new departments (the academic program changes—see proposal 2 below). The Gatton College faculty needed to vote on endorsing the administrative change (the reorganization of the SOM) and to approve the academic program changes (the assignment of majors to the new Departments). These meetings and votes took place, first at the SOM faculty meeting on October

28, 2011 and then at a College-wide faculty meeting on November 18, 2011. The proposals that were voted on are as follows:

VOTE ON ENDORSEMENT by the faculty on the non-academic (administrative) merits of the following proposal:

PROPOSAL 1: The disciplinary areas that comprise the School of Management be reconfigured as three separate departments - Department of Finance and Quantitative Methods, Department of Management, and the Department of Marketing and Supply Chain - and that the School of Management, as an educational unit, be abolished. The faculty employees associated with the areas of the School shall have their current faculty appointments transferred to the appropriate proposed department.

VOTE ON APPROVAL by the faculty of the educational (academic) merits of the following proposal:

PROPOSAL 2: The four areas of concentration of the undergraduate degree program in Business Administration (BBA) shall move to the appropriate proposed department: The BBA in Finance to the Department of Finance and Quantitative Methods, the BBA in Analytics to the Department of Finance and Quantitative Methods, the BBA in Management to the Department of Management, and the BBA in Marketing to the Department of Marketing and Supply Chain.

At the SOM meeting earlier this fall, the faculty voted to approval proposal 2 by a vote of 24-3. (The SOM faculty voted last spring in support proposal 1.) At the Gatton College faculty meeting the faculty were unanimous in their support of proposals 1 and 2

In a separate but related matter, the SOM faculty and the Gatton College faculty also discussed the future of one of the SOM undergraduate degree programs, the Bachelor of Business Administration in Analytics. There were significant reservations expressed in those discussions about the future viability of the BBA in Analytics. Given the significant administrative and academic changes in the College which include the relocation of the Analytics major in the Department of Finance and Quantitate Methods, the fact that the faculty teaching the major courses will be housed in all three new departments, and the fact that some Gatton faculty felt that there were questions about the material included in the new major (approved by the Board of Trustees in June, 2011) the College operating committee felt that it was a good time to study the major and its administration under the new organizational structure.

It was also noted that the Analytics major classes are the smallest in the College and the Analytics major has the fewest majors of any program in the College. The student-faculty ratio in the Gatton College is 33:1 while in the Analytics program the student-faculty ratio is 9:1. In the discussion, some faculty felt that given the significant changes in technology and analytic methods that have occurred in businesses in the past several years that now was an ideal time to

conduct a comprehensive review of the Analytics major with the intention of improving the quality and therefore the attractiveness of the program to students.

As a result, the faculties in SOM and in the Gatton College voted on a proposal (proposal 3 below) to suspend admissions into the BBA in Analytics for one academic year (2012-13). The temporary suspension will enable the Gatton College faculty to engage in comprehensive and thoughtful discussion on this matter before it admits another cohort of Analytics majors.

PROPOSAL 3: There shall be a one-year (temporary) suspension of admissions into the Bachelor of Business Administration in Analytics for the 2012-13 academic year.

The SOM faculty voted 13-11 against proposal 3, and the Gatton College faculty voted 30-11 to approve proposal 3. Interim Dean Hackbart plans on forming an ad-hoc committee consisting faculty from all academics units in the College to review the program.

As the next step in the reorganization process, we are seeking approval from the Senate Council and University Senate for proposals 1 and 2. *Given the timeliness of the issues attendant to proposal 3, we are requesting that the Senate Council approve proposal 3 on behalf of the full Senate so that we can begin planning and informing students of the temporary change.*

Thank you for your attention to this matter. Please contact either Interim Dean Hackbart or Interim Senior Associate Dean Troske if you have any question or need additional information.



Gatton
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY

MEMORANDUM

TO: Kumble Subbaswamy, Provost
Professor Hollie Swanson, Chair, University Senate Council

FROM: David Blackwell, Dean *David Blackwell*
Kenneth Troske, Senior Associate Dean *Kenneth R. Troske*

Merl Hackbart, Special Assistant to the Dean *Merl Hackbart*

DATE: April 26, 2010

RE: Restructuring and Departmentalization of Gatton College's School of Management

In order to address some of the concerns expressed by the Senate Committee on Academic Organization and Structure regarding the proposed reorganization of the School of Management, the Gatton College of Business and Economics repeated a number of steps taken previously with the goal of increasing the clarity of the process as well as to ensure that all faculty were aware of the implications of the proposed changes, particularly the academic implications.

To begin with, Dean Blackwell met with the members of the School of Management faculty to discuss the proposed changes in the School of Management and the implications of the changes. The minutes from this meeting are attached. Dean Blackwell then sent out an email to all faculty members in the School of Management again indicating the proposed changes in the School and the implications of the changes. A copy of this email is also attached. Finally, we conducted a new election in which the faculty of the School of Management chose among three proposals. A copy of the ballot is attached. In brief, the proposals were: Proposal 1, to reorganize the School of Management into three academic units; Proposal 2, to reorganize the School of Management into four academic units, Proposal 3, make no change in the School of Management. Professor Robert Ramsay, Chair of the Gatton Faculty Council, conducted the vote. Of the 42 faculty who were eligible to vote, 40 actually cast a vote. The results were: 27 votes for Proposal 1, 8 votes

(Gatton: Restructuring School of Management)

for Proposal 2, and 5 votes for Proposal 3. Given that a majority of the faculty members voted for Proposal 1, the decision was made not to hold a run-off between the top two choices.

Next, Dean Blackwell sent an email to all faculty members in the Gatton College announcing the results of the vote in the School of Management, explaining the next step in the process, and outlining the implications of the proposal. Then, the faculty members in the College were asked to vote to either endorse or not endorse the recommendation of the School of Management faculty—to reorganize the school of management into three separate academic units. A copy of the ballot is attached. Again, Professor Ramsay conducted the vote. Of the 85 faculty members in the College who were eligible to vote, 72 cast a vote. Sixty-three faculty members voted to endorse the proposal while nine voted to not endorse the proposal.

We would also like to address two other concerns expressed at the Senate Council meeting of April 2, 2012. The first concerns the assignment of faculty to the provisional departments. As we indicated in our previous memo on the College restructuring (dated December 5, 2011), when forming the provisional departments Interim Dean Hackbart and Interim Director of the School of Management (SOM), Steve Skinner solicited input from faculty members in the SOM regarding the tentative names and focus of the three new departments. They also solicited input regarding the alignment of the SOM faculty members to the three academic units, principally based on discipline and departmental focus. In addition, as is stated in the minutes of the recent School of Management faculty meeting, Dean Blackwell has indicated he is willing to consider any request from faculty members who would like to change their home department.

The second issue raised was the size of the Analytics major area relative to the rest of the majors in the College. As of April 18, 2012 there are 36 majors and 28 pre-majors in the Analytics major. No other major in the college has fewer than 250 majors or 230 pre-majors (the Economics major has students in the Gatton College and the College of Arts and Sciences). In addition, the faculty to student ratio for the Gatton College as a whole is 33:1 while for the Analytics major it is 9:1. Currently the Analytics program is substantially smaller than any other program in the College.

We hope that by following this process we have resolved the concerns expressed by the Senate Council and made it clear that the strong preference of the Gatton College faculty is to reorganize the School of Management into three separate departments. We hope the Senate Council and the University Senate will also endorse the proposal

(Gatton: Restructuring School of Management)

Brothers, Sheila C

From: Blackwell, David
Sent: Monday, April 23, 2012 10:29 PM
To: B&E Faculty
Cc: Troske, Kenneth; Skinner, Steve; Hackbart, M; Ramsay, Robert J; Greissman, Richard; Swanson, Hollie
Subject: School of Management Reorganization Vote
Attachments: SoM Reorganization Proposals (April 2012).pdf
Importance: High

Dear Colleagues:

Please see the e-mail below that was sent to the School of Management faculty on April 12. We held the referenced School of Management faculty meeting last week and concluded the vote today.

The results of the School of Management faculty vote appear below:

40 of 43 School of Management faculty members voted. Of those 40: 27 voted for Proposal 1 (3 Departments), 8 voted for proposal 2 (4 departments), and 5 voted for Proposal 3 (Retain the SOM).

The next step is for the Gatton College faculty as a whole to vote to either endorse or not endorse Proposal 1, which was the proposal selected by 62.8% of the School of Management faculty overall and 67.5% of the School of Management faculty that voted. 93% of the School of Management faculty voted on the reorganization proposals.

Soon you will receive an electronic ballot via Qualtrics that will ask you to either endorse or not endorse Proposal 1. You will have at least 24 hours to render your vote. It is very important that we have a high degree of participation so that the Senate understands the intent of the majority of the Gatton College faculty.

I realize that if you are in the School of Management, you are being asked to vote a second time. Please bear with us and see the process to its conclusion. I appreciate your diligence in continuing the process so that we can communicate the intent of our faculty to the Senate.

I would like to see 100% participation from the Gatton College. Please take the time to vote.

Regards,
 Dave

From: Blackwell, David
Sent: Thursday, April 12, 2012 3:27 PM
To: B&E FacultyDSIS; B&E FacultyFIN; B&E FacultyMGMT; B&E FacultyMKT
Cc: Troske, Kenneth; Greissman, Richard; Swanson, Hollie; Ramsay, Robert J; Hackbart, M; Skinner, Steve
Subject: Announcement of School of Management Faculty Meeting, Thursday, April 19

Date: April 12, 2012

To: School of Management Faculty

From: David W. Blackwell, Dean

Topic: Resolving University Senate Concerns Regarding the School of Management Restructuring Proposal

Colleagues, I am calling a special meeting of the School of Management (SoM) faculty to discuss the SoM reorganization proposal pending at the University Senate Council to respond to concerns of the Senate Academic

(Gatton: Restructuring School of Management)

Organization and Structure Committee (SAOSC). The meeting will take place from 12:00 to 1:00 pm on April 19 in Room 248. It is very important that you attend and participate in the meeting, your teaching schedules or prior commitments permitting.

The concerns of the SAOSC were reported to the University Senate Council by Professor Herman Farrell, Chair of the SAOSC, at the University Senate Council's meeting on Monday, April 2. Professor Farrell reported that his Committee had voted to not endorse our SoM restructuring proposal because of concerns about the clarity of the SoM's voting process which preceded the development of our proposal to restructure the SoM into three Departments. In particular, the SAOSC had concerns about whether the faculty had a clear understanding of the restructuring options presented to the faculty, the number of SoM faculty actually voting, and that only a plurality, rather than a clear majority of those voting, had indicated a preference for the three-department alternative.

After much discussion about the SAOSC's concerns at the April 2 Senate Council meeting, the proposal was tabled. The University Senate Council's action has virtually assured that the reorganization will not be considered at the May Board of Trustees meeting given some timing issues. Merl Hackbart, Ken Troske, and I have been working with the Provost's office and the University Senate leadership on a plan to address the concerns about the process so that the reorganization can be considered at the June Board of Trustees meeting.

To address the SAOSC's concerns regarding the clarity of the original SoM vote for the University Senate, we have agreed to proceed as follows:

1. We will host a SoM faculty meeting at which we explain the need for the re-vote, clarify the reorganization options, and have discussion of those options. During the meeting, minutes will be taken. We will also take roll at the meeting so that we can report how many SoM faculty attended. I have also invited Hollie Swanson, President of the University Senate, to observe the meeting.
2. Shortly following the meeting, the minutes, an outline of the proposals, and a call to vote will be distributed by e-mail to the SoM faculty. Voting on the proposed restructuring options will take place electronically. By distributing the minutes and proposals and voting electronically, we ensure that everyone has an opportunity to be heard, even if schedules make it difficult for someone to attend the meeting. Given our tight time frame for getting back to the University Senate, we will keep voting open for 24 hours.
3. If one of the three proposals receives a majority vote, we will then send that proposal to the entire Gatton College faculty for an up or down electronic vote.
4. If no proposal receives a majority vote, there will be a run-off vote of the SoM faculty on the two proposals receiving the most votes. In that event, the proposal receiving a majority vote will be sent to the entire Gatton College faculty for an up or down electronic vote. At each stage, we will keep voting open for 24 hours.
5. I have asked Bob Ramsay, Chair of the Gatton Faculty Council, to take minutes at the SoM faculty meeting and to supervise and coordinate the voting process.

In order for us to fully consider and respond to the concerns of the University Senate, it is critically important that you attend the meeting, if at all possible, and at the very least, that you read the meeting minutes, read the proposals, and vote. I hope we can demonstrate to the University Senate that we all take seriously our obligations as faculty members to participate in shared governance. I hope that we have 100 percent "turnout" for the electronic voting.

I greatly appreciate you taking time to read this memo. If you have any questions, please don't hesitate to contact me. Finally, again, I urge you to participate in this process. It is in the interest of the entire College that we resolve this reorganization issue and move forward. Your participation, no matter how you vote, will inform the University Senate of your preferences which is important in their decision to endorse or to not endorse our proposal. We want your voices to be clearly heard.

(Gatton: Restructuring School of Management)¹⁹⁹

To assist in your deliberations, I have attached a document summarizing the proposed alternative organizational forms and the proposed location of the various BBA majors.

Regards,
Dave

David W. Blackwell
Dean
Gatton College of Business and Economics
University of Kentucky
dblackwell@uky.edu
859.257.8939

School of Management Reorganization Proposals

Proposal 1 (Three Department Option)

PROPOSAL 1A

The disciplinary areas that comprise the School of Management shall be reconfigured into three separate academic departments:

- Department of Finance and Quantitative Methods
- Department of Management
- Department of Marketing and Supply Chain

The School of Management shall be abolished and faculty employees in the current School of Management shall have their faculty appointments transferred to one of the three departments.

PROPOSAL 1B

The four majors and four pre-majors in the undergraduate degree program in Business Administration (BBA) shall move to the appropriate proposed department, as follows:

- BBA in Finance to the Department of Finance and Quantitative Methods
- BBA in Analytics to the Department of Finance and Quantitative Methods
- BBA in Management to the Department of Management
- BBA in Marketing to the Department of Marketing and Supply Chain
- BBA in Pre-Finance to the Department of Finance and Quantitative Methods
- BBA in Pre-Analytics to the Department of Finance and Quantitative Methods
- BBA in Pre-Management to the Department of Management
- BBA in Pre-Marketing to the Department of Marketing and Supply Chain.

There are no changes in the academic content of any of the undergraduate degree programs being proposed at this time.

Proposal 2 (Four Department Option)

PROPOSAL 2A

The disciplinary areas that comprise the School of Management shall be reconfigured as four separate departments and the School of Management shall be abolished. The faculty employees associated with the current areas in the School shall have their faculty appointments transferred to one of the four departments.

PROPOSAL 2B

The four majors in the undergraduate degree program in Business Administration (BBA) shall move to the appropriate proposed department. There are no changes in the academic content of any of the undergraduate degree programs being proposed at this time.

Proposal 3 (Retain the School of Management)

The School of Management should not be reorganized at this time.

(Gatton: Restructuring School of Management²⁰¹¹)



Gatton
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY

School of Management Reorganization Vote

The faculty in the School of Management have voted to reorganize into three separate academic departments. Below is a description of the proposed reorganization. Please indicate below whether you endorse this proposal.

Proposal 1 (Three Department Option)

PROPOSAL 1A

The disciplinary areas that comprise the School of Management shall be reconfigured into three separate academic departments:

- Department of Finance and Quantitative Methods
- Department of Management
- Department of Marketing and Supply Chain

The School of Management shall be abolished and faculty employees in the current School of Management shall have their faculty appointments transferred to one of the three departments.

PROPOSAL 1B

The four majors and four pre-majors in the undergraduate degree program in Business Administration (BBA) shall move to the appropriate proposed department, as follows:

- BBA in Finance to the Department of Finance and Quantitative Methods
- BBA in Analytics to the Department of Finance and Quantitative Methods
- BBA in Management to the Department of Management
- BBA in Marketing to the Department of Marketing and Supply Chain
- BBA in Pre-Finance to the Department of Finance and Quantitative Methods
- BBA in Pre-Analytics to the Department of Finance and Quantitative Methods
- BBA in Pre-Management to the Department of Management
- BBA in Pre-Marketing to the Department of Marketing and Supply Chain.

There are no changes in the academic content of any degree programs being proposed at this time.

Please indicate whether you endorse this proposal.

I endorse Proposal 1 (Three Department Option)

I do not endorse Proposal 1 (Three Department Option)

Submit

Minutes of the School of Management Faculty Meeting April 19, 2012

School of Management Faculty in Attendance:

Dave Blackwell, Steve Borgatti, Paul Childs, Chen Chung, Chris Clifford, Becky Davis, Scott Ellis, Holly Hapke, Gordon Holbein, Walter Ferrier, Merl Hackbart, Dan Halgin, Kristine Hankins, David Hardesty, Clyde Holsapple, Nancy Johnson, Brad Jordan, Scott Kelley, Anita Lee-Post, De Liu, Ajay Mehra, Martin Mende, Donald Mullineaux, Krish Muralidhar, Brian Murtha, Ram Pakath, Radhika Santhanam, Maura Scott, Steve Skinner, Leslie Vincent

Guests in Attendance:

Ken Troske, Interim Senior Associate Dean

Hollie Swanson, Chair, University Senate Council

Richard Greissman, Assistant Provost

Bob Ramsay, Chair, Gatton Faculty Council

Donna Ballos, Assistant to the Dean

The meeting was called to order by Interim Director of the School of Management Steve Skinner at 12:04 PM. Professor Skinner stated that the purpose of the meeting as described in Dean Blackwell's memo is to discuss the process of re-voting on the School of Management (SOM) reorganization proposals and to clarify the options for restructuring. He then introduced Dean Blackwell

Dean Blackwell proceeded to provide background on the restructuring. A Senate subcommittee evaluated the process and the academic consequences of the restructuring and voted to not endorse the proposal. The vote was preceded by several meetings and an open forum, where several faculty members spoke. The Senate Council then considered the subcommittee recommendation and voted to table the restructuring proposal. Concerns raised were:

- Did the faculty adequately understand the options?
- Was there adequate appreciation of academic consequences?
- School of Management faculty participation in the voting was not sufficiently large.
- The proposals and structure of the voting was unclear to some faculty members.

In response, the College has tried to clarify the proposals and has asked the Senate Council to reconsider the proposal following a re-vote. The list of proposals has been revised.

If a majority of the SOM faculty chooses one proposal, the proposal will be submitted for approval by the Gatton College Faculty. If one proposal does not receive a majority, the top two proposals will be voted on by the SOM faculty. The vote should be informed by faculty members' opinions and

understanding of academic consequences. The vote and a description of the process used will be provided to the University Senate.

Dean Blackwell introduced guests, Hollie Swanson, Chair of the Senate Council, and Richard Greissman, Assistant Provost for Program Support, who is knowledgeable about University regulations and processes.

Associate Dean Skinner then provided a brief history of the School of Management:

- When he joined the faculty in 1982, there was one B&A department.
- Shortly thereafter it was divided into three departments
- In the mid-1980's DSIS was added.
- In 1994 the school of Management was created for a number of reasons, including financial considerations.
- In the mid- 2000's Dean Sudharshan began a discussion of departmentalizing the SOM and formed a committee to investigate.
- The Pappas group then recommended that SOM be reorganized into departments.
- Another committee was formed that recommended a choice among several reorganization options: three departments, four departments, keeping the SOM, or reorganizing organically based on faculty interests.
- A vote was held in which 27 SOM faculty members participated. 48% chose the three-department option.
- Three provisional departments were formed and interim chairs were appointed.

Associate Dean Skinner pointed out that the decision should be ours, not the Senate's and urged everybody to vote based on the academic merits of the proposal.

Dean Blackwell then mentioned that documents have been circulated outlining the merits and residual concerns about academic consequences. He pointed out that the academic consequences are generally structure neutral, and structural changes are not intended to result in academic consequences. No academic program will be eliminated. Faculty can accomplish needed academic program changes independent of the ultimate organizational structure. Hollie Swanson spoke about her role in ensuring faculty governance and preserving academic excellence. She mentioned there are likely to be campus-wide organizational issues, partially as a result of the budget cuts, and the Senate is concerned that the process works. This vote is whether to endorse the organization: how it fits, the academic issues, and effects on our students.

Dean Blackwell indicated that the faculty will be given a minimum of 24 hours to vote at each stage, and he encouraged everyone to vote promptly so the College can move forward to meet deadlines related to the June Trustees' meeting. He then asked for faculty questions.

Q—What is meant by “Academic Consequences?”

A—They are outlined in the minutes and documents e-mailed to the faculty.

An academic consequence would be an impact of the organizational form on the ability of faculty to teach and conduct research.

Holly Swanson suggested reading the April 9 minutes of the Senate Council on potential academic consequences. Examples include potential impact on research productivity and quality, enrollment in academic programs, the overall quality of a program, etc.

Q—Which unit has ownership of the Undergraduate Analytics Major? It seems it should be in Finance and Quantitative Methods (FQM), but it doesn't seem to be working out that way.

A—The Chair of the Department of FQM will be responsible for the major, but members of other departments will help staff the major.

Q—Is the major still being developed?

A—The process of developing the major will go on, regardless of structure.

Q—Will the major be evaluated by the department or the SOM?

A—The major will be governed by faculty contributing to the major, regardless of the faculty member's academic department.

A—(Richard Greissman) The Undergraduate major has a core faculty to control the curriculum, who can extend membership to all faculty who have a stake. Graduate faculty members in a program are determined by the Dean of Graduate School appointments based on recommendations of the DGS. It is independent of structure.

Q—That doesn't seem to be the way it was done, but by other department heads.

A—(Dean Blackwell) Similar to the MBA, FQM can reach out to other departments to staff the major. The FQM Chair will be held responsible for the Analytics major. The Dean understands the process of developing the major currently appears fragmented; however, with a new university resource allocation there will be incentives to every major to give attention.

Q—Why address where programs are housed now?

A—The Analytics major needs to be housed somewhere.

Assoc. Dean Skinner—in attempting to move forward with the provisional structure, everybody had input and there seemed to be a consensus for the current structure. The Analytics major is still being reviewed, but that is independent of the structure.

Q—Is there any consideration of moving faculty who are unhappy with their assignment?

A—Faculty assignment can be done independent of structure. Consideration of the process followed can inform the faculty vote on this matter. There can be reconsideration later if there is a mis-match between the faculty member and the department. Actually everyone in SOM will be moved as part of the restructuring from the SOM to one of the departments. It was a “2-way street” and the Department had to be involved. Changes can always be considered.

Q—What if nobody wants me?

A—Every effort will be made to make a match. If a mutually agreeable match can't be made, the assignment will be at the discretion of the Dean.

Q—Can there be an “abstain” or “neutral” choice on the ballot?

A—The Deans will consider it after consulting with the Senate Council.

Q—Can we put a rationale for our vote? There seemed to be a desire for that information by the Subcommittee.

Comment from faculty—That may cause problems because comments will be given more emphasis than the vote.

Comment from the faculty—In the former vote, half of the participants offered comments.

A—Evidence from political science suggests such votes aren't informative.

Dean Blackwell--Comments will only add noise. The documents are available on the Senate website and minutes have been circulated. Everyone should read them. There is sufficient information about academic concerns to inform the faculty vote.

Q—What does the vote actually mean?

A—(Hollie Swanson)—it expresses the will of the faculty to the Board of Trustees. The vote should be “yes or no” to endorse the proposal. The vote will also inform the Senate.

Q—What does the first proposal mean?

A—Abolish the SOM and establish three Departments: FGM, Marketing and Supply Chain, and Management. There will continue to be a Ph.D. in Business Administration.

Comment—There have been four sub-areas with DGs. DSIS is widely recognized as a strong doctoral program.

(Gatton: Restructuring School of Management 2017)

A—No degree program will be eliminated as a result of the reorganization.

Comment—That's not what happens in practicality.

A—Practicality is not what is being voted on. Programs are independent of structure.

Comment—It's hard to evaluate the merits of the proposal without giving program effect.

A—Any concerns about potential academic program impact should inform your vote.

At approximately 1:00 PM, Dean Blackwell adjourned the meeting and encouraged everyone to vote.

Brothers, Sheila C

From: Blackwell, David
Sent: Thursday, April 12, 2012 3:27 PM
To: B&E FacultyDSIS; B&E FacultyFIN; B&E FacultyMGMT; B&E FacultyMKT
Cc: Troske, Kenneth; Greissman, Richard; Swanson, Hollie; Ramsay, Robert J; Hackbart, M; Skinner, Steve
Subject: Announcement of School of Management Faculty Meeting, Thursday, April 19
Attachments: SoM Reorganization Proposals (April 2012).pdf
Importance: High

Date: April 12, 2012

To: School of Management Faculty

From: David W. Blackwell, Dean

Topic: Resolving University Senate Concerns Regarding the School of Management Restructuring Proposal

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The concerns of the SAOSC were reported to the University Senate Council by Professor Herman Farrell, Chair of the SAOSC, at the University Senate Council's meeting on Monday, April 2. Professor Farrell reported that his Committee had voted to not endorse our SoM restructuring proposal because of concerns about the clarity of the SoM's voting process which preceded the development of our proposal to restructure the SoM into three Departments. In particular, the SAOSC had concerns about whether the faculty had a clear understanding of the restructuring options presented to the faculty, the number of SoM faculty actually voting, and that only a plurality, rather than a clear majority of those voting, had indicated a preference for the three-department alternative.

After much discussion about the SAOSC's concerns at the April 2 Senate Council meeting, the proposal was tabled. The University Senate Council's action has virtually assured that the reorganization will not be considered at the May Board of Trustees meeting given some timing issues. Merl Hackbart, Ken Troske, and I have been working with the Provost's office and the University Senate leadership on a plan to address the concerns about the process so that the reorganization can be considered at the June Board of Trustees meeting.

To address the SAOSC's concerns regarding the clarity of the original SoM vote for the University Senate, we have agreed to proceed as follows:

1. We will host a SoM faculty meeting at which we explain the need for the re-vote, clarify the reorganization options, and have discussion of those options. During the meeting, minutes will be taken. We will also take roll at the meeting so that we can report how many SoM faculty attended. I have also invited Hollie Swanson, President of the University Senate, to observe the meeting.
2. Shortly following the meeting, the minutes, an outline of the proposals, and a call to vote will be distributed by e-mail to the SoM faculty. Voting on the proposed restructuring options will take place electronically. By distributing the minutes and proposals and voting electronically, we ensure that everyone has an opportunity to

(Gatton: Restructuring School of Business Agreements)

be heard, even if schedules make it difficult for someone to attend the meeting. Given our tight time frame for getting back to the University Senate, we will keep voting open for 24 hours.

3. If one of the three proposals receives a majority vote, we will then send that proposal to the entire Gatton College faculty for an up or down electronic vote.
4. If no proposal receives a majority vote, there will be a run-off vote of the SoM faculty on the two proposals receiving the most votes. In that event, the proposal receiving a majority vote will be sent to the entire Gatton College faculty for an up or down electronic vote. At each stage, we will keep voting open for 24 hours.
5. I have asked Bob Ramsay, Chair of the Gatton Faculty Council, to take minutes at the SoM faculty meeting and to supervise and coordinate the voting process.

In order for us to fully consider and respond to the concerns of the University Senate, it is critically important that you attend the meeting, if at all possible, and at the very least, that you read the meeting minutes, read the proposals, and vote. I hope we can demonstrate to the University Senate that we all take seriously our obligations as faculty members to participate in shared governance. I hope that we have 100 percent "turnout" for the electronic voting.

I greatly appreciate you taking time to read this memo. If you have any questions, please don't hesitate to contact me. Finally, again, I urge you to participate in this process. It is in the interest of the entire College that we resolve this reorganization issue and move forward. Your participation, no matter how you vote, will inform the University Senate of your preferences which is important in their decision to endorse or to not endorse our proposal. We want your voices to be clearly heard.

To assist in your deliberations, I have attached a document summarizing the proposed alternative organizational forms and the proposed location of the various BBA majors.

Regards,
Dave

David W. Blackwell
Dean
Gatton College of Business and Economics
University of Kentucky
dblackwell@uky.edu
859.257.8939

Brothers, Sheila C

From: Mullen, Michael D
Sent: Sunday, April 29, 2012 9:38 PM
To: Swanson, Hollie
Cc: Brothers, Sheila C
Subject: Moving Gatton Majors
Attachments: Gatton Program Memo April 26, 2012.pdf; SC Memo re Gatton BBA reorg.pdf

Dear Hollie,

Please find the UG Council recommendation for moving the majors in Gatton. The Council vote was 9 for approval, 0 nays, and two abstentions, therefore approving moving the BBA Majors from the School of Management to the new Departments in the Gatton College. The two members who abstained were wanting to see more documentation.

Sincerely,

Dr. Mike Mullen
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Dean for Undergraduate Studies
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Lexington, KY 40546-0027
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(Gatton: Transfer Ownership of BBA Degree)



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29 April 2012

MEMO

To: Dr. Hollie Swanson
Chair, Senate Council

From: Dr. Mike Mullen
Associate Provost

Re: Transfer of Gatton College Majors to new Academic Departments

On April 26th, I sent the Undergraduate Council the proposal from Gatton to consider the request to transfer all Majors in the BBA degree from the current School of Management to the new Departments that are being created in the Gatton College. Two Council members questioned the proposal, asking if the financial issues surrounding the reorganization had been addressed. Upon assurances that the College has worked through its organizational issues, there was no opposition, although two members chose to abstain. By the end of the day on April 28th, the response of the Undergraduate Council voting members was 9 votes for approval, with two members abstaining.

Council Member	Response to the proposal
Karen Badger, Social Work	Approve
Arne Bathke, A&S	Approve
Ruth Beattie, A&S	Approve
Ann Dickson, Design	Approve
Hans Gesund, Engineering	Abstain
Laurie Henry, Education	Approve
Nancy Johnson, Gatton B&E	Approve
Wanda Lovitz, Nursing	Approve
Kevin Real, Comm & Info Studies	Approve
Jeff Rogers, A&S	Abstain
Donna Smith, Agriculture	Approve



Gatton
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY

April 26, 2012

MEMO

To: Dr. Mike Mullen
Chair, UG Council

From: Dr. Ken Troske
Senior Associate Dean, B&E

Re: Transfer of Degrees to new academic departments

The Gatton College is creating the following new Departments: Marketing and Supply Chain, Finance and Quantitative Methods, Management, and dissolving the School of Management. We are requesting approval to move the following majors and pre-majors from the existing School of Management functional areas to these new departments.

- BBA in Finance to the Department of Finance and Quantitative Methods
- BBA in Analytics to the Department of Finance and Quantitative Methods
- BBA in Management to the Department of Management
- BBA in Marketing to the Department of Marketing and Supply Chain
- BBA in Pre-Finance to the Department of Finance and Quantitative Methods
- BBA in Pre-Analytics to the Department of Finance and Quantitative Methods
- BBA in Pre-Management to the Department of Management
- BBA in Pre-Marketing to the Department of Marketing and Supply Chain. BBA

These changes have been voted on and endorsed by the faculty in the School of management and the faculty in the Gatton College of Business and Economics.

These changes will be considered by the University Senate simultaneously with the creation of the new departments at the May Senate meeting. Thank you for expediting the review of these changes with the UG Council.