

*University Senate Agendas, 2012-2013*

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

## **Monday, February 11, 2013**

1. President Eli Capilouto, University Senate Chair
2. Minutes from December 10, 2012 and Announcements p. 3-9
3. Officer and Other Reports
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  - b. Trustee (five minutes)
4. Proposed May 2013 Honorary Degree Recipients (three nominees) - Dean Jeannine Blackwell, Chair, University Joint Committee on Honorary Degrees
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6. Committee Reports
  - a. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
    - i. Proposed New University Scholars Program - BA/BS German and MA German p. 23-25
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- ii. Response from Senate's Admissions and Academic Standards on SACSCOC  
Residency Language - *Senate Rules 5.4.1* ("Residence Requirements") p. 53-54
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  - 7. Education Abroad Course Approval Process (First Annual Report) - Associate Provost for  
International Affairs Susan Carvalho p. 68-69
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***Next Meeting: March 18, 2013***

University Senate  
December 10, 2012

The University Senate met in regular session at 3 pm on Monday, December 10, 2012 in the Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via a show of hands unless indicated otherwise.

Senate Council Chair Lee X. Blonder called the University Senate (Senate) meeting to order at 3:00 pm. She turned the meeting over to University Senate Chair (and President) Eli Capilouto.

1. President Eli Capilouto, University Senate Chair

President Capilouto shared information with senators regarding UK's current financial situation and possibilities for the future. He was assisted by Vice President of Financial Operations and Treasurer Angie Martin and Vice President for Facilities Management Bob Wiseman (both guests), who also presented information.

Martin described the recent debt capacity study for UK and what it involved, as well as the report's assertions on UK's estimated debt capacity. Wiseman went over the Facilities Transformation Committee, including its charge, membership, general findings and five broad recommendations for transforming UK's facilities. The timeframe for the larger part of facility renovation was over six biennia, although planning stages for construction in the very near future is ongoing.

Martin then presented a spreadsheet with possible fund sources for constructing the sequence of buildings while remaining in the parameters of UK's debt capacity and debt affordability. Although the Facilities Transformation Committee did not prioritize buildings, it did offer a funding tool that is helpful to make sure buildings make sense financially.

President Capilouto summarized that UK will pursue funding through increased utilization of UK's debt capacity and philanthropic endeavors for a new (primarily undergraduate) science building, and renovation and expansion of the Gatton College of Business and Economics building. After some additional concluding comments, he took questions from senators.

Brion asked the President to elaborate on Wiseman's comments about moving administrative functions off campus. Wiseman responded that support functions that can be moved off campus will continue to be moved off campus. Swanson asked about a rumor that renovation monies approved by the Board for the Student Center have been put on hold. President Capilouto explained that the plans were approved prior to his arrival, when there was no anticipation of redeveloping the campus as is being done now. One part of the updated master plan involves planning for not just which buildings, but where to put the buildings. Before investing in capital improvements, there needs to be more discussion about long-term building locations.

Butler opined that although other universities have borrowed increasingly higher amounts of money, he hoped that UK did not seek to emulate those who borrow too much. He also wondered about dependency on one bond agency. Martin replied that UK uses both Moody's and Standard & Poor's as bond rating agencies. Also, UK is being careful with the amount of debt it considers issuing. President Capilouto noted that the debt capacity report was available in its entirety online.

Grossman asked for clarification about where a proposed classroom building would be located. Edwards thanked the President for unveiling the ideas to the Senate. Christ complimented the administration on

pausing the pre-existing Student Center project while broader plans are evaluated. Grossman asked about including more faculty in the design of teaching facilities built into residence halls. Wiseman replied that faculty were involved in a number of ways: as members on the Facilities Transformation Committee; as the entire membership of a committee appointed to work on academic spaces in residence halls; and through consultations regarding specific buildings. The Chair commented that the Senate's Academic Facilities Committee is working with the Campus Master Plan Committee.

Steiner commented that the proposed plan was transformative and will bring massive changes for the better, which is remarkably good. He said the plan was very uplifting. Watkins asked about the extent to which the town-gown concept and Fayette Urban County Government's master plans were involved. President Capilouto said he met with the city council and attended a number of good-neighbor meetings with landlords, neighborhoods and faith communities. There has been a strong emphasis on outreach. Wiseman added that he meets monthly with the city planning commissioner. Ferrier added that he and other faculty in the Gatton College of Business and Economics are on committees for Gatton Building expansion and renovations and are happy with the way things are unfolding.

President Capilouto thanked senators for a remarkable year and wished them and their families a purposeful, delightful and safe holiday.

The Chair reminded senators to:

- Sign in upon arrival;
- Give name and affiliation when speaking;
- Communicate with constituency;
- Attend meetings;
- Respond to emails and web postings as appropriate;
- Acknowledge and respect others; and
- Silence all electronic devices.

## 2. Minutes from November 12, 2012 and Announcements

The Chair noted that the minutes from the last meeting were sent out and no corrections were received. Therefore, the Senate minutes from the November 12, 2012 Senate meeting were **approved** as distributed by **unanimous consent**.

There were a variety of announcements for senators.

Plans are being made to assist the Senate in using clickers (audience personal response system, TurningPoint) during full Senate meetings. Clicker technology will be piloted in the SC in January, with an eye toward a pilot Senate use at the February Senate meeting.

The election for the SC's vice chair position will take place during the regular SC meeting on December 17.

The election of SC members is ongoing and open only to elected faculty senators. The nominating round was November 29 through December 5. The voting round for nominees to serve on SC begins later in the week.

Tuesday afternoon (December 11) is the annual Stakes Event. It is an opportunity for faculty, staff, students, administrators and trustees to talk in an informal setting.

Friday, December 14 is Commencement – there will be ceremonies at Memorial Coliseum for graduate students in the early afternoon and for undergraduate students in the evening.

A variety of proposals were sent to Senate committees for deliberation:

The SC asked the UK Core Education Committee (UKCEC) to create *Senate Rules (SR)* language to codify UK Core; the language will be reviewed by the Senate in spring. The SC also asked UKCEC to deliberate on the intersection of the foreign language requirement and UK Core.

The SC asked the Senate’s Admissions and Academic Standards Committee (SAASC) to look at a few issues: investigate if there is a need to create an electronic form for granting an ‘I’ grade, because although *SR 5.1.3.2* refers to an ‘I’ form, the use of a form stopped when the process was digitized; and reconcile a contradiction in SR regarding XE/XF grades and retroactive withdrawal appeals.

The Graduation Writing Requirement (GWR) is in the process of being revised. In the interim, the SC passed a motion stating that all classes in APEX identified as satisfying the GWR will continue to satisfy the GWR, for all undergraduate students matriculating since 2004.

The SC voted to affirm that the wording regarding the foreign language requirement in the Bulletin is official University policy. The language in the *SR* is similar, but is located in an obsolete section on the University Studies Program [precursor to UK Core]. Efforts are underway to draft *SR* language to codify the existing requirement.

### 3. Memorial Resolution for Professor Emeritus Robert N. Bostrom (Presented by Professor Alan DeSantis)

DeSantis read a memorial resolution for Professor Emeritus Robert N. Bostrom.

Memorial Resolution for Professor Robert N. Bostrom  
College of Communication and Information  
Presented to the University Senate December 10, 2012.

Robert N. Bostrom departed this life on September 27, 2012.

He is survived by sons Niels Robert Bostrom (Laura) and Erik William Bostrom (Andrea), both of Versailles, and Rebecca Anne Bostrom (Gary Langfitt) of Dublin, Ohio, and four grandchildren, Maria Bostrom Galvin (Enda), Peter Christian Bostrom, Anna Rachel Bostrom, and Caitlin Amanda Bostrom, as well as his sister, Miriam Stambaugh of Lexington.

Robert was born in Kearney, Nebraska on November 2, 1930. From 1952 to 1954, Robert served as an Intelligence Analyst in the United States Army in Korea. After leaving the Army, he received his Bachelor's degree from Morningside College in Iowa in 1955, where he also played on the football team. Professor Bostrom would go on and earn his Master's Degree in 1958 and his Doctorate degree in 1961 from the University of Iowa.

He began his teaching career at Wayland High School in Iowa, before joining the collegiate ranks at Sacramento State University, Western Illinois University, and Ohio University. In 1970, Professor Bostrom joined the faculty of the Department of

Communication at the University of Kentucky, where he remained until his retirement in 2000 with the rank of Professor Emeritus.

He was the author of eight books and many research articles. His research covered several dimensions of the communication discipline, including listening behavior, persuasion, and small group behavior. He was a strong advocate for behavioral and empirical research in the field.

Robert served as Chair of University Senate Council at the University of Kentucky (1984-1985), as president of the Southern Communication Association, and was elected to the Hall of Fame of the International Listening Association. He was also a consultant for the Educational Testing Service (ETS), contributing to the National Teacher Examination essay evaluation, redesigning the communication component of the National Teacher Education core battery test.

At UK he served as a Department Chair, Director of Graduate Studies, and University Senator. He received the UK Alumni Association's Great Teacher Award in 1990.

Robert was an active participant in the Arts in Lexington and was a member of the Lexington Singers, the Lexington Chamber Chorale, and the Lexington Musical Theater Association. He served on the planning committee for both the Lexington Opera House and the University's Singletary Center for the Arts. He was one of the founders of the Lexington Musical Theater and directed many of their productions.

He also performed in several musicals, including his favorite, "Fiddler on the Roof," in which he played the role of Tevye.

DeSantis **moved** that the memorial resolution be made a part of the minutes of the University Senate and that a copy be sent to Professor Bostrom's family. College of Communication and Information Dean Dan O'Hair **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

#### 4. Officer and Other Reports

##### a. Chair

The Chair said she was honored have been reelected and to serve a second term, which begins June 1, 2013. She thanked senators and SC colleagues for making it possible.

##### b. Campuswide Committees

###### i. Representative from Provost's Council on Metrics - Hollie Swanson

The Provost's Council on Metrics has six faculty members that were added during the past few months, upon the SCs recommendation: David Berry (AS); Nancy Johnson (BE); Katherine McCormick (ED); Melynda Price (LA); John Strang (AG); and Hollie Swanson (ME). The Chair invited Swanson to offer a brief report on the activities of the Council on Metrics. Swanson explained that at the last meeting the Council agreed on values and associated metrics. She further explained that while there will be overall metrics, each college will also develop its own metrics, which will obviously differ from college to college. The Council is still in the process of agreeing on the list of metrics but once that occurs, the metrics will go to others before going to President Capilouto and Interim Provost Tim Tracy for final approval. The metrics will be used for discretionary funding and strategic initiatives on improvements over time. There were no questions from senators.

### 5. UK's December 2012 Degree List

The Chair noted that two professional degree students were added to UK's December 2012 degree list. She reminded senators that only elected faculty senators could vote on this agenda item.

It was **motioned** and **seconded** that that the elected faculty senators approve the revised December 2012 degree list, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. A **vote** was taken and the motion **passed** with none opposed.

### 6. Academic Calendars

- a. 2013 - 2014 Calendar
- b. 2015 - 2016 Calendar, Tentative
- c. 2013-2014 Dentistry
- d. 2015 - 2016 Dentistry, Tentative
- e. Fall 2013 Law
- f. Spring 2014 Law
- g. Summer I (four-week) 2014 Law
- h. Summer 2014 Law
- i. Fall 2015 Law, Tentative
- j. Spring 2016 Law, Tentative
- k. Summer I (four-week) 2016 Law, Tentative
- l. Summer 2016 Law, Tentative
- m. 2013 - 2014 Medicine
- n. 2015 - 2016 Medicine, Tentative
- o. 2013 - 2014 Pharmacy
- p. 2015 - 2016 Pharmacy, Tentative
- q. 2013 - 2014 Winter Intersession
- r. 2015 - 2016 Winter Intersession, Tentative

The Chair said the **motion** from the SC was to recommend that the elected faculty senators approve the following calendars: 2013 - 2014 Calendar; 2015 - 2016 Calendar, Tentative; 2013-2014 Dentistry; 2015 - 2016 Dentistry, Tentative; Fall 2013 Law; Spring 2014 Law; Summer I (four-week) 2014 Law; Summer 2014 Law; Fall 2015 Law, Tentative; Spring 2016 Law, Tentative; Summer I (four-week) 2016 Law, Tentative; Summer 2016 Law, Tentative; 2013 - 2014 Medicine; 2015 - 2016 Medicine, Tentative; 2013 - 2014 Pharmacy; 2015 - 2016 Pharmacy, Tentative; 2013 - 2014 Winter Intersession; 2015 - 2016 Winter Intersession, Tentative. Because the motion came from committee, no **second** was needed.

A **vote** was taken and the motion **passed** with none opposed.

### 7. Committee Reports

#### a. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair

##### i. Proposed Reactivation of BA/BS in Foreign Language and International Economics

Hippisley, chair of the Senate's Academic Programs Committee (SAPC), explained the proposed reactivation of the BA/BS in Foreign Language and International Economics (FLIE)<sup>1</sup>. After brief discussion, Jones, chair of the Senate's Rules and Elections Committee, stated that the reactivation needed to go to UK's Board of Trustees for final action. In response to a comment from Ferrier, Guest

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<sup>1</sup> [The BA/BS FLIE will not reside in one department, but rather will be homed in the College of Arts and Sciences, and the FLIE steering committee will serve as the faculty of record.]

Jeanmarie Rouhier-Willoughby (College of Arts and Sciences) explained that the faculty of record in the College of Arts and Sciences will assess FLIE in the coming months, which may include adding additional business-oriented courses. After an additional query about required steps after Senate approval, Jeannine Blackwell, dean of the Graduate School (and former Associate Provost for Academic Administration) said the degree will be treated as a new degree for purposes of the Council on Postsecondary Education (CPE).

The **motion** from the SAPC, as amended by the SC, recommended that the University Senate approve, for submission to the Board of Trustees, the reactivation of the BA/BS in Foreign Language and International Economics. Because the motion came from committee, no **second** was needed. There being no further discussion or questions, a **vote** was taken and the motion **passed** with none opposed.

b. Senate's Honors Program Committee- Ben Withers, Director

i. Proposed Addition to Senate Rules: Honors Program

Withers, director of the Honors Program, explained the proposed addition to the *SR* describing the Honors Program and the functions of the Honors Program Committee. There were no questions from senators.

The **motion** from the SC recommended that the Senate approve the language regarding the University Honors Program Committee and send it to the Senate's Rules and Elections Committee for codification. Because the motion came from committee, no **second** was needed. A **vote** was taken and the motion **passed** with none opposed.

c. Senate's Rules and Elections Committee - Davy Jones, Chair

i. Clarification of Senate Rule on Duplicate Credit

Jones explained that due to a revision to the *SR* in 2007, there was resultant confusion due because of where the language was inserted into the *SR*. The proposed change will cross-reference the current policy on duplicate credit as well as leave in older language that applies to students who matriculated earlier. Also, rearranging some language will make it clear that the rule on prohibition of duplicate credit applies to both undergraduate and graduate students. The **motion** from the SREC recommends that the Senate replace the text of *SR 5.1.9.B* with a reference to *SR 5.3.1.2*; and move the position of *SR 5.3.1.2* to the location that would be numbered as *SR 5.3.0.1*, with a heading denoting both undergraduate and graduate programs, so that the effect will be that the text of *SR 5.3.0.1* will then come to expressly apply to both undergraduate and graduate programs. Because the motion came from committee, no **second** was needed. A **vote** was taken and the motion **passed** with none opposed.

8. Proposed New Standing Committee: Senate Advisory Committee on Disability Accommodation and Compliance

Wood explained that the purpose of the proposed new Senate standing committee (Senate Advisory Committee on Disability Accommodation and Compliance, SACDAC) is to act as an interface between the provisions in the Americans with Disabilities Act (ADA) and the policy-making authority of the Senate. She added that one major charges for SACDAC is to act as a sounding board and advocate for faculty concerns and student concerns, and enhance educational opportunities. SACDAC will monitor compliance with ADA policies and advise on changes; issue an annual report to highlight and serve as an advocate for issues concerning the ADA and student rights, and faculty concerns about accommodations; and serve as advocates for faculty concerns and for students working through the Disability Resource Center.



The **motion** from the SC recommended the Senate approve the addition of language regarding the proposed new standing committee “Senate's Advisory Committee on Disability Accommodation and Compliance (SACDAC)” to the *Senate Rules* in a place to be determined by the Senate's Rules and Elections Committee. Because the motion came from committee, no **second** was needed. A **vote** was taken and the motion **passed** with none opposed.

9. Proposed Name Change of the Center for Health Services Management and Research to the Center for Health Services Research

The Chair explained that the Center for Health Services Management and Research and its reporting structure to the chancellor was approved by the Board of Trustees in 1998. Due to the change to a Provost model, the Center for Health Services Management and Research now reports to the Provost. While it has been fairly inactive, there is a desire to rename (to the Center for Health Services Research) and reinvigorate it.

The **motion** from the SC is to recommend that the Senate endorse the proposed name change of the Center for Health Services Management and Research to the Center for Health Services Research and clarify that the center now reports to the provost. Because the motion came from committee, no **second** was needed. A **vote** was taken and the motion **passed** with none opposed.

There being no further business to conduct, a **motion** was made and **seconded** for adjournment. There being no dissent, the motion **passed by unanimous consent**. The Chair reminded senators that there was no meeting in January – the next Senate meeting is February 11.

The meeting was adjourned at 4:15 pm.

Respectfully submitted by Robert Grossman,  
University Senate Secretary

Invited guests present: Angie Martin, Jeanmarie Rouhier-Willoughby and Bob Wiseman.

Absences: Adams, I., Adams, M., Anderson, H., Anderson, K., Andrade, Anstead, Appiah, Ballard, Bathon, Bensadoun, Bilas, Birdwhistell, Blackwell, D., Bland, Branham, Brennen, Bruzina, Charnigo\*, Childs, Conners\*, Coyne, Davis, de Beer, Deep, Dietz, Eckman, Effgen, Feist-Price, Fox, Geddes, Graf, Hardin-Pierce, Harrison, Hazard, Huffmyer, Jackson, Johnson, Kaplan, Kellum, Kirschling, Knutson, Kovash, Latham, Leahy, Lederer, Lewis, Martin, Michelman, Mock, Murthy, Nagel\*, Payne, Plamp, Prats, Richey, Riese-Kinney, Sexton\*, Smith, Speaks\*, Stewart, Tick, Tracy, J., Tracy, T., Turner, Underwood, Voro, Walker\*, Walz, Wasilkowski, Wells, Wilson, Witt, Wright, Yelowitz.

Prepared by Sheila Brothers on Wednesday, January 9, 2013.

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\* Denotes an absence explained prior to the meeting.



## Proposal for the Creation of One-Year MPA and MPP Programs

### Executive Summary

After a number of discussions among the entire faculty as well as research and design by a committee of the faculty, the Martin School faculty voted at their annual retreat (May 19, 2011) to develop and provide both our Master of Public Administration (MPA) and our Master of Public Policy (MPP) in a one-year format. It is the hope and intention of the faculty that these programs could be operational by Fall 2012 (the actual start of the programs would be July 10, 2012).

The Martin School will continue to provide its traditional two-year (or longer) MPA and MPP programs. The traditional MPA program makes it possible for students to take all of their courses in the evening (after 5:00 PM) and this will continue to be an option. Students who need to take courses at night are an important group for the Martin School and we shall continue to ensure that they will be able to receive a degree without disruption of daytime activities. The traditional MPP required some courses before 5:00 PM and students, if they so desire can treat the program as one of two-years in length with a few courses being offered only before 5:00 PM.

This proposal marks a change in delivery of the MPA and MPP, not a change in curriculum. There are no changes in the content of the courses, number of credits in any of the courses or in the program. The one-year program will continue to include an internship component with, as in the past, a participating public agency or not-for-profit organization that begins early in the program (July 13<sup>th</sup>) and finishes with presentations on late May.

The organization of the proposed program, for both the one-year and the traditional program, is summarized in *Table 4 (page 5)* (course titles can be found in *Table 6, page 7*). The 1-year program consists of a week of orientation and introduction to projects (July 9 – 12), a 4.5 -week summer session (July 15 – August 8) in which the students take 5 credits, four 8-week sessions during the traditional Fall and Spring semesters in which they take 9 credits each session, and a two week session in May that includes project presentations and graduation.

The delivery of the traditional program is being slightly modified as well to be four 8-week sessions, two during the fall semester and two during the spring semester. Students can take two courses during each of these sessions. This modification allows many of the courses in the two programs to be delivered during the same period. It also makes it possible for the courses to share specialized courses (area of concentration) during the spring sessions.

To gain some perspective on the changes in delivery between the proposed and current program, a summary of the sequencing of courses in the current MPA and MPP is found in *Table 5 (page 6)*. More details on the proposed schedule for each of the sessions can be found in the *Appendix (pages 8-11)*.

We have examined the implications of the creation of the one-year programs on our teaching requirements given our current faculty. Some additional teaching resources will be required though they are relatively limited. Currently we employ several adjunct faculty to teach in the program and view their participation as an important component of the program, particularly for professional development (as does our accrediting body, NASPAA). We shall have to hire more adjunct faculty to teach more sections of these courses as well as some sections of other courses. Because we are able to use our Area of Concentration courses for both the one-year and traditional programs a need for additional teaching resources is significantly reduced. In sum, we expect to need to hire faculty to teach an additional five to six sections of courses a year. We should note that none of the resources used in this program come at the expense of teaching in our Ph.D. program.

The Martin School faculty believes that there are a number of very good reasons to develop the one-year program. Currently there are only a few one-year MPA or MPP programs offered in the United States. These programs have been extremely popular where they have been offered. We believe that a one-year program will be extremely attractive to interested students and should greatly improve recruiting of the best-caliber students, particularly those from outside of Kentucky and neighboring states. We also anticipate an increase in interest among students who have just completed their undergraduate degrees and from students interested in one of our joint degree programs. We intend to significantly increase recruiting efforts among University of Kentucky undergraduates as well as undergraduates at other Kentucky and regional institutions.

We feel another advantage of the program will be the increased interactions among and cohesiveness of the students in the program. By design, with the exception of two areas of concentration courses, all students take the same classes. This, combined with the intensity of the schedule, should help to stimulate students to work together and form strong bonds, something; frankly, we have had difficulty developing among students in the past.

The faculty feels strongly that the development of the one-year program is in the best interest of the Martin School and that we have the resources to accomplish it. With the one-year program, we expect an improvement in both the quality of incoming students and the academic environment in the Martin School.

Sincerely,

Merl Hackbart  
Director, Martin School of Public Policy and Administration

October 1, 2012

Dear Senate Council:

As Director of Graduate studies for the MPA and MPP programs, I enthusiastically endorse the proposal for the one-year MPA-MPP program that has been proposed by the Martin School of Public Policy and Administration. I was on leave last year when the proposal initially came forward to the Council. However I'm very aware of the proposal and wish to express my full support.

The proposal for the one-year MPA – MPP program has been under development for several years with full participation of the faculty in the development of the plan. From my perspective, there are important aspects of this plan that will help the Martin School move forward and maintain our competitive position in the field of public administration and public policy.

Faculty members at the Martin School have worked hard to build a reputation of academic excellence. This reputation is reflected in the career placements our graduates obtain, the academic awards our students win, the distinguished reputations of the faculty, and the strong rankings awarded the Martin School by US news and World Reports and the National Research Council.<sup>1</sup> This reputation attracts highly qualified applicants from around the nation and world to the Masters programs. The faculty clearly does not want to implement a one-year program for the MPA – MPP unless we can be confident that the program quality will be maintained. The proposal we submit has been vetted from multiple perspectives to ensure that program quality is not going to be compromised.

The Martin School proposal for one year MPA – MPP program is not original. It is certainly true that most programs of public administration and public policy around the country are two-year programs. Nevertheless, there are several examples of stellar programs that offer a one-year MPA program. The Maxwell School at Syracuse University is currently ranked the top Masters of public administration program in the country by U.S. News & World Reports. The MPA at Maxwell is a consolidated one-year program track that begins in early summer and ends in May. One reason for the success of this program is that students are willing to focus and work particularly hard to accomplish academic goals, knowing that the degree may be received in a year. Students are willing to put extracurricular activities on hold for 12 months and dedicate their attention to earning the MPA degree. The cohort of students going

<sup>1</sup> see <http://www.martin.uky.edu/>

through the program provides an important support and motivation to individual students as they work to complete the degree requirements. Michael Moody, a MPA graduate of the Maxwell School, expressed “I did choose the program because it was 12 months. It is intensive, but the classes provide opportunities for application of the material.”<sup>2</sup> The Ford School at University of Michigan, the Kennedy School at Harvard, and University of Colorado at Denver are other well respected programs that offer a one-year MPA degree.<sup>3</sup>

Having a one-year program will allow us to compete in attracting more top students to the Martin school. The Masters degrees in public administration and public policy are essentially professional degrees, for which there is limited funding for graduate, research, or teaching assistantships. Several years ago the tuition at the University of Kentucky was sufficiently lower than some of our competitor schools such as University of Georgia and Indiana University and that allowed us to compete for top students despite the inability to offer scholarships. Over time, graduate tuition has increased to the point that we no longer have a tuition price advantage relative to our competing programs. Without significant resources to offer scholarships to master students, the faculty began to think strategically about ways to make our programs at the Martin school more competitive. A one-year program cuts the tuition costs in half from the students’ perspective, and even with the imposition of program fees, students are still paying significantly less than they would in a two-year program. Moreover, students will not have to borrow money or have available cash to meet two full years of housing and other living expenses. Most importantly, students would be able to earn a master's degree in a one-year period of time and begin their careers a year earlier. The cost advantage over a one-year program is particularly advantageous for out-of-state applicants where tuition and costs of relocating are significantly higher.

I understand the important role of the Senate Council and the faculty Senate, having served a term as senator in recent years. I appreciate the careful attention and time that has gone into the review of this proposal. With your support, the one-year MPA –MPP program would position the Martin School to be more competitive in attracting our top applicants and expand our capacity in the MPA-MPP programs without compromising on quality.

Regards,

Dwight Denison  
 Professor of Public and Nonprofit Finance  
 Director of Graduate Studies, MPA and MPP programs  
 Martin School of Public Policy and Administration

<sup>2</sup> Email correspondence with Michael Moody, October 1, 2012.

<sup>3</sup> <http://fordschool.umich.edu/curriculum/mpa/index.php>; <http://www.hks.harvard.edu/degrees/masters/mc-mpa>;  
<http://www.ucdenver.edu/academics/colleges/SPA/Academics/programs/PublicAffairsAdmin/Master/Pages/MPAAcceleratedOption.aspx>



**Proposal for the Creation of 1-Year MPA and MPP Programs  
Budget and Resource Analysis  
January 2012**

To finance the additional resources needed by the Martin School to undertake the one-year program as well as to use as a possible source of funds for other Martin School operations, the Martin School would like to assess a program fee to student participants. We think students will be more than willing to pay such a fee given the reduction in tuition and supplies, additional living expenses, and forgone income. The tables below give a relationship between program revenues, expenditures, and enrollment for a fee of \$7,000. We have chosen this fee because we believe that this is a plausible amount given both in-state and out-of-state tuition at the University of Kentucky and the expected enrollment we might expect in the program. *Table 1* gives the revenue for three levels of enrollment: 10, 15, and 20 students. We believe that at least initially these are reasonable estimates of the enrollment in the program. However, once the program becomes established, we hope for significantly greater numbers. Also included in *Table 1* are the standard tuition rates for graduate students as these students would be assessed tuition for fall and spring semesters.

*Table 2* provides a summary of expenses associated with the creation of the one-year program. Some of these expenses are non-discretionary, specifically the expenses associated with hiring instructors for the expansion in courses. This expense is invariant with respect to students, at least with the number of students remaining under thirty, the projected maximum enrollment. Additional expenses include program travel (trips to Washington DC and Frankfort KY), expanded recruiting efforts, additional speakers and events, hiring part-time personnel for placement and internship services, and scholarships.

In *Table 3* we provide the net revenue associated with the program when full support costs are included. In this case we can see that with a \$7,000 program fee with fifteen students, net revenues are positive (\$3,200). Included in the full support costs are items not necessary to the operation of the program but items that would certainly enhance it. In our view the critical additional expenditure is funding of instructors for covering the additional course sections. In this case, we can see that the program can cover these costs if at least 10 students are enrolled.

Based on discussions with the UK Treasurer and the Provost's Budgeting staff, the preferred method of payment would be to have the annual tuition and program fee billed in two equal segments at the start of the fall and spring semester even though the program begins in mid-July and will end in early June. A refund schedule for the program will need to be developed as well.

*Table 1: Projected Program Revenues by Program Fee and Enrollment*

Tuition **	Semester	Year	
In-State	\$4,933	\$9,866	
Out-of-State	\$10,163	\$20,326	
**2011-12 +6%			
Program Fee	10	15	20
\$7,000	\$70,000	\$105,000	\$140,000

*Table 2: Projected Expenses*

Expenses/Enrollment	10	15	20	
Total	\$92,000	\$101,500	\$116,000	
Instructors	\$33,000	\$33,000	\$33,000	
Travel	\$11,000	\$16,500	\$22,000	Per Student
Recruiting	\$10,000	\$10,000	\$10,000	
Events/Speakers	\$10,000	\$10,000	\$15,000	
Placement Services	\$20,000	\$20,000	\$20,000	
Scholarships	\$8,000	\$12,000	\$16,000	\$8,000 (10%)

*Table 3: Breakeven Analysis*

Level of Support	10	15	20
Full Support	(\$22,000)	\$3,500	\$24,000
Instructors Only	\$37,000	\$72,000	\$107,000

*Space Requirements*

As the courses in the one-year program do not follow the standard schedule of the University we also believe that it will be necessary to have a single classroom that will hold 25 – 30 students available strictly for Martin School courses. This classroom can then be used to accommodate all courses in the program with the possible exception of one or two of the concentration courses in the spring sessions (these courses will have much smaller enrollments, probably ten students). The classroom could also accommodate courses in the evening program, meaning that only half of the evening program classes would need to be accommodated in other classrooms. Based on the current schedule, we expect the classrooms to be used for courses for approximately 7.5 hours daily. The remainder of the time the classrooms could be used for study by the students and group projects.

Table 4: Proposed MPA/MPP Program (1 –Year and Traditional Program)

	<i>Orientation</i>	<i>Project</i>	<i>Summer I</i>	<i>Project</i>	<i>Fall I</i>	<i>Project</i>	<i>Fall II</i>		<i>Spring I</i>	<i>Spring II</i>	<i>Summer II</i>
<b>Topic</b>	<b>Orientation</b>	<b>Introduction to Internships</b>	<b>Fundamentals of Public Policy</b>	<b>Field Visits</b>	<b>Introduction to Public Management</b>	<b>Washington Visit</b>	<b>Introduction to Public Policy</b>	<b>Frankfort/Lexington Visit</b>	<b>Applying Public Policy &amp; Management I</b>	<b>Applying Public Policy &amp; Management II</b>	<b>Culmination</b>
Length (Weeks)	3 Days	1 Day	4	5 Days	8	1	8		8	8	2
Dates	7/09-7/11	7/12	7/15-8/8	8/12-8/16	8/19-10/10	10/14-10/18	10/21-12/12	1/6-1/7	1/8-2/27	3/10-5/2	5/5-5/23
1 Year Courses			621		642		622		681	681	Project Presentations Graduation
		624 (2 Credits, class meets twice in week prior to Summer I, 8 times during Summer I)			651		652		632 (MPA)	602 (MPA)	
					631		623		AOC I*	AOC II	
				711 (Internship)							
			691 (1 Credit, meets four times over the year: 8/9, 10/11, 12/13, 2/28)						680 (MPP) 692 (MPP)		
										690 (MPP)	
Traditional*** Program Courses											711 (internship) Summer between
1 <sup>st</sup> Year					621** 651		622 631		632 661	602	1 <sup>st</sup> & 2 <sup>nd</sup> year
2 <sup>nd</sup> Year					691 (1 Credit) 624 (2 Credits) 642		623 652		681 AOC I	681 AOC II	

\*AOC – Area of Concentration. Two of these courses are required for the MPA. In this proposed plan students in both the 1-Year and the Traditional Programs take the same Area of Concentration courses (offered 5:00 – 7:30 PM two days a week). Courses are offered in the concentrations of not-for-profit management, public budgeting, international policy and management, and environmental policy.

\*\*Blue denotes 1<sup>st</sup> year course in the traditional program while green denotes 2<sup>nd</sup> year.

\*\*\*Internship (PA 711) in the traditional programs is between the 1<sup>st</sup> and 2<sup>nd</sup> year



Table 5: Current Program

	<b>Fall Semester</b>	<b>Summer</b>	<b>Spring Semester</b>
1 <sup>st</sup> Year Courses	621 631 651	711 (Internship)	622 632 (MPA) 652 692 (MPP)
2 <sup>nd</sup> Year Courses	602 (MPA) 623 642 690 (MPP) AOC*		680 (MPP) 681 AOC*

\*AOC – Area of Concentration

*Table 6: Course Titles*

#	Title	MPA*	MPP
<b>Martin School Courses</b>			
PA	602 Organizational Change & Strategic Planning	R	
PA	621 Quantitative Methods of Research	R	R
PA	622 Public Program Evaluation	R	R
PA	623 Decision Analysis	R	
PA	624 Government Information Systems (2 credits)	R	
PA	631 Public Financial Management	R	R
PA	632 Public Funds Management	R	
PA	633 Municipal Securities	E	
PA	636 Health Economics	E	E
PA	637 Health Finance	E	E
PA	641 Political Environment of Public Organizations	E	E
PA	642 Public Organization Theory and Behavior	R	R
PA	651 The Policy Process	R	
PA	652 Public Policy Economics	R	R
PA	653 Local Economic Development	E	E
PA	660 Public Policy of the Nonprofit Sector	E	E
PA	661 Financial Management for Non-Profit Organizations	E	E
PA	662 Non-Profit Management	E	E
PA	665 Public Policy and Political Economy	E	E
PA	667 Policymaking in an International Context	E	E
PA	671 Overview of the Health Care Delivery System	E	E
PA	673 Health Policy Development	E	E
PA	680 Benefit-Cost Analysis	E	R
PA	681 Capstone in Public Administration	R	
PA	683 Tax Policy	E	E
PA	690 Public Policy Analysis Overview		R
PA	691 Ethics and Public Policy	R	
PA	692 Econometrics		R
PA	795 Special Topics in Public Administration: Education Policy	E	E
Courses in Other Units used for Area of Concentration			
AEC	626 Agriculture and Economic Development		E
AEC	640 Advanced Agricultural Policy		E
EPE	602 Social Policy Issues and Education		E
EPE	603 Education Policy Analysis: An Introduction		E
EPE	670 Policy Issues in Higher Education		E
ES	620 Natural, Biological, and Medical Sciences in Environmental Systems	E	E
ES	610 Engineering and Physical Sciences in Environmental Systems	E	E
FIN	585 Bank Management	E	
FIN	680 Money, Interest, and Capital	E	
SW	630 Introduction to Social Welfare Policy and Services		E

\*"R" is a required course for the program; "E" denotes an elective (Area of Concentration).

## Appendix

Table A.1: Course Offerings by Faculty

		Summer I	Fall I	Fall II	Spring I	Spring II
<b>Bromley-Trujillo</b>	3		651-001 651-401			690
<b>Butler</b>	3	621-001	621-401		692	692
<b>Cowen</b>	4			622-001 622-401 623-001 623-401		
<b>Denison</b>	3		731	731	632-001, 632-401	
<b>Hackbart</b>	1		631			
<b>Hoyt</b>	1		750			
<b>Jennings</b>	3				751	602-001 602- 401
<b>Petrovsky</b>	4		642-001 642-401 742			IM
<b>Toma</b>	4			652-001 652-401	EP I	EP II
<b>Wildasin</b>	3				752, IP	TP
<b>Blomquist</b>					680	680
<b>Davis</b>					653	653
<b>Adjunct</b>	5					
<b>Blanton</b>						662
<b>Cox</b>		624	624			
<b>Wilson</b>		691*	691	PD		
<b>Other</b>			631		661	EP II

\* PA 691 is 1 credit and meets four times over the year in the 1-year program: 8/9, 10/11, 12/13, 2/28

Tables A.2: Detailed Session Schedules

Session: Summer I, Dates 7/15-8/8				
Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	621 Butler	621 Butler	621 Butler	621 Butler
10:00 AM				
10:30 AM				
11:00 AM				
11:30 AM				
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM	624* Cox	624 Cox	624 Cox	624 Cox
2:00 PM				
2:30 PM				

\* Two sessions of PA 624 (2 credits) will be taught prior to session on 7/10 and 7/11.



1-Year MPA/MPP

1st Year, Evening MPA

2nd Year, Evening MPA

PHD

Elective

Session: Fall I, Dates: 8/19 - 10/10				
Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	750 Hoyt	651 Bromley- Trujillo	750 Hoyt	651 Bromley- Trujillo
10:00 AM				
10:30 AM				
11:00 AM	642	731 Denison	642	742
11:30 AM	Petrovsky		Petrovsky	Petrovsky
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM	631 Hackbart		631 Hackbart	
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM	642 Petrovsky	624/691 651 Bromley- Trujillo	642 Petrovsky	624/691 651 Bromley- Trujillo
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM	621		621	

**Session: Fall II, Dates: 10/21 - 12/12**

Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	750 Hoyt	652 Toma 731 Denison	750 Hoyt	652 Toma 742 Petrovsky
10:00 AM				
10:30 AM				
11:00 AM	622 Cowen		622 Cowen	
11:30 AM				
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM	623 Cowen		623 Cowen	
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM	631 623 Cowen	622 Cowen 652Toma	631 623 Cowen	622 Cowen 652 Toma
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				

**Session: Spring I, Dates: 1/8 - 2/27**

Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	751 Jennings	752 Wildasin		752 Wildasin
10:00 AM				
10:30 AM		632 Denison		632 Denison
11:00 AM				
11:30 AM				
12:00 PM	692 Butler		692 Butler	
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM	680 Blomquist	653 Davis	680 Blomquist	653 Davis
4:00 PM				
4:30 PM				
5:00 PM	EP I Toma 661	632 Denison IP Wildasin	EP I Toma 661	632 Denison IP Wildasin
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				

Session: Spring II, Dates: 3/10 - 5/2				
Time	Monday	Tuesday	Wednesday	Thursday
9:30 AM	751 Jennings	752 Wildasin		752 Wildasin
10:00 AM				
10:30 AM				
11:00 AM		602 Jennings 690 Bromley- Trujillo		602 Jennings 690 Bromley- Trujillo
11:30 AM				
12:00 PM	692 Butler		692 Butler	
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM	680 Blomquist	653 Davis	680 Blomquist	653 Davis
4:00 PM				
4:30 PM				
5:00 PM	EP II TP Wildasin 662 Blanton	602 Jennings 667 Petrovsky	EP II TP Wildasin 662 Blanton	602 Jennings 667 Petrovsky
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				

To: Jeannine Blackwell, Dean of the Graduate School  
From: Harald Hoebusch, Division Director German Studies, MCL

Re: University Scholars Program - M.A. in German Studies

In an effort to better serve the most highly qualified UK students who are interested in developing an advanced, professional knowledge of German Studies, the graduate faculty in German Studies within MCL is requesting to participate in the University Scholars program beginning Fall 2012. German Studies would join French and Classics in taking advantage of this educational opportunity for our best and brightest students. We have had excellent success in terms of our graduate students teaching at the schools or continuing with studies towards their Ph.D. elsewhere. We anticipate 2 – 3 students per year will avail themselves of this University Scholars option.

Undergraduate German Studies majors with a GPA of at least 3.5 in their German Studies courses would be eligible for admission to the M.A. program in German Studies when they have at least 90 hours earned (or in progress at time of application) with an overall GPA of at least 3.2 in their studies at UK. Students would also have to meet the following admissions requirements.

These admission requirements are:

The minimum GRE and GPA admissions requirements for the M.A in German Studies are the same as for the Graduate School. However, the number of admissions is limited and admissions decisions are made on a competitive basis. All M.A. applicants must have successfully completed at least 4 upper division (i.e., 300-level or higher) courses in German (up to three may be in progress at time of application) and have German language communications skills at or above the Intermediate High (ACTFL) level, as evaluated in upper division coursework (or, if necessary, a skills test at time of application). Additional course work in German history and/or literary studies as well as study abroad in a German-speaking country is desirable, but not required.

Following the tradition of the University Scholar's program, all applications will be reviewed by the Graduate Studies Committee and the Director of Graduate Studies, in concert with the Director of Undergraduate Studies, and only highly qualified applicants will be recommended for admission. After admission to the Master's program, a student would take up to 12 hours of the Master's core courses, which would count as electives toward the undergraduate degree in German Studies. No additional resources will be needed to implement this program, and its administration will represent only marginal additional efforts by the DGS and DUS in their existing leadership roles.

A University Scholar's program in German Studies represents a unique educational opportunity for students in German Studies who want to pursue graduate study and a possible career path as a teacher or scholar. We hope to make this available to students starting spring 2013.

What follows is a sample 4<sup>th</sup>-year program for German Studies University Scholars students. The exact courses will vary somewhat, especially in the spring semester, as the courses offered are in accord with our graduate faculty's rotations. If the University Study student were to complete the 12 hours of 500/600-level course work outlined below, then the M.A. could be completed in a fifth year of studies.

Sample 4<sup>th</sup>-Year:

Fall

GER 507: Advanced German Composition/Conversation: Contemporary Germany

GER 553: Teaching of German

Electives or other required courses for B.A. or B.S. (9 hours)

Spring

GER 616 Genres in German Literature:

GER 615 Major German Authors:

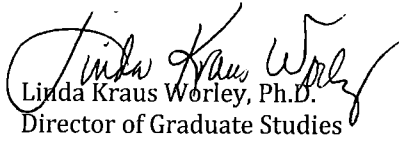
GER 495 (capstone)

Elective or other requirements (6 hours)

University Scholars enrolled in classes that are open to both undergraduate and graduate students will be required to complete any extra assignments that may be required of graduate students.

This program will be evaluated by the percentage of students who begin the University Scholars program and then successfully complete their M.A.






Linda Kraus Worley, Ph.D.  
Director of Graduate Studies



N. Jeff Rogers, Ph.D.  
Director of Undergraduate Studies



Harald Höbusch, Ph.D.  
Director, Division of German Studies

3/9/12

Dr. Brian Jackson Graduate Council

**Brothers, Sheila C**

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**From:** Hippisley, Andrew R  
**Sent:** Sunday, February 03, 2013 1:37 PM  
**To:** Brothers, Sheila C  
**Cc:** Jones, Davy  
**Subject:** RE: Nursing

Sheila,

Revised agenda item:

This is a recommendation that the University Senate approve the suspension of admission into an existing graduate program: Master of Sciences in Nursing, in the College of Nursing.

**MEMORANDUM**

Date: March 15, 2012

To: Heidi M. Anderson, PhD  
Chair, Health Care Colleges Council

From: Patricia B. Howard, PhD, RN, NEA-BC, FAAN  
Associate Dean, MSN/DNP Studies

Subject: Program Suspension -  
Master of Science in Nursing (MSN) Program:

- Suspension of admissions
- Retention of degree rights for future consideration

College of Nursing  
UK Medical Center  
315 College of Nursing Bldg.  
Lexington, KY 40536-0232  
859 323-6533  
*fax* 859 323-1057  
[www.mc.uky.edu/nursing](http://www.mc.uky.edu/nursing)

**Background Information**

Historically, the Master of Science in Nursing (MSN) degree program prepared graduate nurses for roles in direct and indirect care. However, in October 2004 the American Association of Colleges of Nursing (AACN), the organization that provides direction for graduate level nursing education, developed a position statement recommending that the nursing profession move to the practice doctorate as the entry level degree for advanced practice nurses (APN). Both direct care APNs (nurse practitioners, nurse midwives, nurse anesthetists, and clinical nurse specialists) and indirect care APNs (nursing administration, public health, etc.) were included in the position description for the Doctor of Nursing Practice (DNP). AACN continues to advocate for MSN programs that do not prepare advanced practice nurses (e.g., nursing informatics, clinical nurse leaders). While the College of Nursing considered offering a clinical nurse leader MSN program in 2006, efforts to secure University approval was tabled given the array of programmatic changes within the College.

The AACN DNP recommendation was made based on profound changes in increasingly complex health care systems, mandating changes to improve quality of care while reducing costs, improving access, eliminating disparities, and promoting safe practice. "Practice-focused doctoral programs are designed to prepare experts in specialized advanced nursing practice. They focus heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings" (AACN Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p. 3). The high number of credit hours in MSN programs preparing advanced practice nurses was also an influencing factor in this movement. Finally, the change was recommended in order to bring the nursing discipline to a similar level of preparation as other health care disciplines now prepared at the doctoral level. Examples of the practice doctorate level of education can be found in Physical Therapy (DPT), Pharmacology (Pharm.D.), and Audiology (AudD). The College of Nursing offers a Baccalaureate Degree entry option to prepare registered nurses. The DNP is considered a graduate professional program.

In 2001 the CON admitted its first cohort of students to the DNP program, which opened with an MSN entry to the practice doctorate program. It was the first of its type worldwide. Since then, the movement to the DNP has proliferated across the country and is being adopted in some countries internationally. According to AACN data, in 2006 there were 862 students enrolled in DNP programs, and in 2011 there were 8,973 students enrolled in DNP programs throughout the US. These numbers represent a mix of post BSN and post MSN

enrolled students. Because of the success of and demand for the MSN-DNP program, and in keeping with the AACN recommendation for all programs offering APN programs to move to the DNP level by 2015, the faculty agreed to be an early adopter of the post-Bachelor of Science in Nursing (BSN) entry option to the DNP program. The first cohort of students was admitted in the fall of 2009.

### **Faculty Decision.**

September 5, 2008, the faculty members of the Master of Science Program Committee voted to admit the last cohort of MSN applicants in fall 2009, with an expected completion date of no later than 2013. Per the College's bylaws, in September of 2008, the required two thirds vote of the CON total faculty was met to implement the BSN-DNP entry option, effective fall 2009. Of the 48 faculty who voted, 26 had graduate status. This represents a majority of the 29 College of Nursing faculty with Graduate School status in 2008. Once faculty made these recommendations, forums were held with students and faculty to (1.) assure them of continued efforts for quality in the MSN program and (2.) offer students enrolled in the MSN program the option to transition to the BSN-DNP program beginning in fall 2009. Approved course substitutions were shared with students. Fifteen students enrolled in the MSN program made the transition to the BSN-DNP curriculum.

During the process of the BSN-DNP curriculum development, faculty focused on the DNP option as the College's one pathway to prepare APNs, not only because of the national movement but also because of limited resources. However, selected MSN courses remained open because we awarded the MSN degree enroute to the College's BSN-PhD option.

More recently, in December 2011 the PhD Program Committee recommended to the graduate faculty a revised BSN-PhD curriculum plan that does not award the MSN degree en route to the PhD. This BSN-PhD proposed curriculum was approved by the graduate faculty in February 2012. Furthermore, at the December 2011 graduate faculty meeting a motion was made to suspend admission to the MSN program but maintain the MSN degree with review by the CON faculty within 5 years (by Spring 2017). Results of the vote on suspension of the MSN program were reported at the January 13, 2012 total faculty meeting; 60% of the College's graduate faculty voted in favor of this motion. The College requests the 5 year window in order to assess whether it wants to redesign the MSN program to prepare nurses for areas other than advanced practice. For these reasons, this request is submitted for suspension of admissions to the MSN program in the College of Nursing.

### **Suspension of Admissions to the MSN Program**

***We formally request on behalf of the faculty:***

- (1) suspension of admissions to the MSN program and, simultaneously,***
- (2) that the MSN degree be maintained for continuing students in the MSN program and continuing students in the original BSN-PhD program, which currently awards the MSN en route to the PhD, with review by CON faculty within 5 years.***

We appreciate the consideration of the Health Care Colleges Council and await further direction on additional approvals that are necessary. I can be reached at [pbhwa00@uky.edu](mailto:pbhwa00@uky.edu) or Pamela Knight at 859-323-3304 if additional information is needed.

cc: Dr. Jane Kirschling  
 Dr. Jeannine Blackwell  
 CON members of Health Care Colleges Council  
 Gia Mudd, Representatives  
 Darlene Welsh, Representatives  
 Elizabeth Tovar, Alternate  
 Ana Maria Quelopana, Alternate

**External-to-College Approvals:**

<b>Council</b>	<b>Date Approved</b>	<b>Signature</b>	<b>Approval of Revision<sup>5</sup></b>
Undergraduate Council			
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council	4/17/12	Lynda Brown Wright	
Senate Council Approval		University Senate Approval	

**Brothers, Sheila C**

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**From:** Hippisley, Andrew R  
**Sent:** Sunday, February 03, 2013 1:40 PM  
**To:** Brothers, Sheila C  
**Cc:** Jones, Davy  
**Subject:** RE: Library sciences suspension

Sheila,

Revised agenda item:

This is a recommendation that the University Senate approve the suspension of admission into an existing graduate program: Master of Arts in Library Sciences, in the School of Library & Information Sciences within the College of Communication and Information.

31  
PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>College of Communication and Information</u>	Department:	<u>School of Library and Information Science</u>
Major Name:	<u>Library Science</u>	Degree Title:	<u>MA</u>
Formal Option(s), if any:	<u>Options A &amp; B</u>	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>25.0101</u>	Today's Date:	<u>9/18/2012</u>
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date <sup>1</sup> : <u>Spring 2013</u>
Contact Person in the Dept:	<u>Will Buntin</u>	Phone:	<u>859-257-3317</u> Email: <u>will.buntin@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>Faculty voted to suspend the MA program. Reviewing past years, out of approximately 600 graduates (in roughly six years), one student has pursued the MA degree. Faculty believe the MS program is sufficient for graduating employable information professionals.</u>	
What provisions are being made for students already in the program?	<u>Students currently enrolled who have opted for the MA will be grandfathered in and allowed to complete the requirements for the MA.</u>	
Will another degree program replace the one suspended/deleted?	<u>No</u>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>

\*If Yes, forms for dropping a course(s) must be attached.

<sup>1</sup> Suspensions/deletions are made effective for the semester following approval. No suspension/deletion will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

32  
PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

**General Information:**



Proposal Name: Suspension of LIS MA Plans A & B

Proposal Contact Person Name: Will Buntin Phone: 7-3317 Email: will.buntin@uky.edu

INSTRUCTIONS:

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SUS Faculty	4/7/12	Jeff Huber 785341 / jhuber@uky.edu	
CF Council	9/22/12	Dan O'Neil 802901 / dooneil@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

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

Digitally signed by Dr. Brian A. Jackson  
DN: cn=Dr. Brian A. Jackson, o=University of  
Kentucky, ou=Graduate School, email, c=US  
Date: 2012.11.16 13:09:45-05'00'

Comments:

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



**Brothers, Sheila C**

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**From:** Hippisley, Andrew R  
**Sent:** Thursday, January 31, 2013 2:19 PM  
**To:** Brothers, Sheila C  
**Subject:** Instructional Communication

This is a recommendation that the University Senate approve the establishment of a new post graduate certificate: Instructional Communication, in the Division of Instructional Communication, within the College of Communication and Information.

**Graduate Certificate Application**  
**Certificate in Instructional Communication**

Submitted by:

Dr. Deanna Sellnow  
Gifford Blyton Endowed Professor of Communication  
Director, Undergraduate Studies in Communication  
Director, Division of Instructional Communication  
310J Lucille C. Little Library  
University of Kentucky  
Lexington, KY 40506  
859-257-8370

## Enclosures

### Graduate Certificate Application Form

- Educational Objectives/Learning Outcomes
- Rationale for Certificate
- Target Student Population
- Certificate Requirements and Proposed Courses
- Certificate Relationship with Other Degrees
- Certificate Course Format Options
- Admissions Criteria
- Financial Plan
- Certificate Director and Faculty
- Evaluation Plan

### CJT 616 – Foundations in Instructional Communication

- New Course Form
- Distance Learning Form
- CJT 616 Syllabus

### CJT 636 – Assessment and Evaluation Methods in Applied Communication Research

- New Course Form
- Distance Learning Form
- CJT 636 Syllabus

### CJT 646 – Interpersonal Communication in Instruction

- New Course Form
- Distance Learning Form
- CJT 646 Syllabus

### CJT 656 - Instructional Communication and Technology

- New Course Form
- Distance Learning Form
- CJT 656 Syllabus

### CJT 726 – Communication Leadership Studies

- New Course Form
- Distance Learning Form
- CJT 616 Syllabus

### CJT 780 – Interventions and Assessment in Healthcare

- New Course Form
- Distance Learning Form
- CJT 616 Syllabus

**Instructors for each course:****CJT 616: Foundations in Instructional Communication**

B. Frisby  
D. Sellnow  
L. O'Connor

**CJT 636: Assessment and Evaluation Methods**

B. Frisby  
A. Gaffney  
D. Lane

**CJT 646: Interpersonal Communication in Instruction**

B. Frisby  
D. Sellnow  
L. Wittenberg-Lyles

**CJT 656: Instructional Communication and Technology**

D. Lane  
A. Limperos  
P. Spence

**CJT 723: Training and Consulting**

D. Lane  
T. Sellnow  
P. Spence

**CTJ 726: Communication Leadership Studies**

T. Sellnow  
P. Spence  
S. Veil

**CJT 780: Interventions and Assessment in Health Care**

E. Cohen  
D. Lane  
E. Wittenberg-Lyles

## 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:** Instructional Communication

**Sponsoring Academic Unit:** College of Communication and Information

**Administering Unit, if different:** Division of Instructional Communication

**Primary Contact Name:** Deanna Sellnow

**Campus Address :** Lucille C. Little Library 310J

**Phone Number:** 859-257-8370      **Email:** Deanna.Sellnow@uky.edu

**First Term the Certificate Would be Offered:** Upon approval from University Senate

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

This certificate is designed to help students achieve instructional communication competency that can be applied in a wide range of contexts. Specifically, this program will (objectives):

1. Provide students with a multi-faceted view of instructional communication theory and research methods.
2. Prepare students to effectively plan, implement, lead, and assess communication effectiveness in diverse instructional contexts.
3. Provide students with the knowledge and skills to be competitive in a knowledge and technology driven society.

Furthermore, graduates will be able to (learning outcomes):

1. Describe effective instructional communication processes as they occur in multiple contexts.
2. Apply instructional communication theories and methods to examine instructional communication in various settings.
3. Deliver effective instructional communication messages in a variety of contexts.
4. Evaluate instructional communication messages as they occur in a variety of contexts.

***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.**

The International Communication Association first formally recognized instructional communication as a field of study in 1972 and it remains prominent in the communication discipline today (Mottet & Beebee, 2006). Its status is evidenced by the presence of instructional communication divisions in regional, national, and international professional organizations, as well as by the two journals (*Communication Teacher* and *Communication Education*) sponsored by our national association (NCA) dedicated to this area of research. Defined as the study of “teaching and learning as a communication process with the goal of enhancing teaching effectiveness and student learning” (McCroskey, Richmond, & McCroskey, 2002; Mottet & Beebee, 2006, p. 4), instructional communication operates at the intersection of educational psychology, pedagogy, and communication. This field of study transcends narrow definitions of “instruction” in its application to a variety of contexts, both within and beyond traditional classroom walls. Further, Friedrich (1987) argued that instructional communication is “an exciting and active area of research within the communication discipline” (p. 9). Consequently, the theories, methodologies, and instructional communication skills developed through a graduate certificate in instructional communication will benefit those who earn the certificate. Specifically, a graduate certificate in instructional communication will be of value to graduates who plan to pursue careers in academia, training and development, and consulting. The certificate will also be of value to those who plan to conduct instructional communication research in traditional classroom settings and beyond them, for instance, instructional interventions to change behaviors in health care settings, in risk and crisis situations, in workplace negotiations, and other contexts where instruction and communication intersect.

In a 1996 study of doctoral program reputations, fifteen doctoral programs in communication reported specialty in communication education and instructional communication (NCA Doctoral Reputation Study, 1996). However, in a 2004 follow up study, fewer programs were offering formal specialization in instructional communication. This decline in a formal focus on instructional communication has been attributed to foundational researchers retiring or moving into administration (Lane & Sellnow, 2008). While many universities currently offer a course or sequence of courses in instructional communication, only four universities offer a formal degree program in instructional communication. These are West Virginia University, University of Nebraska, University of Utah, and Texas State University – San Marcos (Lane & Sellnow, 2008). Hence, developing and offering a formal certificate in instructional communication will position the University of Kentucky as one of only a few at the forefront of this field of study. Additionally, the University of Kentucky will be the first of our 20 benchmark institutions to offer a formal program in instructional communication. This certificate will propel the University of Kentucky to trendsetter status in a way that benefits the communication field, as well as employers, students, and the community.

A formal certificate in instructional communication will benefit the University of Kentucky in several additional ways. To clarify, students and faculty within the College of Communication and Information have been examining instructional communication through research and teaching activities for years and the number of them doing so is increasing. In fact, ten faculty members and eleven full time lecturers in the college are trained in and/or currently study some aspect of instructional communication. Four of these faculty members have been hired in the past three years, demonstrating deliberate growth in instructional communication as a formal area of expertise in the college. Additionally, several instructional communication courses have been offered at the graduate level and garnered solid enrollments although often

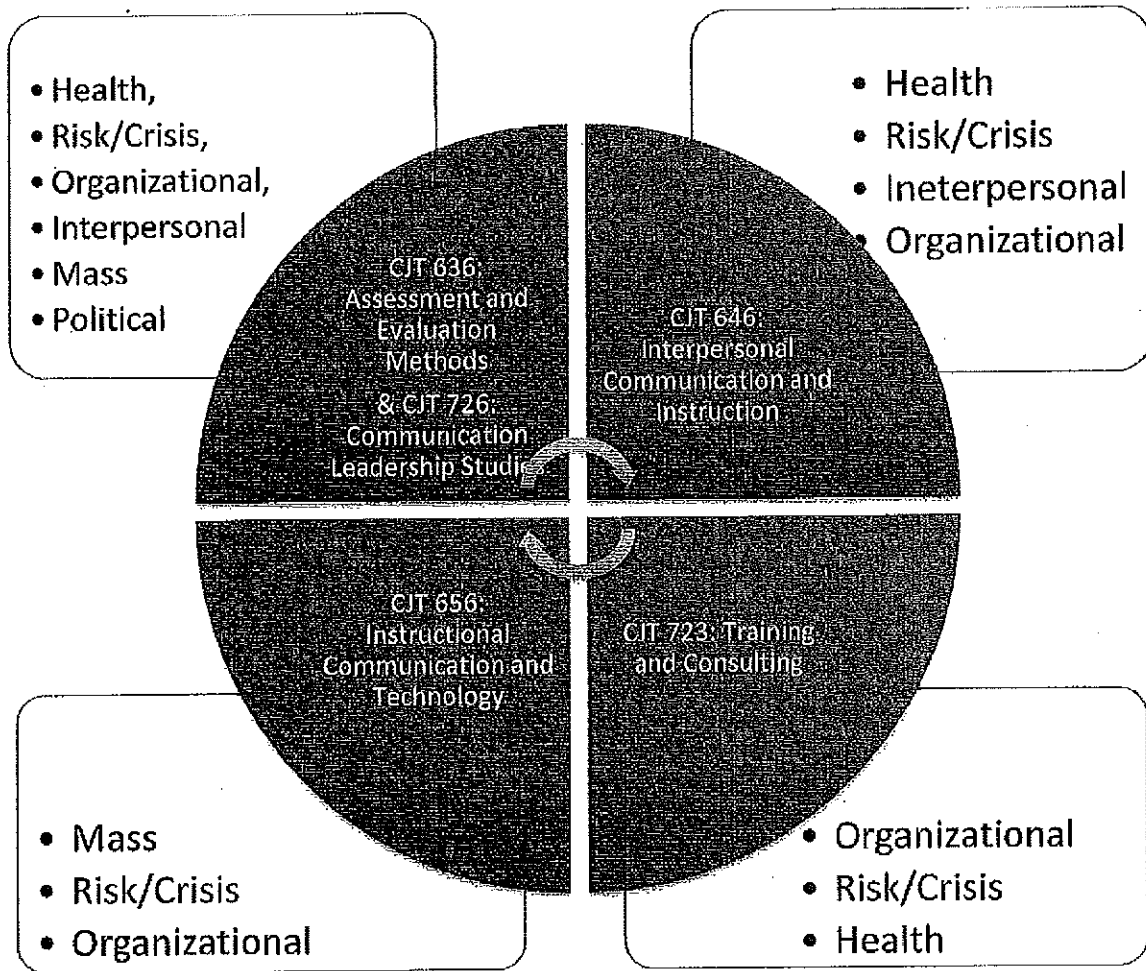
taught as CJT 780 Special Topics/Subtitle Required courses (see <http://cis.uky.edu/grad/courses>). Moreover, more than one third of the dissertations completed since 2007 focused on instructional communication, demonstrating student interest and demand. In fact, approximately 25% of the class admitted to the College of Communication and Information Graduate Program in 2011 expressed interest in instructional communication despite the lack of a formal certificate in this area (Sellnow, 2011).

The College of Communication and Information is in a unique position to make this curricular change given the expert faculty available to facilitate the development, administration, and implementation of the program. Many of the faculty affiliated with instructional communication are located in the newly developed Division of Instructional Communication, which is yet another indicator of the vitality of this area of study. The Division of Instructional Communication was developed to a) respond to university needs revolving around the new UKCore and b) accommodate the growing interest in this field among our students. Given the faculty and student interest in instructional communication, the graduate program in the College of Communication and Information has the potential to become a new hub for instructional communication theorizing and empirical research, and to produce faculty and scholars with instructional communication expertise.

We expect a formal certificate in instructional communication to attract students in an array of related fields across the university, as well. It will do so by complementing what is currently offered. A certificate in instructional communication is different from any other certificates currently being offered at the University of Kentucky. For example, The Graduate School offers a graduate certificate in College Teaching and Learning. This certificate focuses on “preparation for the full range of faculty responsibilities at a range of institutions of higher education” (University of Kentucky Graduate School, 2011). The Department of Curriculum and Instruction offers a graduate certificate in distance education to develop a “unique set of skills for course program development, management, support, and delivery” in distance education (University of Kentucky Graduate School, 2011). While our instructional communication certificate would certainly assist those who wish to pursue faculty positions or those who wish to engage in distance education, the study of instructional communication will also enhance the education of those who are involved in instructional communication contexts that are more broadly defined. Instructional communication can be employed in organizational communication training, consulting, and development, in health care communication contexts, in risk and crisis, through mass communication channels, as well as in any classroom (i.e., ranging from pre-school, elementary, high school, and college to graduate school). Thus, this certificate will help students develop teaching and research skills that are applicable in a variety of instructional contexts.

Based on the historical context demonstrating its grounding in the field of communication studies, the need for research and theory in instructional communication, the plethora of students and faculty interested in instructional communication, the complementary nature of this certificate with other areas of focus in our interdisciplinary graduate program (see Figure 1), and the complementary nature of it to graduate students in related programs across the university, this new graduate certificate in Instructional Communication fills an important role for students at the University of Kentucky. This 12-credit certificate program will be open to students across disciplines, to faculty across colleges, and to community members who seek professional development and research training of an instructional communication nature.

Figure 1. Instructional Communication Integration with Existing CJT Curricular Foci.





## References

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- Lane, D. R., & Sellnow, D. D. (2008). *Reflections on the future of communication education research: Examining the status of instructional communication as a doctoral specialty in U.S. universities*. Paper presented at the Joint Kentucky/Tennessee Communication Association Conference.
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- Mottet, T. P., & Beebe, S. A. (2006). Foundations of Instructional Communication. In T. P. Mottet, V.P. Richmond, & J. C. McCroskey (Eds.). *Handbook of Instructional Communication: Rhetorical and Relational Perspectives* (pp. 3-27). Boston, MA: Allyn & Bacon.
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<http://natcom.org/Default.aspx?id=630&terms=doctoral%20programs>
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- University of Kentucky Graduate School (2011). Graduate Certificates. Retrieved on October 24, 2011 from: [http://www.research.uky.edu/gS/CurrentStudents/grad\\_cert.html](http://www.research.uky.edu/gS/CurrentStudents/grad_cert.html)

**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 certificate will be advantageous for community members and professionals who are employed in an educational, organizational, or health care setting
- Degree-seeking, Matriculated Students**
- Non-Degree-Seeking Students**

This certificate will be appropriate for a diverse set of students including those who are currently in the graduate program and would like a certificate in their specialization, graduate students who are in other colleges who can complement their graduate degree with expertise in instructional communication, students who are considering a graduate degree, and professionals and community members.

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

Students who earn a certificate in instructional communication will successfully complete 12 hours of coursework. They may choose the 12 hours tailored to their specific instructional context and professional needs. The courses are 3 credits each and include:

**CJT 616 – Foundations in Instructional Communication**

Instructional communication is a blending of three disciplines including pedagogy (teaching), educational and cognitive psychology (learning), and communication. Although each of these unique disciplines is embedded in its own theoretical and research tradition, this course will focus on where these three disciplines intersect. We will examine and criticize various communication and instructional models, plan for and deliver instruction in both in-person and computer-aided venues, learn various methods for assessing teaching and learning, and discuss the managerial and political aspects of instructional delivery in various professional contexts. *This course blends elements from two existing and regularly taught courses: LIS 616 and CJT 684.*

**CJT 636 – Assessment and Evaluation Methods in Applied Communication Research**

In a variety instructional settings including, but not limited to traditional classrooms (e.g., corporate training, online instruction, health care interventions, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these applied contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will learn how to develop, conduct, and evaluate sound assessment plans, and provide recommendations based on assessment results. *This course is already being taught as a CJT 780 (Special Topics) course.*

**CJT 646 – Interpersonal Communication and Instruction**

Interpersonal communication exists in the relationships between students and instructors and between students, both in and out of the classroom. Although these relationships differ from other interpersonal relationships (e.g., friends, significant others), their impact is no less profound or influential. In this course, students will explore how interpersonal concepts, constructs, theories, and relationships emerge in the classroom. Further, students will explore how the interpersonal concepts, constructs, theories, and relationships impact the overall instructional environment in terms of learning outcomes, satisfaction, and engagement, among other important instructional outcomes.

**CJT 656 – Instructional Communication and Technology**

Instructional communication, like other contexts of communication, often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course marries traditional areas of concern for instructional communication and emerging technologies to explore the landscape of teaching and learning. Through readings, technology

demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.

**CJT 723 – Training and Consulting**

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.

*Note: This course is already approved for the Risk Sciences Graduate Certificate.*

**CJT 726 – Communication Leadership Studies**

The primary purpose of this course is to extend students' theoretical understanding of leadership from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in major term projects which incorporate current leadership theory and research; and (4) enhance students' understanding of published research in leadership communication.

**CJT 780 – Interventions and Assessment in Healthcare**

The purpose of this course is to expose students to the theories and principles of instructional communication that can be applied to health intervention research. Specifically, this course is designed to (1) sharpen the students' understanding of the role of instructional communication in developing effective intervention protocols; (2) familiarize students with intervention research as it relates to the instructional communication process; (3) involve students in major term projects which incorporate instructional theory and research into the healthcare setting; and (4) enhance students' understanding of published research on healthcare intervention research. *This course is being proposed as an irregularly offered special topics course that could apply to the certificate for students focused specifically on health communication.*

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

The Division of Instructional Communication will offer the certificate within the Graduate Programs in Communication in the College of Communication and Information. The required courses can be used toward the Graduate Certificate in Instructional Communication, as well as a Master's or Doctorate in Communication. Students pursuing both a graduate degree in communication and the certificate in instructional communication must be accepted separately into both the graduate degree program and the certificate program.

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

N/A

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

Given the broad based nature of instructional communication, this certificate program will be offered on campus, and through distance learning or in a hybrid form as needed to meet the needs of graduate students, faculty members, professional students, and community members who wish to obtain the certificate.

**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 Instructional Communication 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.**

The courses will be taught through the faculty's traditional course load in the College of Communication and Information. When faculty earn a course release because they are working on funded research, funds will be reallocated to ensure the courses can be taught. Given the addition of four new graduate faculty with expertise in instructional communication since 2009 and the fact that many of these courses are already being or have been taught under different numbers (e.g., LIS 616, CJT 780), human resources are not an issue. Standard tuition rates apply.

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:

N/A. Expenses will be absorbed within the Division of Instructional Communication and Graduate Programs in Communication

**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**

**Deanna D. Sellnow** (Ph.D., 1991, University of North Dakota) is the Gifford Blyton Endowed Professor of Oral Communication, as well as Director of Undergraduate Studies in Communication and the Division of Instructional Communication at the

University of Kentucky. She has published and presented her scholarship in international, national, regional, and state venues. Her research interests focus primarily on instructional communication, communication education, and the rhetoric of popular culture. Sellnow has also authored or co-authored several textbooks for the basic communication skills courses and has just completed serving as editor of *Communication Teacher*, a refereed academic journal sponsored by the National Communication Association. Sellnow is currently under contract to revise her book, *The Rhetorical Power of Popular Culture: Considering Mediated Texts*, with SAGE. With Tim Sellnow, she also co-authored the Illusion of Life rhetorical perspective, a theory that illustrates how music communicates both didactic and emotional content via the dynamic interaction between discursive lyrical content and nondiscursive musical form.

### Graduate Certificate Associates

**Elisia L. Cohen** (Ph.D., 2003, University of Southern California) is an associate professor of Communication at the University of Kentucky College of Communication and Information 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.

**Brandi N. Frisby** (Ph.D., 2010, West Virginia University) is an assistant professor in the Department of Communication and the Division of Instructional Communication. Her educational background primarily focuses on higher education, communication, instructional communication, and interpersonal communication. Her research focuses on interpersonal communication processes and theories that occur in instructional settings. Specifically, she examines how interpersonal processes enhance the classroom environment, teacher-student relationships, peer-peer interaction, impact on student participation, and overall student learning. Additionally, other research projects that she is involved in examine instructional communication beyond traditional classroom settings including instruction in all-terrain vehicle safety, education with adolescents about risky behaviors, instructional interventions for physicians and patients, and providing mediated instruction in times of crises. Her work has been published in refereed journals such as *Communication Studies*, *Communication Education*, *Communication Teacher*, *Sex Roles*, and the *Journal of Social and Personal Relationships*, among other journals. She is a member of five professional organizations, serving in leadership roles for the National Communication Association and the International Communication Association.

**Amy L. H. Gaffney** (Ph.D., 2010, North Carolina State University) is an assistant professor in the Department of Communication and the Division of Instructional

Communication. She completed her Ph.D. in Communication, Rhetoric, and Digital Media at North Carolina State University in 2010. Her research interests are in communication across the curriculum and instructional communication. These interests have led to projects such as testing instructional methods for teaching communication competencies to design students, measuring students' affective learning, and predicting students' classroom participation. Her work has been published in *Communication Education* as well as in journals from other disciplines (e.g., *Physical Review Special Topics -- Physics Education Research*) and that cross disciplines (*International Journal for the Scholarship of Teaching and Learning*). She is active in professional organizations such as the National Communication Association. Dr. Gaffney has also worked on the University of Kentucky's Quality Enhancement Plan, which is focused on multi-modal communication across the curriculum. She also works on faculty development focused on integrating speaking and writing assignments across disciplines.

**Derek R. Lane** (Ph.D., 1996, University of Oklahoma) is an associate professor in the Department of Communication and Division of Instructional Communication, an endowed professor in the UK College of Engineering, and former Associate Dean for Graduate Programs in Communication in the College of Communication and Information 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.

**Anthony Limperos** (Ph.D., 2011, Pennsylvania State University) is an assistant professor in the Department of Journalism and Telecommunications and the Division of Instructional Communication. Broadly, his research focuses on media uses and effects, with specific interests in the areas of new communication technology, video games, instruction, and health. Limperos is generally interested in how contextual and technological features of new communication technologies impact various cognitive, affective, and behavioral outcomes. His dissertation research and current projects have explored the impact of mediated exercise environments on learning of and motivation for future exercise behavior. Notable research achievements include top paper awards at national communication conferences and recent publications in *Mass Communication and Society* and *Cyberpsychology, Behavior, and Social Networking*.

**Lisa O'Connor** (Ph.D., 2006, Cultural Foundations of Education, Kent State University; M.L.I.S., 1995, University of South Carolina) is an associate professor in Library and Information Science. Her research centers on the nature of information seeking and information literacy in everyday-life contexts, particularly in civic participation and personal finance management. Her work has been published in top-tier journals, such as

Library Trends, the Journal of Librarianship and Information Science, Library and Information Science Research, Journal of Education for Library & Information Science Education and RQ. She teaches Instructional Services, Information Seeking, Retrieval and Services and Foundations of Librarianship.

**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*.

**Patric R. Spence** (Ph.D., 2005, Wayne State University) is an associate professor of Communication and Coordinator of the new Strategic Business and Professional Communication course sequence (CIS 300) in the Division of Instructional Communication. His research focuses on health, risk and crisis communication. More specifically, he examines audience perceptions of risk and emergency messages to draw connections between audience attributes, messages produced by organizations, emergency management and news agencies, motivation to take remedial actions in light of perceived threats and issues of public relations throughout the life cycle of a crisis. He has published in regional, national, and international outlets including, for example, the *Journal of Computer Mediated Communication*, the *Journal of Emergency Management*, and the *Journal of Applied Communication Research*.

**Shari R. Veil** (Ph.D., 2007, 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 Communication and Information 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 research 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.

**Elaine Wittenberg-Lyles** (Ph.D., 2004, University of Oklahoma) is an Associate Professor at the Markey Cancer Center and in the Department of Communication at the University of Kentucky. She is an active member of the Telehospice Project, a long-standing interdisciplinary team of researchers committed to intervention research using telehealth technology. Her research is aimed to design and test interventions for hospice caregivers that can be delivered through telehealth technologies in an effort to overcome the geographic burden and isolation created through caring for a dying love one. She currently serves as Co-I on two randomized controlled trials funded by the NIH National Institute of Nursing Research. Both intervention projects are based on a conceptual framework known as ACT (Assessing Caregivers for Team Interventions) which positions informal caregivers (family or friends) as central to the hospice care process. Essential to this research is a focus on improving caregiver quality of life, lowering caregiver anxiety, improving social support, pain management and problem solving skills. Extensive participatory evaluation is emphasized as a goal and her primary focus is on the caregiver's role and communication with the interdisciplinary healthcare team. In addition to her work in hospice care, Dr. Lyles works extensively on palliative care education for nurses. Her work on the COMFORT initiative, an acronym based communication curriculum that unites communication theory and nursing, has been introduced nationally and future work will involve assessing and evaluating the curriculum. She serves as a faculty member for the National Oncology Family Caregivers Training Program (funded by the *National Cancer Institute*) to assist with training oncology teams about family communication in the medical context. Her research interests include interventions for hospice informal caregivers that can be delivered through telehealth technologies; curriculum development and testing of nurse education in the area of palliative care communication.

### **11. Describe the evaluation plans for the Certificate Program.**

This certificate is designed to help students achieve instructional communication competency that can be applied in a wide range of contexts. Specifically, students who complete this certificate will be able to:

#### Certificate Program Learning Outcome:

*Critically apply instructional communication understanding to the planning, implementation, and assessment of teaching in diverse instructional contexts.*

#### Certificate Program Objectives:

1. Provide students with a multi-faceted view of instructional communication theory and research methods.
2. Prepare students to effectively plan, implement, lead, and assess communication effectiveness in diverse instructional contexts.
3. Provide students with the knowledge and skills to be competitive in a knowledge and technology driven society.

#### Student Learning Outcomes:

1. Describe effective instructional communication processes as they occur in multiple contexts.
2. Apply instructional communication theories and methods to examine instructional communication in various settings.



3. Deliver effective instructional communication messages in a variety of contexts.
4. Evaluate instructional communication messages as they occur in a variety of contexts.

Evaluation Plan:

The Certificate in Instructional Communication will be evaluated according to the program learning outcome, objectives, and student learning outcomes laid out for the certificate. We will do authentic assessment using both direct and indirect measures. We will form conclusions about affective, cognitive, and behavioral learning. Assessment results will be used to inform and improve curriculum and other processes used to deliver the certificate program most effectively.

We will examine the extent to which students are able to *critically apply instructional communication understanding to the planning, implementation, and assessment of teaching in diverse instructional contexts* via an assessment of research projects completed in certificate courses. Specifically, we will sample from the papers completed and presentations delivered by students in certificate courses, and use a standard rubric to assess the extent to which students are able to critically apply instructional communication theories using rigorous methods to predict, explain, and suggest improvement plans in various contexts.

We will evaluate the program objectives using data from formative and summative assessment products, as well as from interviews, focus groups, and surveys. More specifically, evaluation of first program objective will be conducted based on course offering analyses, formative midterm assessment analyses, end-of-semester Teacher Course Evaluation (TCE) analyses, as well as follow-up interviews and focus groups with students who complete the certificate. We will also examine the extent to which learning opportunities were provided by examining the frequency with which courses – representative of multiple perspectives – are offered and the enrollment numbers in them. The second objective will be evaluated by surveying certificate completers with questions about their current positions and the extent to which the certificate prepared them to be competitive in their chosen field. The third objective will be assessed by surveying certificate completers, by tracking placement in related careers, and by questioning employers about the value of their instructional communication expertise in the environment where they work and the responsibilities of their position in that organization. Our goal in all evaluation and assessment processes will be continual improvement in both the variety of perspectives represented and the ability of the certificate program to prepare students to be competitive in their chosen fields.

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Monday, February 04, 2013 2:53 PM  
**To:** Brothers, Sheila C  
**Cc:** Hippisley, Andrew R  
**Subject:** FW: Graduate Certificate in Instructional Communication

----- Forwarded Message

**From:** "O'Hair, Mary J" <[mjohair@uky.edu](mailto:mjohair@uky.edu)>  
**Date:** Wed, 30 Jan 2013 16:15:25 -0500  
**To:** "Hippisley, Andrew R" <[andrew.hippisley@uky.edu](mailto:andrew.hippisley@uky.edu)>  
**Cc:** "McCormick, Katherine" <[kmcco2@uky.edu](mailto:kmcco2@uky.edu)>, "Reese, Robert J" <[jeff.reese@uky.edu](mailto:jeff.reese@uky.edu)>, "Sellnow, Deanna D" <[Deanna.Sellnow@uky.edu](mailto:Deanna.Sellnow@uky.edu)>  
**Subject:** Graduate Certificate in Instructional Communication

Dear Dr. Hippisley,  
 The College of Education is in support of the Graduate Certificate in Instructional Communication.  
 Thanks,  
 Mary John

Mary John O'Hair / Dean / College of Education  
 103 Dickey Hall /Lexington, KY 40506-0017  
 859.257.2813 / <http://education.uky.edu/>

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**From:** Sellnow, Deanna D  
**Sent:** Wednesday, January 30, 2013 3:45 PM  
**To:** O'Hair, Mary J  
**Subject:** Note about the Graduate Certificate in Instructional Communication

Hi Mary John,

Alan DeSantis from my own department who sits on Academic Programs wanted to have a note on file with the proposal that the College of Education has our blessing. Katherine McCormick said yes they did see and approve the certificate at Graduate Council. The chair of the Academic Programs committee is Andrew R Hippisley from Linguistics. All he needs is an e-mail.

Thanks and sorry to bother you,

Deanna

Dr. Deanna Sellnow  
 Gifford Blyton Endowed Professor of Communication  
 Director, Undergraduate Studies in Communication  
 Director, Division of Instructional Communication  
 University of Kentucky  
 Lexington, KY 40506

*Dietetics & Human Nutrition Admission Policy & Justification – revised Nov. 20, 2012 following Senate Council meeting on Nov. 19, 2012*

## **DIETETICS and HUMAN NUTRITION ADMISSION POLICY & JUSTIFICATION**

The Department of Dietetics & Human Nutrition (formerly Nutrition & Food Science) is proposing an admissions policy to control undergraduate enrollment in the dietetic and human nutrition programs. These programs have experienced exponential student growth in the past five years, particularly in human nutrition. In one year (Fall 2010 to Fall 2011), undergraduate enrollment in human nutrition increased by 22% and in dietetics increased by 4%. As of Fall 2011, 446 students have declared dietetics or human nutrition as a major (245 human nutrition and 201 dietetics). To maintain the quality education expected by our students, while operating with limited resources, the department must control enrollment in these programs. An admission policy, using a GPA model, has been developed based on the policies of other undergraduate programs at the University of Kentucky. Upper-level admission to the dietetic or human nutrition programs will be granted based on GPA after completion of set pre-major courses. The Director of Undergraduate Studies in the Department of Dietetics & Human Nutrition and the recently hired Department of Dietetics & Human Nutrition Academic Coordinator will facilitate the admissions process for the Department. The goal of the department is not to significantly reduce majors, but to prevent further growth in human nutrition and dietetics. As well, it is the department's goal to ensure that students who are graduating from the dietetics and human nutrition programs are competitive as they apply for dietetic internships, graduate school, and professional programs.

### **Admission Policy**

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);

2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 152, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.\*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

\*A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than April 15 (first summer session); May 15 (second summer session); August 1 (fall semester); and December 1 (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics & Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the pre-major course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

### Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

University Senate  
February 11, 2013

Proposed Changes to *Senate Rules 5.4.1* ("Residence Requirements")

**Background:** the Senate Council asked the Senate's Admissions and Academic Standards Committee (SAASC) to review the language in *Senate Rules 5.4.1* to ensure compliance with policies promulgated by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Below in track changes are the suggested changes from the SAASC.

***Recommendation (positive) from the SC: that the Senate approve the changes to SR 5.4.1 as recommended by the Senate's Admissions and Academic Standards Committee.***

#### 5.4.0 DEGREES, HONORS, GRADUATION

Commencement convocations shall be held in December and in May of each academic year.  
[US: 2/14/11]

#### 5.4.1 RESIDENCE REQUIREMENTS

For an undergraduate degree,

- (1) a least 25% of the credits,
- (2) not less than 30 credit hours, [US: 9/10/12]and
- (3) a minimum of thirty (30) of the last thirty-six (36) credits

presented for the degree must be taken from the University.

A "course taken from UK" means a course with a UK number instructed by a UK instructor. It does not include courses taken elsewhere with credit transfer to UK, courses taken abroad (except for courses taught by UK faculty), credits achieved by examination, or courses taken through the National Student Exchange. It does include courses delivered by correspondence or distance learning.

Any request for waiver by veterans of any of the above requirements, or a request by other students for a waiver of requirement (2) or (3), must be presented for approval to the dean of the student's college. Students who wish to satisfy the above requirement with credit earned through such methods as independent study by correspondence, special examination, CLEP, and other methods which limit the opportunity for active exchange between students and instructors must have the prior approval of their department chair and college dean. At the end of each academic year the dean of each college shall report to the Senate Council, through the University Registrar, the number of waivers granted in the categories of (1), (2) and (3) above, and for each waiver granted the extent of departure that was approved from the given credit hour requirement in (1), (2) or (3) [US: 9/10/12].

~~\*—Courses taken under the Study Abroad and National Exchange Student programs (and for which students pay their tuition to the University of Kentucky) are considered~~

~~as courses taken at UK for purposes of both Rule 5.4.1's residency requirement and for graduates to be conferred commencement honors at the time of award of their degrees under sections A-D of Rule 5.4.2.2. [SREC: 2/14/01 and 5/31/05]~~

**5.4.1.1 Undergraduate Application for Degrees [US: 3/17/08]**

To be eligible for an undergraduate degree, a student must file an application with the dean of the college from which the undergraduate degree is to be awarded for degrees to be awarded beginning with May 2009: by November 30 for degrees to be awarded the following May; by February 28 for degrees to be awarded the following August; and by June 30 for degrees to be awarded the following December.

## Recommendations of the Senate Council Ad Hoc Committee on Multidisciplinary Centers and Programs

### Committee members:

Susan E. Carvalho, Department of Hispanic Studies; Associate Provost for International Affairs

Mark Crocker, Associate Director, Center for Applied Energy Research

Herman D. Farrell, III, Department of Theatre

Diane Follingstad, Department of Psychiatry; Center for Research on Violence against Women

Robert B. Grossman (chair), Department of Chemistry

Harold Kleinert, Department of Rehabilitation Sciences; Director, Human Development Institute

Craig R. Rush, Department of Behavioral Science; Associate VP for Research

Kathryn Saatman, Departments of Physiology and Neurosurgery; Spinal Cord and Brain Injury  
Research Center

Donna M. Wilcock, Department of Physiology; Sanders–Brown Center on Aging

Davy Jones (nonvoting), Graduate Center for Toxicology

Richard Greissman (nonvoting), Provost's office

## Outline of changes and their rationale

We surveyed the directors of multidisciplinary research centers, graduate centers, and interdisciplinary instructional programs to identify some of the problems in our current regulations governing these educational units.

What doesn't need to be fixed:

1. Many of the most intellectually exciting areas of interest require an interdisciplinary approach.
2. UK is a great place to do interdisciplinary education — research, instruction, and service.
3. Most directors were satisfied with their current arrangements, but many wanted a little more flexibility so they could pursue a wider variety of educational activities.

Problems identified in the current regulations:

1. Rigid distinctions in the current regulations between multidisciplinary research centers (MDRCs), graduate centers, and interdisciplinary instructional programs (IIPs) belie the fact that the major educational functions of each of these kinds of educational units are strongly related. For example, research almost always involves instruction in the form of supervision of graduate theses and dissertations, and undergraduate instruction at a major research university should involve exposure to cutting-edge research. The rigid distinctions also lead to administrative duplication in the form of separate instructional programs and research centers with the same area of interest and significant overlap of faculty (and sometimes even the same director).
2. At UK, the faculty are charged with the responsibility of setting educational policy, yet the current regulations do not clearly define which faculty are responsible for setting educational policies within IIPs.
3. Faculty of any kind are not currently permitted to have their *primary* appointments in MDRCs. Directors of MDRCs who wish to hire research faculty must ask departments to grant primary appointments. A research faculty member is likely to spend the vast majority of his or her time in the MDRC, but, when it comes time for evaluation and promotion, the faculty of the primary appointment department must undertake these tasks, even though they may be unfamiliar with the faculty member's work.

Proposed change to the current definition of "educational unit":

1. Retain the current criterion that tenured and tenure-eligible faculty have DOE assigned to the unit in the areas of research, instruction, and service that sums up to at least one full-time person, but add an alternative criterion that there be at least four tenured and tenure-eligible faculty with secondary appointments in the unit.

Proposed changes to the current regulations on MDRCs:

1. The core faculty who are responsible for setting the educational policies of MDRCs are those faculty who have assigned DOE in the unit *and* those faculty with secondary appointments in the unit.
2. Allow MDRCs to offer graduate and undergraduate courses and certificate programs. (The current regulations do not actually prohibit MDRCs from offering courses or certificate programs, although there currently appears to be only one certificate program



housed in an MDRC.) The director and the MDRC core faculty together define the faculty responsible for instructional policy. If an MDRC chooses to offer courses or certificate programs, the director is responsible to the Dean of the Graduate School or the Associate Provost for Undergraduate Education for these activities.

3. Allow primary appointments of tenure-ineligible faculty in MDRCs if the director of the MDRC is a tenured faculty member, and, equally importantly, require that the Vice-President for Research report to the Provost on matters regarding educational policies and faculty promotion. These conditions preserve the principles that faculty evaluate faculty and that the Provost, as the chief academic officer of the University, oversees the evaluation and promotion of faculty. Essentially, for purposes of faculty promotion, the VPR will act as a dean of MDRCs. The VPR can report directly to the President on other matters.
4. Require the approval of MDRC directors when a faculty member's DOE in that unit changes. This requirement offers greater stability to the MDRCs, which is especially important if it offers certificate programs.

Proposed changes to the current regulations on IIPs:

1. Define the core faculty who are responsible for setting the educational policies of IIPs as those faculty who have shared the instructional duties of the program in the past three years. (Exception: those IIPs whose faculty are otherwise defined in the University Senate Rules, i.e., the Honors Program.)
2. Require the approval of IIP directors when a faculty member's DOE in that unit changes. This requirement offers greater stability to the IIPs.

Proposed change to the current regulations on graduate centers:

1. Allow graduate centers to offer undergraduate courses and certificate programs. This change will cause there to be no fundamental distinction between graduate centers and departments. However, there appears to be no good educational or pedagogical reason to prohibit faculty in a graduate center from offering undergraduate instruction. If this change is adopted, then, in the future, graduate centers will differ from departments in emphasis (and perhaps by virtue of reporting to the dean of the Graduate School) rather than in any fundamental way. UK already has types of educational units (departments and schools) that differ in ways that no one can articulate.

Proposed changes outside of the regulations:

1. Ask all current interdisciplinary degree and certificate programs that are not housed in departments to define their core faculty, and ask the Board of Trustees to approve the establishment of IIPs to contain these programs.
2. Standardize the reporting of DOEs so that the faculty who have DOEs in particular MDRCs or IIPs are easily identified.

What we have not changed:

1. That the director of an MDRC need not be tenured or tenure-eligible.
2. That an MDRC may report to either the Provost, the VPR, or an appropriate dean.
3. The required range of activities or reporting relationship of any current MDRC or IIP.

What we have not done:

1. Defined how “centers” and “institutes” differ.
2. Proposed methods for dissolving MDRCs or IIPs that have outlived their relevance.
3. Identified which centers at UK rise to the definition of “educational unit,” and which fail to do so, and hence are “administrative units.”

Additional recommendation:

1. Reexamine the policy under which research faculty may not be paid with state funds. If research faculty are going to be involved in classroom instruction, their salaries cannot come solely from grants. Our committee did not discuss this issue extensively, so we have no recommendation on this matter.

## Proposed Governing Regulation, Part VII

### Introduction

For the purpose of administering the various programs of the University, educational and administrative units shall be established within the University. All units of the University shall only be established, altered, or abolished by the Board of Trustees. For matters relating to the organization of the University as it affects academic policies, the Board relies upon the advice of the University Senate and the President. It relies upon the advice of the President concerning administrative organization and powers and responsibilities of the officers of the University.

An existing or proposed unit is an educational unit if its primary mission is the performance of educational activities in instruction, research, and service, and either:

1. the full-time, tenured or tenure-eligible faculty of the unit have assigned effort (DOE) in instruction, research, and service (but not administration) in that unit that sums to at least one full-time person's effort; or,
2. at least four tenured or tenure-eligible faculty have secondary appointments in the unit.

An educational unit is subject to the University Senate review and the periodic review processes. Any unit not meeting the definition of an educational unit is defined as an administrative unit.

The educational and administrative organization of the University shall be such as to minimize duplication of effort and to enable the University to operate as a single, closely integrated institution. The different types of educational activities are interrelated; for example, research often involves the supervision of graduate students, which is classified as instruction.

## A. Educational Unit

### 1. Definitions of Educational Units and Their Chief Administrative Officers

Departments, schools, colleges, graduate centers, multidisciplinary research centers and institutes, and interdisciplinary instructional programs are the basic educational units of the University that deliver instruction, research, and service including extension activities.

Major educational units of the University are the colleges, the Libraries, and the Graduate School. For purposes of these *Governing Regulations*, the Libraries are equivalent to a college. Schools are administratively responsible to a college, and departments are directly responsible either to a college or to a school within their college.

An interdisciplinary instructional program (IIP) is an educational unit established to provide formal graduate or undergraduate instruction, including courses, certificate programs, or degree programs, in a coherent area that crosses departmental or college boundaries. Generally, an IIP does not place an emphasis upon interdisciplinary research, or the faculty of an IIP do not feel a need to formalize their research activities administratively.

A graduate center is an interdisciplinary educational unit that conducts research and delivers graduate education degree programs in a coherent area that crosses departmental or college boundaries. A graduate center may offer undergraduate courses and undergraduate certificate programs in its area of concentration, as long as the courses or certificate programs are not duplicative of courses or certificate programs offered by other units within the University.

A multidisciplinary research center or institute (MDRC) is an educational unit established primarily to conduct research. An MDRC may also offer graduate or undergraduate courses or certificate programs, as long as the courses or certificate programs are not duplicative of courses or certificate programs offered by other units within the University.

The chief administrative officer of a major educational unit is a dean. The chief administrative officer of a graduate center, interdisciplinary instructional program, school, or multidisciplinary research center or institute is a director. The chief administrative officer of a department is a chair.

- 2. Academic Ranks**
- 3. The Graduate Faculty**
- 4. Faculties of Colleges**
- 5. Faculties of Schools**
- 6. Faculties of Departments**

## **7. Faculty of Multidisciplinary Research Centers and Institutes**

### **(a) Faculty Membership and Functions**

The faculty of a multidisciplinary research center or institute (MDRC) is responsible for establishing the educational policies of the unit. The faculty shall consist of, (1) a director, who also shall be a faculty member at any rank of a department, school, or college; and, (2) faculty members with either secondary appointments or assigned research or service duties (via their DOE) in the unit (the core faculty). In addition, the core faculty of the unit may extend membership, with or without voting privileges, to any other person assigned to the unit for administrative, instructional, research, extension, clinical or librarian work. The faculty shall establish written procedures by which a person may become a member of the unit.

If the faculty of an MDRC proposes to offer courses or certificate programs (formal

instruction), the director, in consultation with the core faculty, shall designate those members of the core faculty of the unit who shall have the authority to vote on policies regarding the formal instruction. These faculty shall then establish written procedures by which other faculty may become eligible to vote on matters involving the formal instruction. The faculty who have the authority to vote on graduate courses and certificate programs must be members of the Graduate Faculty (see paragraph 3 above).

Faculty who are assigned (via their DOE) to an MDRC may be tenured, tenure-eligible, or tenure-ineligible. Tenured and tenure-eligible faculty must have their primary appointment in a department, school, graduate center, or college without either schools or departments. Tenure-ineligible faculty may have their primary appointment in the MDRC only if the director of the MDRC is a tenured faculty member. The promotion of faculty who have their primary appointment in the MDRC shall follow the same procedures as the promotion of faculty in departments, with the faculty of the MDRC taking the role of the faculty of the department. The faculty and director of an MDRC shall be consulted in the promotion of faculty who have at least 20% of their assignment (DOE) in the MDRC.

The director of an MDRC must approve any change in a faculty member's assignment (DOE) to an MDRC. If the director does not approve of a change, and the parties cannot come to a mutually satisfactory agreement, the Provost or his or her designee will make the final decision.

### **(b) Administrative Responsibility**

The director of a multidisciplinary research center or institute shall be administratively responsible to the dean of an appropriate college, the Vice President for Research, or another administrator designated by the Provost. The Vice-President for Research shall report to the Provost on all matters regarding educational policy and faculty promotion. The director shall also be responsible to the Dean of the Graduate School for the MDRC's graduate instructional activities and to the Associate Provost of Undergraduate Education for its undergraduate instructional activities.

## **8. Faculty of Graduate Centers**

### **(a) Faculty Membership and Functions**

The faculty of a graduate center is responsible for establishing the educational policies of the unit. The faculty is defined in a way exactly analogous to the faculty of a department (see paragraph 6 above).

### **(b) Administrative Responsibility**

The director of a graduate center shall be administratively responsible either to the Dean of the Graduate School or to the dean of an appropriate college. If the director is

responsible to the Dean of the Graduate School, he or she shall also be responsible to the Associate Provost of Undergraduate Education for the graduate center's undergraduate education activities. The director of a graduate center has the same rank as the chair of a department.

## **9. Faculty of Interdisciplinary Instructional Programs**

### **(a) Faculty Membership and Functions**

The faculty of an interdisciplinary instructional program (IIP) is responsible for establishing the educational policies of the unit. Unless the University Senate Rules stipulate otherwise, the faculty of any IIP shall consist of: (1) a director, who shall also be a tenured faculty member of a department, school, or college; (2) faculty members who have shared the instructional duties of the unit within the past three years (the core faculty). In addition, the core faculty of the unit may extend membership, with or without voting privileges, to other persons who can contribute to the instructional mission of the program. The faculty shall establish written procedures by which persons may become members of the unit.

Faculty who are assigned (via their DOE) to an IIP must have their primary appointment in a department, school, graduate center, or college without either schools or departments. Faculty shall not have appointments in an IIP.

The director of an IIP must approve any change in a faculty member's administrative assignment (DOE) to an IIP. If the director does not approve of a change, and the parties cannot come to a mutually satisfactory agreement, the Provost or his or her designee will make the final decision.

### **(b) Administrative Responsibility**

The director of an IIP is administratively responsible either to, (1) the dean of an appropriate college; or, (2) the Dean of Undergraduate Studies (i.e., the Associate Provost for Undergraduate Education), the Dean of the Graduate School, or both, depending on the IIP's mix of graduate and undergraduate instruction.

## **10. Student Participation**

Rules of procedure in educational units of the University shall provide, when appropriate, for participation of students in the development of educational policies.

## Current Governing Regulation, Part VII

### Introduction

For the purpose of administering the various programs of the University, there shall be established educational and administrative units within the University. All units of the University shall be established, altered, or abolished only on vote of the Board of Trustees. For matters having to do with the organization of the University as it affects academic policies, the Board relies upon the advice of the University Senate along with that of the President. It relies upon the advice of the President concerning administrative organization and powers and responsibilities of the officers of the University. Any existing or proposed unit that has as its primary mission the performance of educational activities in instruction, research, and service shall be defined as an educational unit if at least one full-time (tenured or tenurable) faculty appointment or its time equivalent is assigned to perform instruction, research, and service in that unit. This assignment provision excludes solely administrative assignments such as the chief administrative officer of the unit. An educational unit is subject to the University Senate review and the periodic review processes.

Any unit not meeting the definition of an educational unit is defined as an administrative unit.

The educational and administrative organization of the University shall be such as to minimize duplication of effort and to enable the University to operate as a single, closely integrated institution.

### A. Educational Unit

#### 1. Definitions of Educational Units and Their Chief Administrative Officers

Departments, schools, colleges, graduate centers, multidisciplinary research centers and institutes, and interdisciplinary instructional programs are the basic educational units of the University that deliver instruction, research, and service including extension activities.

Major educational units of the University are the colleges, the Libraries, and the Graduate School. For purposes of these Governing Regulations, the Libraries is equivalent to a college.

Schools are administratively responsible to a college, and departments are directly responsible to a college or sometimes directly to a school within their college.

Some instructional programs draw faculty exclusively from one department, school, or college whereas interdisciplinary instructional programs, such as the Honors Program, draw faculty from different departments, schools, and colleges.

A graduate center is an interdisciplinary educational unit that delivers graduate education degree programs, is equivalent to a department, and is located administratively in the Graduate School unless the administrative responsibility specifically has been delegated otherwise.

A multidisciplinary research center or institute is an educational unit established to provide multidisciplinary programs, which are primarily research in nature. Such an educational unit is administratively responsible to the Vice President for Research unless the administrative responsibility specifically has been delegated otherwise.

The chief administrative officer of a major educational unit is a dean. The chief administrative officer of a graduate center, school or multidisciplinary research center or institute is a director.

The chief administrative officer of a department or an interdisciplinary instructional program is a chair.

## **2. Academic Ranks**

Academic ranks in the University consist of lecturer, instructor, assistant professor, associate professor, professor, or the equivalent to these recognized in the librarian title series of librarian IV, librarian III, librarian II and librarian I, respectively.

The President establishes academic title series, the ranks within each series, and a description of the qualifications for each after consultation with appropriate administrative and faculty groups, including the University Senate Council. Emeritus ranks for retired faculty members and the rights of holders of emeritus titles are established by the President after consultation with the University Senate Council.

The establishment of new academic title series or ranks and major changes in criteria for ranks shall have the approval of the Board of Trustees.

- 3. The Graduate Faculty**
- 4. Faculties of Colleges**
- 5. Faculties of Schools**
- 6. Faculties of Departments**

## **7. Faculty of Multidisciplinary Research Centers and Institutes**

### **(a) Faculty Membership and Functions**

The faculty of a multidisciplinary research center or institute that is responsible for establishing the educational policies of the unit shall consist of: (1) a director who also shall be a faculty member of a department, school, or college; (2) faculty members with recurring, formally assigned instructional, research, and/or service duties in the unit. In



addition, membership, with or without voting privileges, may be extended and withdrawn by the above center or institute faculty to any other person assigned to the unit for administrative, instructional, research, extension, clinical or librarian work.

Academic rank shall not be conferred by a multidisciplinary research center or institute nor tenure acquired solely through activities performed in such a unit.

### **(b) Officers and Committees**

A multidisciplinary research center or institute shall be administratively responsible to the Vice President for Research unless specifically designated to another chief academic officer. A faculty advisory committee shall be appointed for each research center or institute by the officer to whom the unit is administratively responsible.

## **8. Student Participation**

Rules of procedure in educational units of the University shall provide, when appropriate, for participation of students in the development of educational policies.

# **B. Administrative Organization of Educational Units**

## **1. Definition**

The administrative organization of the University is determined by the educational organization of the University and the instruction, research, service, and other functions of the University. Each administrative officer, other than the President, is responsible to the President, directly or through one or more superior officers, for the efficient operation of the organizational unit or functions for which the administrative officer is responsible. The duties of administrative officers reporting directly to the President shall be those delegated by the President and described in the *Administrative Regulations*. Each administrative officer is expected to recommend to the appropriate next superior officer the administrative organization necessary to carry out assigned duties. The positions of deans, directors, and chairs of educational units, with descriptions of major duties assigned, are described in these *Governing Regulations*. The Board of Trustees must approve major changes in administrative organization.

Each administrative officer is authorized to establish and enforce such policies and procedures as are attendant to delegated administrative duties and to establish administrative and/or advisory committees to aid in the performance of assigned functions.

## **2. Dean of the Graduate School**

The Dean of the Graduate School is chair of the Graduate Faculty and of the Graduate Council and serves as an ex-officio member of all committees of the Graduate School. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the University's endeavors in graduate education. The Dean appoints regular and associate members of the Graduate Faculty. The Dean also recommends on budgets as these may affect graduate education and shall have the same authority and responsibilities as those of a dean of a college in the administration of educational units that might be transferred to or developed under the Office of the Dean of the Graduate School.

The Dean shall speak for the Graduate Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Graduate Faculty, the Dean shall communicate the Graduate Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Graduate Faculty's opinion, and notify the Graduate Faculty of such action.

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## **6. Directors of Multidisciplinary Research Centers and Institutes**

The administrative officer of a multidisciplinary research center or institute is a director, who also shall be a faculty member in a department, school, or college. The director of a multidisciplinary research center or institute is charged with the planning, implementation, coordination, and efficient management of the program and activities of the center or institute. The director shall have the same responsibilities as those of a department chair relative to faculty members and staff employees with assigned duties in the center or institute. The director shall provide recommendations and advice to appropriate educational unit administrators concerning space, financial, and other resources, as well as the identification of faculty members for assignment of duties in the center or institute. The director shall submit the core budget request for the center or institute and administer this budget after its approval. In addition, the director may have other responsibilities delegated by the Vice President for Research or other academic administrator to whom the center or institute is administratively responsible.

In connection with the above major administrative functions, the director shall seek the advice of the faculty members of the center or institute, individually or as a group, or of advisory committees that may be appointed by the director of the center or institute or by the administrator to whom the center or institute is administratively responsible. The director shall speak for the center or institute and be an *ex officio* member of all of its committees and shall transmit the recommendations of the consulted faculty along with the director's recommendation, if these recommendations are different. Staff employees shall be consulted, when appropriate, by the director, in the development of administrative policies and on decisions that directly affect staff employees.

## **7. Director/Chair of Interdisciplinary Instructional Programs**

The director/chair of an interdisciplinary instructional program shall be a member of one of the academic departments participating in the program.

The director/chair shall be responsible to the dean(s) of the college(s) in which the program is located and advise the dean(s) on personnel and other needs of the program in connection with budget planning. For these administrative purposes, the director/chair shall rely upon the advice of a committee drawn from faculty members participating in the courses composing the curriculum and shall transmit the recommendations of the consulted faculty along with the director/chair's recommendation, if these recommendations are different. Staff employees shall be consulted by the director/chair, when appropriate, in the development of administrative policies and on decisions that directly affect staff employees.

University Senate  
February 11, 2013

#### Update on Education Abroad Course Approval Process

At the SC meeting on September 26, 2011, the Senate Council heard a presentation from Associate Provost for International Affairs Susan Carvalho regarding Senate oversight of Study Abroad courses. The proposal presented at that time follows this explanation.

At the 9/26/11 meeting, the SC voted to approve the proposal as presented, with the additional comment that the report is two-year interim solution, which will be reviewed by the SC upon receipt of yearly reports from the Associate Provost for International Affairs, delivered to the Senate in the fall each academic year. This presentation was originally scheduled for mid-October, but the special University Senate meeting on October 22 caused this to be rescheduled.

**Brothers, Sheila C**

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**From:** Carvalho, Susan E  
**Sent:** Thursday, September 22, 2011 11:00 AM  
**To:** Brothers, Sheila C; Swanson, Hollie  
**Cc:** Woltenberg, Leslie N; Ogden, Anthony C; Bosch, Anna; Mullen, Michael D; Anderson, Heidi Milia; Gaffield, Gary D  
**Subject:** Recommendation regarding off-campus delivery of courses

**Recommendation for Tracking Occasional International Delivery of UK Courses Already Approved for On-Campus Delivery**

When UK faculty take students abroad for UK credits, they often deliver pre-existing UK courses there, that address the same learning outcomes that the on-campus version of the course addressed. The University has two responsibilities in this regard: 1) appropriate academic approval and 2) appropriate tracking of courses delivered abroad. With this in mind, we make the following two-part recommendation to the Senate Council:

- 1) Courses slated for delivery abroad will be approved at the department and college (curriculum committee) level, in order to ensure appropriate academic content consonant with the stated learning outcomes of the course.
- 2) Courses delivered abroad will carry a particular series of section numbers (the designated section numbering scheme for Education Abroad courses is 701-799) and will be built as "Off Campus" activity types; these two denotations meet reporting needs and serve as internal indicators that that course was not taught on the UK campus, but rather was delivered abroad by a UK faculty member, as part of a UK faculty-led program.

Additionally a course note will accompany the section taught abroad to indicate the location of the course. In addition, upon request, Education Abroad can provide a list of courses taught abroad during the preceding academic year.

[NOTE: None of our faculty-led programs constitute 25% of any student's degree program, since we do not have any UK "campus sites" abroad. If we ever do expand to such a degree, a substantive change notification will be filed with SACS, and a site-specific approval system will need to accompany that substantive change.]

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