

University Senate Agendas, 2012-2013

All meetings are from 3:00 - 5:00 pm..

Monday, May 6, 2013

The meeting begins at 3 pm and will be located in the Lexmark Public Room, 209 Main Building.

1. Minutes from April 8, 2013 and Announcements p. 3-8
2. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
3. UK's May 2013 Degree List (Separate Handout)
4. UK's Early August 2013 Degree List (Separate Handout)
5. Committee Reports
 - a. Senate's Admissions and Academic Standards Committee (SAASC) - Raphael Finkel, Chair
 - i. Proposed Changes to Pre-Major Requirements for BS Accounting, BBA in Analytics, BBA in Finance, BBA in Management, BBA in Marketing and BSBE in Economics p. 9-20
 - ii. Proposed Changes to the College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs p. 21-33
 - iii. PhD Nursing Admission Requirements p. 34-41
 - b. Senate's Academic Organization and Structure Committee (SAOSC) - Herman Farrell, Chair
 - i. Proposed New Center for Research on Environmental Disease p. 42-71
 - ii. Proposed Name Change for the School of Interior Design p. 72-79
 - iii. Proposed Name Change and Change of the Organizational Structure of the Graduate Center for Biomedical Engineering p. 80-86

University Senate Agendas, 2012-2013

All meetings are from 3:00 - 5:00 pm..

- c. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
 - i. Reference in *Senate Rules* to Nonexistent Form for "I" Grade Reference in Senate Rules to Nonexistent Form for "I" Grade p. 87
- d. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
 - i. Proposed New Undergraduate Certificate in Peace Studies p. 88-131
 - ii. Proposed New University Studies Program - BS Accountancy and MS Accountancy p. 132-134
 - iii. Proposed New BA/BS in Information Communication Technology p. 135-189
- e. Senate's UK Core Education Committee (UK CEC) - Ruth Beattie, Chair
 - i. UK Core SR Language (Changes to *Senate Rules 1.4.3.0 & 5.4.3.2*) p. 190-193
- 6. President Eli Capilouto, University Senate Chair - End-of-Year Remarks
- 7. Proposed Changes to *Senate Rules* Regarding Graduation Composition and Communication Requirements
 - a. Proposed Changes to *Senate Rules 1.3.3.5.1* ("Advisory Committee for Graduation Composition and Communication Requirement") p. 194
 - b. Proposed Changes to *Senate Rules 5.4.3.1* ("Composition and Communication") p. 195-196

Next Meeting: September 9, 2013

University Senate
April 8, 2013

The University Senate met in regular session at 3 pm on Monday, April 8, 2013 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 3:01 pm.

The Chair reminded senators to:

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

The Chair requested unanimous consent to waive *Senate Rule 1.2.3* to allow the Senate to consider the agenda for April 8, 2013 because the agenda was not sent to senators six days in advance. Charnigo **moved** to do so and Wasilkowski **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

1. Minutes from December March 18, 2013 Announcements

The Chair noted that no corrections were received. Therefore, the Senate minutes from March 18, 2013 were **approved** as distributed by **unanimous consent**.

There were a variety of announcements for senators.

- Representatives from the Southern Association of Colleges and Schools Commission on Colleges are on campus this week for the reaccreditation site visit.
- The Senate Council (SC) approved a minor calendar change on behalf of the Senate to allow the College of Education Teacher Education Unit to amend the calendar for student teachers each semester to commence on the Monday of the week prior to the official UK beginning of classes.
- The faculty trustee election is beginning; the petition phase ended at noon today and will be followed by an election round. Look for an email notification in the coming days. Please be sure to vote and encourage your constituents to do so. The term for the newly elected faculty trustee will be July 1, 2013 – June 30, 2016.
- Senator Shelly Steiner (AS/Biology) will serve as the SC liaison to the Employee Benefits Committee.
- There will be a UK Campus Master Plan Open House on Thursday April 11, from noon to 2 pm in 206 Student Center. The Sasaki Team will be present to discuss the draft.

2. Officer and Other Reports

a. Chair's Report – Lee X. Blonder (five minutes)

The Chair reported that the SC developed a survey to send to all faculty to evaluate the President. The purpose of the evaluation is to ensure faculty input into the annual review of the President that is conducted by the Board of Trustees. The evaluation consists of 18 items, 16 of which are rated on a

scale from strongly agree to strongly disagree; there are two open-ended questions. The evaluation will be sent out in the next couple of weeks. A high response rate is desired to ensure validity, so senators should encourage constituents to complete it.

b. Vice Chair's Report – Robert Grossman (five minutes)

Vice Chair Grossman recalled the email sent to senators earlier in the day asking for nominations for the Outstanding Senator Award. He reminded senators of last year's winner (Shelly Steiner) and the winner the previous year (Davy Jones). Senators were asked to nominate fellow senators who meet the criteria listed in the email. Current SC members are not eligible, but past senators are.

The Chair explained that neither faculty trustee was able to attend the day's meeting to give a report.

4. Committee Reports

a. Senate's Admissions and Academic Standards (SAASC) Committee – Raphael Finkel, Chair

i. Proposed Changes to the College of Communication and Information Undergraduate Major Entrance Requirements

Finkel, chair of the Senate's Admissions and Academic Standards Committee (SAASC), explained the proposed changes to the Undergraduate Major Entrance Requirements for the College of Communication and Information. It would relax the entrance requirement for upper-division students in four undergraduate majors and two undergraduate minors.

The Chair said that the recommendation (positive) from the SC was that the Senate **move** to approve the proposed changes to the College of Communication and Information Undergraduate Major Entrance Requirements. Because the motion came from committee, no **second** was necessary. She asked if there was any discussion.

Nagel commented that he could see how the proposed changes could reduce grade inflation in lower-level courses. He wondered if the changes would increase inflation at higher levels to continue to pass more students. Finkel said he was glad to address that point, but asked if anyone from the College was present to answer. There being none, Finkel thought it would very likely increase grade inflation at upper levels.

Edwards commented that his concern was the lower GPA and the future values-based budget model and associated rewards for colleges as a result of improved retention. Although that may have not been part of the CI proposal, it was something to consider moving forward. Grossman said that pressures on retention would continue regardless of budget model. Swanson wondered if it sent a message about how much effort was required to graduate.

Graduate School Dean Jeannine Blackwell noted that none of the degree programs in the College of Arts and Sciences has entrance requirements other than the University's standards; they do a very good job of offering excellent programs and taking care of students. Open access to majors can be a positive force, as illustrated in areas around campus. Lewis offered his thoughts as a member of the SAASC. He said that in conversations, the SAASC really wanted to defer to the judgment of the faculty in individual departments or colleges. The pertinent question is if the faculty in those areas think something is for the best. There is a responsibility to question, of course, but unit faculty know what is best for their program(s).

Christianson asked if there were specific resources available for students with lower GPAs. Finkel responded that his mention of such resources was a hope that they existed, not that they were included in the proposal.

There were no further questions or comments. The Chair reminded senators that a motion with a positive recommendation was on the floor. A **vote** was taken and the motion **passed** with eight opposed and three abstaining.

b. Senate's Academic Programs Committee (SAPC) – Andrew Hippisley, Chair

i. Proposed New Graduate Certificate in Autism Spectrum Disorders

Hippisley, chair of the Senate's Academic Programs Committee (SAPC), explained the proposal for a new Graduate Certificate in Autism Spectrum Disorders in the Department of Early Childhood, Special Education and Rehabilitation Counseling in the College of Education. The Chair said the recommendation (positive) from SC was that the Senate **move** to approve the proposed new Graduate Certificate in Autism Spectrum Disorders in the Department of Early Childhood, Special Education and Rehabilitation Counseling, within the College of Education. Because the motion came from committee, no **second** was necessary. There being no questions, a **vote** was taken and the motion **passed** with none opposed and one abstaining.

ii. Proposed New Minor in Journalism Studies

Hippisley explained the proposal for a new Minor in Journalism Studies, in the School of Journalism and Telecommunications, within the College of Communication and Information. The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new undergraduate minor in Journalism Studies, in the School of Journalism and Telecommunications, within the College of Communication and Information. Because the motion came from committee, no **second** was necessary. A **vote** was taken and the motion **passed** with none opposed.

iii. Proposed New Master of Arts in Teaching English as a Second Language (TESL)

Hippisley explained the proposal for a new Master of Arts in Teaching English as a Second Language (TESL) Language, in the Department of Modern and Classical Languages, Literatures and Cultures, within the College of Arts & Sciences. The Chair said the recommendation (positive) from SC was that the Senate **move** to approve, for submission to the Board of Trustees, the establishment of a new Master of Arts in Teaching English as a Second Language, in the Department of Modern and Classical Languages, Literature and Cultures, within the College of Arts & Sciences. Because the motion came from committee, no **second** was necessary.

Finkel asked if it was correct to describe the proposal as a one-year program with 36 credits. Hippisley said the duration was closer to a year to a year and a half. Guest Francis Bailey (AS/Modern and Classical Languages, Literature and Culture) explained that the duration was closer to 15 months. It will start in the summer, and end after a nine-credit internship in the second summer. Finkel said that it seemed the proposal should be housed in the College of Education. Guest Jeanmarie Rouhier-Willoughby (AS/chair, Modern and Classical Languages, Literature and Culture) said that the department (MCLLC) was supportive of the proposal and had worked with the College of Education. Guest Kristen Perry (ED/Curriculum and Instruction) said she could attest to the fact that Bailey had worked very closely with the College of Education; some committee members were from Education. Education is strongly supportive of the proposal; while some years ago TESL might have been located in Education, it has not been for some time. Hippisley commented that MCLLC teaches languages as second languages, so in a sense it was a natural home for the degree.

Bailey acknowledged his lack of knowledge about education degrees, but said he thought that learning languages was different from teaching languages and wondered if the proposed new degree could be a distraction for MCLLC. Rouhier-Willoughby said there were many faculty in MCLLC who specialized in a variety of types of second language acquisition; the topic is part of a broader educational theory. College of Education Dean Mary John O’Hair said Education definitely supported the proposal. They have worked closely with colleagues in Arts and Sciences; for purposes of various types of teacher and education certification, Education works with six other colleges. As Perry mentioned, Education is strongly collaborative and the proposal was a good example of that kind of work.

There being no further questions, a **vote** was taken and the motion **passed** with none opposed.

iv. Proposed New Graduate Certificate in Power and Energy

Hippisley explained the proposed new Graduate Certificate in Power and Energy, in the College of Engineering. The Chair said the recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new Graduate Certificate in Power and Energy, in the College of Engineering. Because the motion came from committee, no **second** was necessary. There being no further questions, a **vote** was taken and the motion **passed** with none opposed.

v. Proposal to Offer BA Social Work Via Extended Campus - Hazard

Hippisley explained the proposal requesting the expansion of the Hazard College of Social Work program at the UK Rural Health Center at Hazard to include the Bachelor of Arts in Social Work (BASW) degree. The Chair said the recommendation (positive) from SC was that the Senate **move** to approve the expansion of the Hazard College of Social Work program at the UK Rural Health Center in Hazard to include the Bachelor of Arts in Social Work (BASW) degree.

Because the motion came from committee, no **second** was necessary.

Grossman asked how long ago Eastern Kentucky University stopped offering their BA Social Work in Hazard, and why. Guest Richard Sutphen (SW) said that the internal dynamics of ECU’s departure were not shared with them. UK’s Social Work faculty wanted it to be a self-supporting program and value it in part because it is a feeder for the Master of Arts in Social Work. Harrison asked if there are full-time faculty in Hazard to teach. Sutphen replied in the affirmative. In response to a comment from Finkel, Dean Blackwell stated that the credits earned by students are UK credits that are applied to a UK degree; all coursework is taught by UK faculty members, just at a different location.

Prats asked for an explanation of the word “approve” in the motion on the PowerPoint slide versus Hippisley’s use of the word “endorse.” There was a brief discussion about the difference between the two. Wood stated that Social Work needed approval to offer courses off-site. There is no new program. Dean Blackwell added that the Senate was responsible for approving the modality of the offering.

Harrison said that the name of the entity had recently changed to the “Center of Excellence in Rural Health in Hazard.” She **moved to amend** the motion by changing the name of the Center to the “Center of Excellence in Rural Health in Hazard.” Brion **seconded**. After brief discussion, a **vote** was taken on the amendment to the motion. There being no further discussion, a **vote** was taken on the motion that the Senate endorse the expansion of the Hazard College of Social Work program at the Center of Excellence in Rural Health in Hazard to include the Bachelor of Arts in Social Work (BASW) degree. The motion **passed** with none opposed.

4. Proposed Changes to *Governing Regulations I* ("The University of Kentucky")

The Chair introduced Guests Marcy Deaton (Associate General Counsel) and T. Lynn Williamson (Deputy General Counsel). Williamson explained the history of the rationale for and establishment of a broad-based committee with three cochairs to look at the circumstances surrounding Penn State and what UK can do to lessen the possibility of something like that occurring at UK. It was a recommendation of the Legal Ethical Subgroup to make recommendations on strengthening and tightening the Code of Conduct and ethics language, as well as making it easier to make legitimate reports of wrongdoing.

Deaton said that the biggest change involved moving the Code of Conduct and Ethical Principles into its own *Governing Regulation (GR)*. Because all the *GRs* are equally important, a decision was made to avoid renumbering and use the next available number (XIV). Deaton explained that for *GR I* she struck out all that was moved to the new *GR XIV*. For the proposed new *GR XIV*, she started with an original version of *GR I* with just the Code of Conduct and Ethics language remaining. She added that there were no significant changes to the wording. The Chair commented that Deaton and Williamson attended two SC meetings and the changes were thoroughly vetted. The recommendation from the SC is that the Senate **move** to endorse the proposed changes to *Governing Regulations I* ("The University of Kentucky"). Because the motion came from committee, no **second** was necessary.

Harrison said that there was an error regarding the establishment of the College of Health Sciences at the beginning of *GR I* – it simply was not listed. Deaton thanked her for the correction. Watkins wondered if the proposed changes could be endorsed if there were changes still to be made. He suggested that college deans also review the college establishment dates. Deaton said she was still working through all the college establishment dates, including reviewing Board of Trustees minutes from the 1950s and 1960s. Since the regulation was set to go to the Board in May, she hoped it could be endorsed while revisions are vetted informally. There was additional discussion about names, dates of establishment and when to endorse. The Chair said the discussion could be postponed until the May Senate meeting or the motion could be amended.

Grossman **moved** to amend the motion to add the following phrase just prior to the period: “, subject to corrections mentioned on the floor during discussion and mentioned by deans regarding their colleges.”

Butler **moved** to amend the amendment to the motion by clarifying that deans’ input is requested regarding Section A.2. Brion **seconded** the motion to amend. A **vote** was taken on the amendment that the language “in section A.2” be added at the end of the new language. The motion **passed** with none opposed.

A **vote** was taken on the amendment that the phrase “, subject to corrections mentioned on the floor during discussion and mentioned by deans regarding their colleges in section A.2” be added just after the original motion language. The motion **passed** with none opposed.

A **vote** was taken on the motion that that the Senate endorse the proposed changes to *Governing Regulations I* ("The University of Kentucky"), subject to corrections mentioned on the floor during discussion and mentioned by deans regarding their colleges in section A.2. The motion **passed** with none opposed.

5. Proposed New *Governing Regulations XIV* (Ethical Principles and Code of Conduct)

The Chair said that the recommendation from the SC was that the Senate **move** to endorse the proposed new *Governing Regulations XIV* (Ethical Principles and Code of Conduct). Because the motion came from committee, no **second** was necessary. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

6. The Sequester and Grant Funding – Vice President for Research Jim Tracy

Vice President for Research Jim Tracy gave senators a presentation on what the sequestration means for federal grant funding. There were a variety of questions from senators. Tracy reiterated a number of times that research funding for faculty is established for fiscal year 2013-14; individuals with written letters of commitment can rest assured that their funding for FY 2013-14 is secure. However, no new funds will be awarded as of March 1, 2013 until monies become available. When there were no more questions, Tracy thanked senators. He said updates on funding will be posted on the research website as things occur. He invited senators to bring their concerns to him; he and his staff want to support UK's research enterprise and do it effectively.

The Chair reminded senators that there was one more Senate meeting of the academic year, on May 6, 2013. The meeting will take place in the Lexmark Room, Main Building, not in W. T. Young Library.

Wood **moved** to adjourn and Grossman **seconded**. A **vote** was taken and the motion **passed** with none opposed. The meeting was adjourned at 4:33 pm.

Respectfully submitted by Robert Grossman,
University Senate Secretary

Absences: Allison; Anderson, H; Anderson, K; Andrade*; Anstead; Appiah; Arthur*; Atwood; Badger*; Bailey; Ballard; Bilas; Birdwhistell; Blackwell, D; Bland; Branham*; Brennen; Bruzina; Capilouto; Coyne; Crampton*; de Beer; Deep; DeSantis; Dietz*; Durham; Eckman; Farrell; Feist-Price; Ferrier*; Fox; Hardin-Pierce; Hazard; Hong-McAtee; Jackson, J; Jackson, V; Johnson; Kaplan; Karan*; Kirschling; Kornbluh*; Larson*; Latham; Leahy; Martin, A*; McCormick; McGill; McNamara; Michelman; Mock; Murthy; Noonan; O'Connor; Plamp; Pulliam*; Rabel; Rey-Barreau; Richey; Rieske-Kinney*; Rogers; Schroeder; Smith; Speaks; Stanley; Stewart*; Stombaugh; Tick; Tracy, J; Tracy, T; Turner; Valentine; Voro; Walker; Walz; Watt; Webster*; Wilson; Wiseman; Withers; Witt; Wyatt; Yelowitz*.

Prepared by Sheila Brothers on Friday, April 12, 2013.

* Denotes an absence explained prior to the meeting.

Brothers, Sheila C

From: Raphael Finkel [raphael@cs.uky.edu]
Sent: Friday, April 12, 2013 11:34 AM
To: Brothers, Sheila C
Cc: Lowry, Regina; Prats, Armando; Graf, Gregory A; Hayes, Robert Z; Jackson, Vanessa P; Raphael Finkel; Stanley, Aaron D; Rachel McMahan; Lewis, Wayne D; Provost, University of Kentucky; Witt, Don
Subject: SAASC Item 19: pre-major requirements for the Gatton College's undergraduate programs

Sheila,

The SAASC has approved this item.

SAASC Item 19: pre-major requirements for the Gatton College's undergraduate programs

Reference:

http://www.uky.edu/Faculty/Senate/curricular_proposals/files/BS%20Actg%20BBA%20Analytics%20Fin%20Mgt%20Mkt%20BSBE%20Econ%20B&E105.pdf

The proposal is to change the pre-major requirements for the Gatton College's undergraduate programs (BS Accounting, BBA in Analytics, BBA in Finance, BBA in Management, BBA in Marketing and BSBE in Economics).

Students would no longer be required to complete Microsoft Office Specialist (MOS) examinations (in Word, PowerPoint, and Excel) but will instead have to complete (a revised version of) B&E 105, currently a 1-credit Pass/Fail preparation course for the MOS. The revision to B&E

105 will be reviewed and approved via a web transmittal.

Reasons given: MOS certification is not clearly preparing students for upper-division course work, they are expensive (total of \$255 for the 3 exams), and there is some worry about cheating.

My take: I'm all for reducing dependency on Microsoft products in any way we can. I would prefer to have students learn open-source products (LibreOffice is an obvious contender to the Microsoft Office suite), and I don't see why this course should be in B&E instead of CS (my parochial side showing; it seems that the course overlaps a lot with CS101: <http://www.cs.uky.edu/courses/cs101>), but I support this proposal as a first step.

However, I see no wording in SR 4.2.2.10, which would be the relevant place, for any current requirement that students complete MOS. The word "Microsoft" does not appear anywhere in the SR. So this proposal is purely a bulletin change, not a SR change (confirmed by our contact in B&E, Scott Kelley). The SC may end up asking for exact suggested wording for the SR; Scott Kelley says the current SR wording is OK; in fact dropping the MOS requirement actually makes the program more compliant with the SR.

CHANGE UNDERGRADUATE PROGRAM FORM

FEB 28 2013

OFFICE OF THE SENATE COUNCIL

1. General Information

College: Business & Economics Department: Accounting, Economics, Finance & Quantitative Methods, Management, and Marketing & Supply Chain

Current Major Name: Accounting, Analytics, Economics, Finance, Management, and Marketing Proposed Major Name: _____

Current Degree Title: B.S. in Accounting, BBA in Analytics, Finance, Management, and Marketing, BSBE in Economics Proposed Degree Title: _____

Formal Option(s): _____ Proposed Formal Option(s): _____

Specialty Field w/in Formal Option: _____ Proposed Specialty Field w/in Formal Options: _____

Date of Contact with Associate Provost for Academic Administration¹: 2/5/13

Bulletin (yr & pgs): 2012-13, 175-180 CIP Code¹: Accounting 52.0301
Analytics 52.1301
Economics 52.0601
Finance 52.0801
Management 52.0101
Marketing 52.1401 Today's Date: February 6, 2013

Accrediting Agency (if applicable): AACSB and SACS

Requested Effective Date: Semester following approval. OR Specific Date²: _____

Dept. Contact Person: Scott Kelley Phone: 7-3425 Email: skelley@uky.edu

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

Please list the courses/credit hours currently used to fulfill the University Studies/General Education curriculum:

Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	_____	_____
Humanities	_____	_____

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

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

CHANGE UNDERGRADUATE PROGRAM FORM

Social Sciences	_____	_____
Natural/Physical/Mathematical	_____	_____
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	_____	_____
Statistical Inferential Reasoning	_____	_____
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	_____	_____
Global Dynamics	_____	_____
Total General Education Hours		_____

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

The proposed change does not involve courses offered by another department/program.

4. Explain how satisfaction of the University Graduation Writing Requirement will be changed.

Current	Proposed
<input checked="" type="checkbox"/> Standard University course offering. List: _____	<input type="checkbox"/> Standard University course offering. List: _____
<input type="checkbox"/> Specific course – list: _____	<input type="checkbox"/> Specific course) – list: _____

5. List any changes to college-level requirements that must be satisfied.

Current	Proposed
<input type="checkbox"/> Standard college requirement. List: _____	<input type="checkbox"/> Standard college requirement. List: _____
<input type="checkbox"/> Specific required course – list: _____	<input type="checkbox"/> Specific course – list: _____

6. List pre-major or pre-professional course requirements that will change, including credit hours.

Current	Proposed
Successful completion of the MOS Certification Exams in Excel, Powerpoint, and Word	B&E 105

7. List the major's course requirements that will change, including credit hours.

Current	Proposed
_____	_____

8. Does the pgm require a minor AND does the proposed change affect the required minor? N/A Yes No
If "Yes," indicate current courses and proposed changes below.

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

CHANGE UNDERGRADUATE PROGRAM FORM

Current	Proposed
_____	_____

9. Does the proposed change affect any option(s)? N/A Yes No
 If "Yes," indicate current courses and proposed changes below, including credit hours, and also specialties and subspecialties, if any.

Current	Proposed
_____	_____

10. Does the change affect pgm requirements for number of credit hrs outside the major subject in a related field? Yes No
 If so, indicate current courses and proposed changes below.

Current	Proposed
_____	_____

11. Does the change affect pgm requirements for technical or professional support electives? Yes No
 If so, indicate current courses and proposed changes below.

Current	Proposed
_____	_____

12. Does the change affect a minimum number of free credit hours or support electives? Yes No
 If "Yes," indicate current courses and proposed changes below.

Current	Proposed
_____	_____

13. Summary of changes in required credit hours:

	Current	Proposed
a. Credit Hours of Premajor or Preprofessional Courses:	25-28	26-29
b. Credit Hours of Major's Requirements:	_____	_____
c. Credit Hours for Required Minor:	_____	_____
d. Credit Hours Needed for a Specific Option:	_____	_____
e. Credit Hours Outside of Major Subject in Related Field:	_____	_____
f. Credit Hours in Technical or Professional Support Electives:	_____	_____
g. Minimum Credit Hours of Free/Supportive Electives:	_____	_____
h. Total Credit Hours Required by Level:		
	100: _____	_____
	200: _____	_____
	300: _____	_____
	400-500: _____	_____
i. Total Credit Hours Required for Graduation:	_____	_____

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

CHANGE UNDERGRADUATE PROGRAM FORM

For the past 7-8 years all Gatton College pre-major students have been required to complete the MOS certification exams in Word, PowerPoint and Excel. The original intent of this requirement was good. However, over the course of time several issues of concern have arisen with regard to this requirement. These include:

- It is not apparent that the MOS certification exams are preparing our students for subsequent upper-division course work as well as other alternatives might.
- The MOS exams are a significant expense for our students. Students must purchase exam vouchers in order to take the exams. Each exam voucher is \$85, resulting in a total minimum expense of \$255. For some students who struggle with successfully completing the exams, the expense is dramatically higher than the \$255 minimum as in some cases students end up purchasing multiple vouchers before they meet the requirement. Each voucher is good for two attempts on a given exam. Further, this is an out of pocket expense that cannot be covered through student aid.
- There are some academic integrity concerns with regard to the exams among students.

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

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	_____	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

CHANGE UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

Current Degree Title and Major Name: Accounting, Analytics, Economics, Finance, Management, and Marketing

Proposal Contact Person Name: Scott Kelley Phone: 7-3425 Email: skelley@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
Gatton College Undergraduate Studies Committee	1/28/13	Scott Kelley / 7-3425 / skelley@uky.edu	
Gatton College Faculty	2/4/13	Scott Kelley / 7-3425 / skelley@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	2/28/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

FEB 28 2013

OFFICE OF THE
SENATE COUNCIL

MEMORANDUM

TO: Gatton College Faculty

FROM: Gatton College Undergraduate Studies Committee

DATE: January 25, 2013

RE: Proposed Undergraduate Program Change and Proposed Course Change to B&E 105

The Undergraduate Studies Committee proposes the following changes.

1. Revise the content of B&E 105. B&E 105 is currently taught as a prep course for the MOS certification exams in Word, PowerPoint and Excel. Successful completion of these three exams is required of all Gatton College pre-majors before they can be considered for admission to upper-division in the college. The one credit hour course is not required, but is recommended, and it is taken on a pass-fail basis. The proposed revision of B&E 105 will result in this course focusing on providing our students with proficiency in Microsoft Excel and Access, but will not be a prep course for the MOS exams. The revised course will be required as part of the pre-major and will be taken for a letter grade.
2. In conjunction with the proposed change in the content of B&E 105, Gatton College pre-major students will no longer be required to complete the MOS certification exams. Instead they will be required to complete B&E 105 as part of the pre-major.

Background

For the past 7-8 years all Gatton College pre-major students have been required to complete the MOS certification exams in Word, PowerPoint and Excel. The original intent of this requirement was good. However, over the course of time several issues of concern have arisen with regard to this requirement. These include:

- It is not apparent that the MOS certification exams are preparing our students for subsequent upper-division course work as well as other alternatives might.
- The MOS exams are a significant expense for our students. Students must purchase exam vouchers in order to take the exams. Each exam voucher is \$85, resulting in a total minimum expense of \$255. For some students who struggle with successfully completing the exams, the expense is dramatically higher than the \$255 minimum as in some cases students end up purchasing multiple vouchers before they meet the requirement. Each voucher is good for two attempts on a given exam. Further, this is an out of pocket expense that cannot be covered through student aid.
- There are some academic integrity concerns with regard to the exams among students.

B&E 105
Technology for Business Solutions

Instructor: Diane Andal
Office Address: 237 Gatton College of Business & Economics
Email: diane.andal@uky.edu
Office Phone: 257-4627
Office Hours: Monday and Wednesday
2 to 3:30 PM

Course Description:

This course prepares pre-major students in the Gatton College of Business & Economics to use business software at a high level of proficiency and focuses on Microsoft Excel and Access. Lectures will be supplemented with hands on experiences with business problems.

Prerequisites:

ACC 201 and ECO 201, pre-major in the Gatton College of Business & Economics, or consent of instructor

Student Learning Outcomes:

After completing this course, the student will be able to complete the following:

1. Design and complete a fully functional spreadsheet, using sound spreadsheet principles to communicate numerical and financial information, such as an income statement or balance sheet
2. Use spreadsheet formulas and functions to perform a variety of calculations
3. Use Excel as a database and use database tools such as subtotalling, outlining, sorting and filtering
4. Analyze business problems and interpret results of analyses using charts and other visual aids, including conditional formatting
5. Create a relational database in Access
6. Create queries and reports in Access to retrieve data and show results

Required Materials:

Students must have access to Microsoft Office 2010. NOTE: Students with Apple computers will need the Windows Operating System installed using Bootcamp. There is a class manual available to download and print from Blackboard.

Description of Course Activities and Assignments

This course is designed to provide you with the necessary background in the software programs of Excel and Access. These programs are widely used in the field of business and will prepare you for success in your upper-division courses in the Gatton College of

Business & Economics and in your career. Class meetings will typically involve lecture, discussion, an in-class exercise, and the assignment of a business application exercise to be completed outside of class. This class will meet two hours per week for seven weeks. The structure of the class will include lecture supplemented with opportunities for in-class and out of class application.

Course Assignments

5 In-Class Exercises @ 10 points each	50 points
5 Business Application Exercises @ 20 points each	100 points
Final Exam @100 points	100 points
TOTAL POINTS	250 points

Summary Description of Course Assignments

In-Class Exercises: In-Class Exercises will be assigned throughout the semester and will be designed to provide students with the opportunity to apply concepts and applications that are being covered in class. This assignment will include both paper and pencil exercises and software exercises that will be completed on a computer. You must be present in class in order to receive credit for the In-Class Exercises.

Business Application Exercises: Business Application Exercises will be assigned on a weekly basis. These exercises will require students to apply software functions in Excel and Access to specific business problems.

Final Exam: The Final Exam will include Excel and Access applications and will be administered in the Gatton College computer lab.

Course Grading

Your performance in this course will be evaluated based on your performance on the Business Application Exercises, the Final Exam, and the In-Class Exercises.

The grading scale is:

225-250	A
200-224	B
175-199	C
150-174	D
0-149	E

Final Exam Information

The Final Exam will be administered in the Gatton College computer lab during the last class period.

Mid-term Grade

Grades will be available on Blackboard throughout the course.

Course Policies:**Submission of Assignments:**

In-Class Exercises must be completed during class and submitted prior to the end of the class period. In the case of paper and pencil In-Class Exercises, they must be handed in prior to the end of the class period. In the case of computer-based In-Class Exercises, they must be submitted electronically prior to the end of the class period. Students missing class will not receive credit for the In-Class Exercises assigned on the day they miss. The only exception is in the case of an excused absence in accordance with Senate Policy (see below).

Business Application Exercises must be submitted electronically before midnight of the day they are due.

Attendance Policy:

Students are expected to be in class every time we meet. The only exception to this expectation is in the case of an excused absence in accordance with Senate Policy (see below).

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request

“appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to

those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Course Schedule

A linear listing of topics, assignment due dates, and examination dates.

<u>Week of</u>	<u>Topic</u>	<u>Assignment</u>
January 7	Course Introduction Spreadsheet Design	
January 14	Spreadsheet Formulas and Functions	Business Application Exercise (BAE) #1
January 21	Data Analysis Using Excel	BAE #2
January 28	Communicating Results Using Excel	BAE #3
February 4	Relational Databases Using Access	BAE #4
February 11	Conducting Analyses and Communicating Results in Access	BAE #5
February 18	Course Conclusion Final Exam	

Brothers, Sheila C

From: Raphael Finkel [raphael@cs.uky.edu]
Sent: Friday, April 12, 2013 10:04 AM
To: Brothers, Sheila C
Cc: Lowry, Regina; Prats, Armando; Graf, Gregory A; Hayes, Robert Z; Jackson, Vanessa P; Raphael Finkel; Stanley, Aaron D; Rachel McMahan; Lewis, Wayne D; Provost, University of Kentucky; Witt, Don
Subject: SAASC Item 17: College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs
Attachments: revision.2.pdf

Sheila,

SAASC has approved the attached version of this proposal. My notes follow here.

Raphael

SAASC Item 17: College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs

Reference

http://www.uky.edu/Faculty/Senate/curricular_proposals/files/COE%20Policy%20on%20Admission,%20Retention%20and%20Completion%20of%20Ed%20Prep%20Programs-revisions.pdf

Overview

These are proposed wholesale changes in College of Education policy (last revised 2007) for admission, retention and completion of all students, undergraduate and graduate, in initial educator preparation (should it read "certification?") programs: Communication Disorders, Music and Art Education, School Social Work, World Languages Education, School Media Librarian, and Career and Technical Education.

The impetus for these changes is a revision of the Kentucky Education Professional Standards Board (EPSB) regulations with regard to GPA and standardized exams as admission criteria. All educator preparation programs must meet the standards of the EPSB.

This is a long and complex proposal. There are new sections on rules for student teaching, policy on field experiences, character reviews, appeals, standards, federal reporting requirements, clinical practice, continuous assessment, GPA requirement, and basic skills testing.

Some detail

1. A student must be admitted, retained in, and successfully complete a state-approved educator education program in order to receive a teaching certificate.
2. A candidate's progress through all educator preparation programs

is continuously monitored, assessed, and reviewed. Assessment happens at specified times: (a) Admission (with prerequisites specified, including GPA, credits, standardized tests), (b) Retention: no later than the semester prior to student teaching, (c) Completion of the program.

3. There are GPA rules for admission, both at undergraduate and graduate level, as well as for retention and completion. These rules replicate some of the content in (2) above.

4. There are standards that candidates must meet before completing an educator preparation [sic] program. (a) Core standards, some set by the State, some by the College. (b) Subject-specific standards, which are program-specific.

5. Candidates must complete an array of carefully planned clinical experiences (read: student teaching). There are prerequisites to this activity.

6. All candidates must complete a state-mandated character and fitness review, and this review happens at the three times mentioned in (2) above. They must also complete an state-mandated background checks.

7. There is a mechanism for appealing negative results of the reviews in (2).

My take:

My contact in the College of Education tells me that this proposal is mostly paperwork to comply with the EPSB and does not reflect any substantive changes. I see no difficulties with the content of the proposal.

I have been in contact with Gary Schroeder, Director of Academic Services and Teacher Certification, to try to create consistent language, unifying "teacher preparation program", "certification program", "educator preparation program", and "teacher education program". The revised proposal, which I attach, is mostly his (second) revision, with my further revisions in red.

NEW ADMISSION, RETENTION AND COMPLETION POLICIES FOR EDUCATOR PREPARATION PROGRAMS AT THE UNIVERSITY OF KENTUCKY

Lastedit: 2/26/2013
Version: v6.1

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[Comments in this color are Raphael's]

SECTION 1: OVERVIEW ([T.O.D.](#))

A student must be admitted, retained in, and successfully complete a state-approved educator preparation program in order to receive a teaching certificate. The components of an approved educator preparation program include:

- 1) an earned bachelor’s degree from a regionally accredited institution of higher education,
- 2) completion of approved teaching subject matter field(s), e.g., approved majors, major equivalencies, minors, or support areas, as specified by the candidate’s chosen program faculty,
- 3) completion of an educator preparation program, including the final clinical experience, e.g., student teaching,
- 4) and verification by program faculty that all applicable standards in all required standards sets have been met.

The College of Education Educator Preparation Program Faculties, the College of Education Director of Academic Services and Teacher Certification, and the University Registrar are charged with the responsibility to monitor a student’s progress through the educator preparation program and to recommend to the Kentucky Education Professional Standards Board (EPSB) that a successful candidate be awarded a state teaching certificate.

SECTION 2: CONTINUOUS ASSESSMENT ([T.O.D.](#))

1. A candidate’s progress through all educator preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their

course work and clinical experience placements, candidates will be assessed a minimum of three times during their program by representatives of their respective program faculty.

2. The candidate assessments will occur upon entry into the educator preparation program, at a midpoint in the program (no later than the semester prior to the final clinical experience, e.g., student teaching), and as candidates exit the program following the final clinical experience, e.g., student teaching. Assessments will include, but are not limited to: (a) appropriate scores on approved standardized tests, (b) review of grades via inspection of transcript, (c) personal and professional skills assessed during interviews with program faculty, throughout coursework, and during clinical experiences, (d) artifacts submitted by the candidate that demonstrate their ability to attain of standards, (e) continued adherence to the KY Professional Code of Ethics, and (f) documentation of the following skills: critical thinking, communication, creativity, and collaboration.
3. Professional Growth Plan (PGP) Following admission to an educator preparation program, if problems have been identified at any assessment point, program faculty will prepare a professional growth plan for the candidate which addresses the problems, identifies the scheme to implement the professional growth plan, and provides feedback and direction to the candidate.

Section 2A: First Continuous Assessment Point... Admission to educator preparation programs

(commonly termed “*Admission to Teacher Education (TEP)*”) ([T.O.D.](#))

1. A candidate’s progress through all educator preparation programs is continuously monitored, assessed, and reviewed. The first continuous assessment point is admission to educator preparation (TEP). In addition to the general requirements for admission to educator preparation (TEP) listed below, candidates should carefully review the specific requirements of their individual programs.
2. Candidates for admission to educator preparation (TEP) must have completed at least 30 semester hours, or, if pursuing state teacher certification as a certification-only student or a graduate student, must have earned a bachelor’s degree from a regionally accredited institution of higher education.
3. Candidates for admission to educator preparation (TEP) must demonstrate academic achievement by earning a minimum overall GPA of 2.75, or a GPA of at least 3.0 in the final semesters which include the last 30 hours of coursework. Candidates seeking admission to a graduate-level educator preparation program must also satisfy UK Graduate School admission standards. The UK Graduate School requires an overall UG GPA of 2.75 as a minimum for unconditional admission to graduate programs. And, if the candidate has completed any graduate course work, a minimum graduate GPA of 3.0 is required. Candidates intending to use the “GPA of at least 3.0 on the final 30 hours option” should consult with their program’s Director of Graduate Studies for additional information. The UG GPA is taken directly from the transcript showing award of the undergraduate degree.
4. Candidates for admission to educator preparation (TEP) must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a state mandated character and fitness review.

5. Candidates for admission to educator preparation (TEP) must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate's potential success in teaching.
6. Candidates for admission to educator preparation (TEP) must demonstrate that they have reviewed and understand dispositions for teaching. At UK, these dispositions are encoded in the *UK Functional Skills and Dispositions Standards Set*. The UK Functional Skills and Dispositions are listed below:
 - a. The candidate communicates appropriately and effectively
 - b. The candidate demonstrates constructive attitudes
 - c. The candidate demonstrates ability to conceptualize key subject matter ideas and relationships
 - d. The candidate interacts appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.
 - e. The candidate demonstrates a commitment to professional ethics and behavior.
7. Candidates must present artifacts that demonstrate their ability to meet standards. In addition to items specified by the candidate's program faculty, the candidate must provide documentation of the following skills:
 - a. Critical Thinking,
 - b. Communication,
 - c. Creativity, and
 - d. Collaboration.
8. For those programs requiring educator preparation- related courses as a prerequisite for admission to educator preparation (TEP), candidates must complete these courses with a grade of C or better.
9. Candidates must undergo a formal interview with their educator preparation program faculty in which they will have the opportunity to discuss the artifacts that demonstrate their ability to meet standards, and engage in a dialog concerning their qualifications for admission to educator preparation (TEP).

Section 2B: Testing requirements for admission to educator preparation programs (TEP). ([TOD](#))

1. All candidates for admission to an educator preparation program at UK must demonstrate successful completion of the following pre-professional skills assessments of basic knowledge administered by the Educational Testing Service with the corresponding minimum scores:
 - a. Pre-Professional Skills Test: Mathematics (test code 0730) with a cut score of 174; or
Computerized Pre-Professional Skills Test: Mathematics (test code 5730) with a cut score of 174;
 - b. Pre-Professional Skills Test: Reading (test code 0710) with a cut score of 176; or
Computerized Pre-Professional Skills Test: Reading (test code 5710) with a cut score of 176;
and
 - c. Pre-Professional Skills Test: Writing (test code 0720) with a cut score of 174; or
Computerized Pre-Professional Skills Test: Writing (test code 5720) with a cut score of 174.
2. Candidates for admission to a graduate level educator preparation program may demonstrate basic skills in the following manner.

- a. Completion of the pre-professional skills assessment as listed in section 1) a-c; or
- b. Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:
 - i) Required minimum GRE scores for tests taken prior to August 1, 2011
 - (1) Verbal with a minimum score of 450
 - (2) Quantitative with a minimum score of 490
 - (3) Analytical Writing with a minimum score of 4.0
 - ii) Required minimum GRE scores for tests taken on or after August 1, 2011
 - (1) Verbal with a minimum score of 150
 - (2) Quantitative with a minimum score of 143
 - (3) Analytical Writing with a minimum score of 4.0
3. Recency Requirements for testing: Candidates must present scores that are no older than five years. This corresponds to the rule of the Educational Testing Service that scores older than five years cannot be supplied to a candidate.

Section 2C: Second Assessment Point... Retention of candidates in educator preparation programs [\(T.O.D.\)](#)

1. The progress of candidates who have been admitted to an educator preparation program is continuously monitored. A retention review may be conducted at any time by the educator preparation program faculty, but is required no later than the semester prior to the final clinical experience, e.g., student teaching. In addition to the general requirements for the retention review listed below, candidates should continue to carefully review the specific requirements of their individual programs.
2. If at the time of admission to educator preparation (TEP), a professional growth plan was prepared for the candidate, progress on implementing the professional growth plan will be reviewed, and the plan will be updated as necessary.
3. Some of the items which are monitored in the retention review are:
 - a. Whether a candidate continues to earn grades of C or better in professional education classes;
 - b. Whether a candidate continues to maintain a 2.75 minimum GPA overall, or a minimum 3.0 GPA in the final semesters, including the last 30 hours;
 - c. Whether a candidate has demonstrated improved competence with the skills of communication, critical thinking, creativity, and collaboration;
 - d. Whether a candidate has demonstrated improved competence with the College of Education Functional Skills and Dispositions;
 - e. Whether a candidate continues to demonstrate adherence to the EPSB Professional Code of Ethics;
 - f. Whether adequate progress is being made toward meeting all required standards sets; and
 - g. Whether adequate progress is being made toward completing subject matter coursework requirements for the candidate's chosen ~~teacher certification~~ ^{educator preparation} program. If a review of the candidate's subject matter coursework identifies any problem areas, a professional growth plan will be developed to address the problems. Or, if the candidate already has a

professional growth plan, it will be amended to include attention to subject matter coursework problems. (See SECTION 2 item 3)

4. Continued progress through the educator preparation program will be contingent on the results of the midpoint retention review. Following a retention review, candidates may be continued in good standing in the program, cautioned about identified problems which have been included in the professional growth plan, placed on probation in the program, or dropped from the program.
 - a. If a candidate is placed on probation in the educator preparation program following a retention review, the time and conditions of the next review will be identified and communicated to the candidate by the Director of Academic Services and Teacher Certification.
 - b. If a candidate is dropped from the educator preparation program following a retention review, the Director of Academic Services and Teacher Certification will notify the candidate of this action. Candidates who have been dropped from an educator preparation program following a retention review may take no further professional education coursework in the program. (See SECTION 7 “Appeals” for additional information.)
5. Admission to the Final Clinical Experience, e.g., Student Teaching. Admission to the final clinical experience, e.g., student teaching, requires a successful retention review and recommendation by the program faculty that the candidate be allowed to student teach.
6. State Mandated Examinations for Teacher Certification. The Kentucky Education Professional Standards Board (EPSB) requires that all applicants for a state teaching certificate present passing scores on the appropriate required PRAXIS 2 examinations. Although taking and passing the Kentucky mandated PRAXIS 2 examinations is not a requirement for completion of an educator preparation program at UK, candidates are encouraged to complete the required state-mandated examinations prior to beginning student teaching so that the process of applying for and receiving a state teaching certificate can proceed in a timely manner. Candidates are encouraged to consult with their program faculties for advice on taking the required PRAXIS 2 examinations.

Section 2D: Third Assessment Point... Completion of educator preparation programs (T.O.D.)

1. The progress of candidates who have been admitted to an educator preparation program is continuously monitored. Each program faculty will conduct a Completion Review of all candidates, typically at the end of the final clinical experience, e.g., student teaching.
2. All candidates for completion of an educator preparation program must continue to meet all standards for admission and retention at the time of program completion, including GPA requirements.
3. Candidates must have completed the subject matter requirements for his/her chosen educator preparation program.
4. Candidates must have successfully completed all professional education requirements for his or her program, including successful performance in the final clinical experience, e.g., student teaching.
5. At program completion, all candidates must present final evidence for review (typically this includes required and optional artifacts that demonstrate attainment of standards) in the format designated by the candidate’s program faculty.

6. The program faculty must certify that a review of the final evidence and other pertinent documents has demonstrated that the candidate has met all of the required standards as a prerequisite to recommending the candidate for a state teaching certificate.

SECTION 3: GPA RULES FOR EDUCATOR PREPARATION PROGRAMS THAT LEAD TO A STATE TEACHING CERTIFICATE ([T.O.D.](#))

Section 3A: GPA rules for admission to an undergraduate educator preparation program

Admission to an undergraduate educator preparation program shall require the following: A cumulative grade point average of 2.75 on a 4.0 scale or a grade point average of at least 3.00 on a 4.0 scale in the final semesters that include the last thirty (30) hours of credit completed. These will be taken directly from the most recent original transcripts supplied by the candidate.

Section 3B: GPA rules for admission to a graduate level educator preparation program

Admission to a graduate level educator preparation program shall require the following: A bachelor's degree or advanced degree awarded by a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale.

OR a grade point average of at least 3.00 on a 4.0 scale in the final semesters that include the last thirty (30) hours of either undergraduate or graduate credit completed. This information will be taken directly from the most recent original transcript(s) supplied by the candidate. Candidates intending to use this "3.0 minimum GPA in the final semesters that include the last 30 hours of coursework" option should consult with their program faculty chair and the departmental Director of Graduate Studies concerning the use of this option for gaining admission to the UK Graduate School.

Section 3C: Rules for using of the "final semesters that include the last 30 hours of credit" option.

If the candidate uses the "final semesters that include the last 30 hours of credit" option, the following procedure shall be used to calculate the last 30 hour GPA. The completed quality hours and quality points for each of the final terms that include the last 30 hours of credit shall be identified. The last 30 hours GPA shall be calculated using the statistics from the entire terms encompassing the last 30 hours. This means that in some instances, the number of hours used to calculate the last 30 hours GPA will be greater than 30.

Section 3D: GPA rules for retention and completion

Candidates must maintain a minimum overall GPA of at least 2.75 for retention in the program. Candidates who used the "final semesters that include the last 30 hours of credit" rule for admission to the program may continue to calculate whether a 3.0 minimum GPA is being maintained at the time of the retention review (normally the two semesters prior to student teaching). Candidates who do not meet this requirement may not student teach.

Candidates must maintain a minimum overall GPA of at least 2.75 for completion of ~~a teacher~~ ^{an educator} preparation program. Candidates who used the "final semesters that include the last 30 hours of credit" rule for admission to the program may continue to calculate whether a 3.0 minimum GPA is being maintained at the time of the final completion review. Candidates who do not meet this requirement will not be considered to have completed the program, and may not be recommended for a state teaching certificate.

Section 3E: The rule of “no grade less than C in professional education courses.”

Candidates may have no grade less than C in any course defined in the program as being a part of the professional education component. Any professional education grades less than C must be retaken prior to the final clinical experience, e.g., student teaching.

Section 3F: Special GPA Rule requiring a 2.75 GPA in program sub areas

Some programs require that candidates earn and maintain a 2.75 GPA in the majors, minors, support areas, and professional education course sequences as specified in the program curriculum description as approved by the UK Senate. The application of this rule means that candidates must demonstrate these 2.75 GPAs at the time of admission, retention, and completion of the program.

Sec 3F.1 Programs that the use of this special GPA rule are as follows:

1. All STEM educator preparation programs, e.g., Mathematics Education, Science Education (all areas) and Computer Science Education.

SECTION 4: STANDARDS AND STANDARDS SETS IN UK EDUCATOR PREPARATION PROGRAMS (T.O.D.)

Section 4A: All UK educator preparation programs are standards-based

All UK educator preparation programs are standards-based, requiring candidates to meet these standards before completing the program. Candidates are assessed on these standards at the three continuous assessment points: admission to educator preparation (TEP), prior to final practicum experiences e.g., student teaching, and at the program completion.

Section 4B: There are three UK required core standards sets

There are three core standards sets required for completion of all UK educator preparation programs. They are:

Interdisciplinary Early Childhood Education Standards (IECE), or Kentucky Teacher Standards (whichever is appropriate for the candidate’s program.)

College of Education Functional Skills and Dispositions

College of Education Technology Standards

Section 4C: Discipline (subject) specific standards also required

In addition to these three core standards sets, each candidate must demonstrate mastery of the subject specific standards set(s) associated with their individual program.

SECTION 5: POLICIES ON CLINICAL EXPERIENCES, INCLUDING THE FINAL CLINICAL EXPERIENCE, e.g., STUDENT TEACHING (T.O.D.)

Section 5A: General Policy on Intensive Clinical Experiences

The University of Kentucky College of Education is committed to preparing candidates for the teaching profession who are effective, reflective leaders and decision makers. To that end, and in order to meet state teacher certification regulations and national accreditation requirements, educator preparation candidates complete an array of carefully planned clinical experiences. These experiences are systematically integrated into the educator preparation program curriculum. In order to ensure high quality experiences, the College has established a network of clinical sites

where candidates complete clinical placements. These sites are part of the university's extended campus known as the university clinical/field network. Sites are selected at the program level (i.e., by the program faculty that governs the curriculum for the particular educator preparation program). Selection decisions are made using specific criteria that are directly linked to program goals, accreditation standards, and certification requirements. All candidates are expected to complete their intensive clinical experiences. e.g., practica and the final clinical experience, e.g., student teaching in these approved clinical sites.

Section 5B: General Rules for the final clinical experience, e.g., Student Teaching

A student may enroll in student teaching in one of the educator preparation programs provided he or she has:

1. been admitted to and retained in an educator preparation program;
2. maintained a grade-point standing of at least 2.75 overall or a minimum 3.0 GPA in the final terms that include the last 30 hours of coursework;
3. completed all professional education courses except the final clinical experience, e.g., student teaching;
4. completed a minimum of 75 percent of the required subject matter courses;
5. applied and been accepted for the final clinical experience, e.g., student teaching two semesters prior to the one in which student teaching is to be done;
6. completed the required national and state criminal background check with no criminal background identified;
7. been accepted by the school system and supervising teacher where he or she plans to do the final clinical experience, e.g., student teaching;
8. scheduled no more than 3 hours of college work to be carried during the final clinical experience, e.g., student teaching with no classes scheduled to interfere with the student teaching assignment; and
9. presented evidence of having had a specified physical examination.

SECTION 6: CODE OF ETHICS AND CHARACTER AND FITNESS REVIEWS ([T.O.D.](#))

All students seeking admission to, retention in, or completion of a UK educator preparation program must complete a state mandated character and fitness review. In addition, students with records of misconduct beyond simple traffic violations must provide complete documentation of this misconduct, utilizing written procedures available in the office of Academic Services and Teacher Certification. Records of misconduct will be available for use by program faculties in making decisions about admission, retention, and completion of the program. Students must also complete any state-mandated background checks, which may include a national check of FBI records. By Kentucky statute, persons with records of serious legal misconduct are ineligible for student teaching, state teacher certification, or employment in the public schools. Students are responsible for completing all required background check procedures in a timely manner so that decisions about their movement through the program may be made.

SECTION 7: APPEALS ([T.O.D.](#))

1. The progress of all candidates in educator preparation programs is continuously reviewed and assessed at least three times: at the points of admission, retention, and completion of program. Candidates who are denied admission to an educator preparation program, not retained in the program, or denied completion of the program may appeal the decision of the program faculty. There are two grounds on which a candidate may appeal an unfavorable continuous assessment

review: 1) a candidate may appeal if s/he has clear evidence that his/her rights to equal opportunity or due process were violated during the review process (i.e., evidence of discrimination on the basis of race, gender, sexual orientation, age, etc.) or 2) a candidate may appeal if there is new and substantial evidence pertaining to his/her review that was not available for Program Faculty consideration at the time the candidate applied and/or was reviewed (test scores were late or missing; transcripts were inaccurate, etc.). These are the only two grounds on which an appeal may be filed.

2. Any candidate considering an appeal of a program faculty decision at any of the required Continuous Assessment Review points is encouraged to first meet with the program faculty chair to discuss the program faculty's decision and to review grounds for the appeal.
3. If an appeal is to be made, candidates must request reconsideration of the program faculty's decision within 15 business days of the date on the letter notifying the candidate of an unfavorable continuous assessment review. The request for reconsideration must clearly state the grounds on which the appeal is made and demonstrate that one of the two conditions for appeal applies. Written requests should be presented to the program faculty chair, who will call a meeting of the program faculty to review the original decision. The program faculty chair will notify the Director of Academic Services and Teacher Certification of the faculty's decision, and the Director will notify the candidate in writing.
4. If the program faculty does not alter its initial decision, the candidate may use the same procedures and appeal to the Appeals Sub-committee of the Program Faculty Chairs Committee. Candidates wishing to appeal to the Program Faculty Chairs Appeals Sub-committee must present their request for sub-committee review to the Associate Dean for Academic and Student Services. The Associate Dean will assemble the necessary materials, call the sub-committee together to hear the appeal, and inform the candidate of the committee's decision. The program faculty chairperson for the applicant's program may not serve as a member of the Appeals Sub-committee that hears the case. The Associate Dean will notify the Director of Academic Services and Teacher Certification of the decision of the appeals sub-committee so that student records may be updated. For purposes of admission, retention, or completion of educator preparation certification programs, the decision of the Appeals Sub-committee of the Program Faculty Chairs Committee is final.
5. This policy addresses all faculty continuous assessment reviews of a candidate's progress through an educator preparation program, including admission to the program, retention reviews of progress through the program, and the final review for completion of the program.

(TOD)

Brothers, Sheila C

From: Ett, Joanie M
Sent: Wednesday, December 19, 2012 2:53 PM
To: Brothers, Sheila C; Ellis, Janie
Subject: COE Policy on Admission, Retention and Completion of Educator Prep Programs
Attachments: COE Policy on Admission, Retention and Completion of Ed Prep Programs-revisions.pdf

Hi Sheila,

Undergraduate Council has reviewed and recommends approval of the College of Education's Policy on Admission, Retention and Completion of Educator Prep Programs.

Thanks,
Joanie

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059
(859)257-9039 Phone
(859)257-1455 Fax
joanie.ett-mims@uky.edu

Brothers, Sheila C

From: Nikou, Roshan
Sent: Friday, November 16, 2012 1:25 PM
To: Brothers, Sheila C; Ellis, Janie; Gebert, Frieda; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Blonder, Lee
Cc: LENNIE, TERRY A; Buntin, William J; Sellnow, Deanna D
Subject: GC Transmittals
Attachments: GC in Instructional Comm.pdf; LIS MA Suspension.pdf; LIS Program Change.pdf; PhD in NUR Admission Criteria.pdf; COE Policy-revisions.pdf

TO: Lee Blonder, Chair and Sheila Brothers, Coordinator
 Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
 Graduate Council

The Graduate Council approved the following program, Certificate, and Policy proposals and is now forwarding them to the Senate Council to approve.

Change in MS in LIS
 Suspension of MA in LIS
 PhD in NUR Admission Criteria
 Instructional Comm. Certificate

COE Policy on Admission, Retention and Completion of Educator Preparation Programs

Roshan Nikou
The Graduate School
The University of Kentucky
105 Gillis Building - 0033
Phone: (859) 257-1457
Fax: (859) 323-1928
[*Roshan.Nikou@uky.edu*](mailto:Roshan.Nikou@uky.edu)

Brothers, Sheila C

From: Raphael Finkel [raphael@cs.uky.edu]
Sent: Friday, April 12, 2013 12:15 PM
To: Brothers, Sheila C
Cc: Lowry, Regina; Prats, Armando; Graf, Gregory A; Hayes, Robert Z; Jackson, Vanessa P; Raphael Finkel; Stanley, Aaron D; Rachel McMahan; Lewis, Wayne D; Provost, University of Kentucky; Witt, Don
Subject: SAASC Item 16: admission requirements for the PhD Nursing Program

Sheila,

The SAASC approves this item. My notes:

SAASC Item 16: admission requirements for the PhD Nursing Program

Reference

http://www.uky.edu/Faculty/Senate/curricular_proposals/files/PhD%20in%20NUR%20Admission%20Criteria.pdf

Overview

This is a proposal from the Nursing PhD Program, college of Nursing, to change admission criteria for students entering the PhD program from the Bachelor of Science - Nursing (BSN) and Master of Science - Nursing (MSN) programs at UK. The rationale is to unify the admission criteria for entry from BSN and entry from MSN into the PhD program.

1. Reduce minimum GPA for students entering the PhD program from BSN from 3.5 to 3.3. In fact, 3.3 is already the minimum GPA for entry to the PhD program from MSN.
2. Drop the GRE requirement for entry to the PhD program from the BSN and MSN programs. The GRE has not been predictive of success, and the requirement makes it hard for BSN students to join the University Studies Program (USP). Admitted PhD students can take the GRE later to become eligible for fellowships. The SAASC Item 13 has already recommended generally dropping the GRE requirement for USP.
3. Flesh out the existing requirement that the applicant (from either BSN or MSN) supply a goal statement by including details about what the goal statement should include.
4. Drop the requirement that students entering the PhD program from the BSN program have clinical experience. The current wording says "An applicant must possess ... a Kentucky Registered Nurse license". This requirement remains. However, clinical experience prior to first clinical course would no longer be required. (Clinical experience is always understood to be after licensure.)
5. Add the requirement for applicants to the PhD program from the MSN program that at least one of the three references should be from

a faculty member with a PhD. This requirement is already in place for applicants from the BSN program.

My query to Terry Lennie <talenn2@email.uky.edu>:

I am surprised that there are special admission requirements for students entering the PhD program from the BSN or MSN programs; I would have thought that the admission requirements would be generic for all applicants, whether from UK's other Nursing programs, from other domestic institutions, or from international institutions. The proposal doesn't mention what the requirements are for these other categories of students.

His response (with my slight edits):

We are working to make admission criteria similar for BSN and MS entry students. When the BSN entry option was first developed, faculty felt that the criteria had to be higher because these students had not demonstrated ability to be successful in graduate school. The college has moved toward full support of BSN entry for both our PhD and profession doctorate (DNP). The criteria will be the same regardless of which school the BSN degree is from. We only used our program in the rationale because we know we were excluding talented students who simply didn't have a high enough GPA.

I also asked him:

The proposal says to drop the requirement that students entering the PhD program from the BSN program have clinical experience. The current wording says "An applicant must possess ... a Kentucky Registered Nurse license". It also says "... clinical experience prior to first clinical course." Which of these requirements is to be dropped under the proposal?

His response:

The one requiring clinical experience. They all need to be licensed; licensure is a prerequisite for clinical experience.

My take:

This proposal is similar to ones we have been seeing: a program wishes to modify entrance requirements. We have been supportive of such requests; each program knows best how to evaluate its applicants.

In previous cases, the SC has requested precise wording for the SR (University Senate Rules). But those rules only include information on admission policies in specific programs for undergraduate students, not graduate programs; all graduate programs are lumped into SR 4.2.5.

On the other hand, the Graduate School Bulletin, Part 2: Programs, Certificates, and Courses

(<http://www.research.uky.edu/gs/CurrentStudents/Bulletins/current/bulletin-13-part2-final.pdf>)

has a section on Nursing starting on page 285. There are sections

called "MSN-PhD in Nursing" and "B.S.N-Ph.D in Nursing". Are these the sections to be modified? I would like to see a precise wording of the replacement text for the Graduate School Bulletin, but that's not a requirement for us to approve this matter.

CHANGE DOCTORAL DEGREE PROGRAM FORM

GENERAL INFORMATION

College:	<u>Nursing</u>	Department:	<u>NA</u>
Current Major Name:	<u>Nursing</u>	Proposed Major Name:	<u>no change</u>
Current Degree Title:	<u>Doctor of Philosophy in Nursing</u>	Proposed Degree Title:	<u>no change</u>
Current Formal Option(s):	_____	Proposed Formal Option(s):	_____
Current Specialty Fields w/in Formal Option:	_____	Proposed Specialty Fields w/in Formal Option:	_____
Date of Contact with Associate Provost for Academic Administration ¹ :	<u>5/24/2012</u>		
Bulletin (yr & pgs):	<u>2012/p. 220-223</u>	CIP Code ¹ :	<u>51.1608</u>
		Today's Date:	<u>7/2/2012</u>
Accrediting agency (if applicable):	<u>NA</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² : _____
Dept Contact Person:	<u>Terry Lennie</u>	Phone:	<u>3-6631</u>
		Email:	<u>tlennie@uky.edu</u>

CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed: <i>(Maximum is Graduate School limit of total of 9 hours (or 25% of the credit hours needed to fulfill the pre-qualifying residency requirement.)</i>	_____	_____
2. Residence requirement: <i>(Minimum of one year before and after Qualifying Exams.)</i>	_____	_____
3. Language(s) and/or skill(s) required:	_____	_____
4. Provisions for monitoring progress and termination criteria:	_____	_____
5. Total credit hours required:	_____	_____
6. Required courses:	_____	_____
7. Required distribution of courses within program:	_____	_____
8. Minor area or courses outside program required:	_____	_____
9. Distribution of courses levels required (400G-500/600-700):	_____	_____
10. Qualifying examination requirements:	_____	_____

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

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

CHANGE DOCTORAL DEGREE PROGRAM FORM

11. Explain whether the proposed changes to the program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

None of the changes involve departments or programs outside the college of nursing

12. Other requirements not covered above:

Change in admission criteria for BSN and MSN entry students (Table 1A and 1B).

13. What is the rationale for the proposed changes? If the rationale involves accreditation requirements, please include specific references to those requirements.

1. Lowering minimum GPA for BSN entry: The UK BSN program is rigorous and the faculty maintain high academic standards. In fact, Spring 2012 was the first year that a total of 3 undergraduate students earned a 4.0 GPA. Thus, a 3.3 GPA in the undergraduate BSN program represents high scholastic achievement. Requiring a minimum 3.5 GPA was eliminating a number of otherwise qualified students who could succeed in the graduate program. The minimum 3.3 GPA for BSN entry is consistent with the minimum MSN entry GPA. 2. Dropping GRE requirement for in BSN entry: The GRE has not been predictive of whether or not a student succeeds in the PhD program. We are interested in admitting our undergraduate students while in their senior year. Requiring the GRE delays admission as students are not able to complete the GRE until after graduation. Students will be strongly encouraged to take the GRE after sufficient preparation to be eligible for Graduate School fellowships. 3. Goal statement. This is not a change per se but a clarification of what faculty members want in the Goal Statement. 4. Drop requirement for clinical experience. Clinical experiences relevant to the student's program of research are embedded in the revised BSN entry curriculum eliminating the need for prior experience. 5. Dropping GRE requirement for MSN entry. As with BSN entry students, the GRE was not predictive of success/failure in the PhD program. 6. Goal statement. Same rationale as for BSN entry students. 7. References. Language changed to be consistent with BSN entry students.

CHANGE DOCTORAL DEGREE PROGRAM FORM

Signature Routing Log

General Information:

Proposal Name: Change in College of Nursing BSN and MSN entry PhD admission criteria

Proposal Contact Person Name: Terry Lennie Phone: 3-6631 Email: tlennie@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
College of Nursing PhD Curriculum Committee	2/14/12	Susan Frazier / 3-5791 / skfraz2@uky.edu	Susan K. Frazier <small>Digitally signed by Susan K. Frazier DN: cn=Susan K. Frazier, o=University of Kentucky, ou=College of Nursing, email=skfraz2@email.uky.edu, c=US Date: 2012.07.02 15:46:37 -0400</small>
College of Nursing Graduate Faculty	5/24/2012	Terry Lennie / 3-6631 / tlennie@uky.edu	Terry Lennie <small>Digitally signed by Terry Lennie DN: cn=Terry Lennie, o=University of Kentucky, ou=College of Nursing, email=tlennie@uky.edu, c=US Date: 2012.07.02 15:18:46 -0400</small>
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ³
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson <small>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 13:11:56 -0500</small>	
Health Care Colleges Council	9/18/12	Jim Lindsay, Coordinator	
Senate Council Approval		University Senate Approval	

Comments:

HCCC: Typos in sections #11, #13

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

Table 1A. Admission BSN Entry	
Current BSN entry admission criteria	Proposed BSN entry admission criteria
1. Undergraduate GPA \geq 3.5 on a 4.0 scale	Undergraduate GPA \geq 3.3 on a 4.0 scale
2. Official GRE scores within the past five years. Recommended scores 600 or above on Verbal and Quantitative and 5.0 or above on the Analytic Writing portion	GRE is optional, but highly recommended; GRE scores are used for competitive funding opportunities, particularly those from the Graduate School
3. Goal statement	Goal statement that addresses short and long term academic, research and career goals, a self-evaluation of motivation, initiative, and the potential for independent learning with specific examples of each and examples of leadership experiences where initiative and self-motivation were important to success
4. Clinical experience as a RN prior to first clinical course	Deleted: No required clinical experience
A bachelor's degree from a NLN- or CCNE-accredited program	No change
Licensure as a registered nursing in Kentucky or in state where clinicals will take place	No change
Three references – at least one from a doctorally prepared faculty member	No change
Example of scholarly work that could include a publication or a class paper that demonstrates scholarly writing and ability to communicate clearly and logically	No change
Two faculty interviews arranged as part of the admission process	No change
Admission to the University of Kentucky Graduate School	No change

Table 1B. Admission MSN Entry	
Current MSN entry admission criteria	Proposed MSN entry admission criteria
Graduate GPA \geq 3.3 on a 4.0 scale	No change
5. Official GRE scores	GRE is optional, but highly recommended; GRE scores are used for competitive funding opportunities, particularly those from the Graduate School
6. Goal statement	Goal statement that addresses short and long term academic, research and career goals, a self-evaluation of motivation, initiative, and the potential for independent learning with specific examples of each and examples of leadership experiences where initiative and self-motivation were important to success.
MS or MSN from an accredited program	No change
7. Three references	Three references – at least one from a doctorally prepared faculty member
Two faculty interviews arranged as part of the admission process	No change
Admission to the University of Kentucky Graduate School	No change

Brothers, Sheila C

From: Farrell III, Herman D
Sent: Wednesday, April 10, 2013 2:56 PM
To: Brothers, Sheila C; Blonder, Lee
Cc: Bailey, Ernest; Debski, Elizabeth A; Effgen, Susan K; Gross, Don; Jasper, Samuel J; Kilgore, Michael W; Lee, Brian D; Underwood, Emily; Wasilkowski, Greg; Blonder, Lee; Shi, Xianglin
Subject: RE: New Cmte Item (SAOSC)_Proposed New Ctr for Research on Env Disease

Dear Lee,

The SAOSC met with Professor Shi regarding the proposal for a new Center for Research on Environmental Disease. He answered all of our questions and concerns, including providing follow-up documentation. The SAOSC, noting that this proposal requires 2 votes, one regarding the academic program and the other regarding the academic organization and structure, consulted with Andrew Hippisley, the chair of the SAPC, in order to get his input re the merits of the academic program aspects of the proposal. After reviewing his questions and concerns, the SAOSC determined that it could vote on the proposal. The SAOSC voted unanimously (5-0) in favor of the academic program of this new multidisciplinary research center and voted unanimously (5-0) in favor of the academic organization and structure of the this new MDRC.

Let me know if you have any questions.

Herman Farrell
 Chair, SAOSC

Herman Daniel Farrell III

*Associate Professor - Playwriting
 University of Kentucky
 Department of Theatre
 138 Fine Arts Building
 Lexington, Kentucky 40506*

From: Brothers, Sheila C
Sent: Wednesday, March 13, 2013 12:44 PM
To: Farrell III, Herman D
Cc: Bailey, Ernest; Debski, Elizabeth A; Effgen, Susan K; Gross, Don; Jasper, Samuel J; Kilgore, Michael W; Lee, Brian D; Underwood, Emily; Wasilkowski, Greg; Blonder, Lee; Shi, Xianglin
Subject: New Cmte Item (SAOSC)_Proposed New Ctr for Research on Env Disease

Good afternoon, Herman. There is a new item ready for review by the Senate's Academic Organization and Structure Committee (SAOSC).

This is for a proposed new Center for Research on Environmental Disease.

The proposal is attached here and can also be found at

http://www.uky.edu/Faculty/Senate/committees_councils/standing_committees/academic_organization_structure.htm

Xianglin Shi is your contact for this proposal. This is tentatively scheduled to be reviewed by the SC on Monday, April 1, and by the Senate on Monday, April 8. Therefore, I'll need the results of your committee's deliberations by Wednesday, March 27. If this proposal requires a longer review period, please let me know and I will adjust the agenda scheduling.

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

Thank you,
 Sheila

March 11, 2013

Office of the Provost
105 Main Building
Lexington, KY 40506-0032
859 257-2911
fax 859 257-1333
www.uky.edu

Dr. Lee X. Blonder
Chair, University Senate Council
201 Main Building
CAMPUS 0032

Dear Lee,

I am writing concerning the feasibility of establishing the Center for Research on Environmental Disease (CRED), a new multidisciplinary research center. I understand the proposal has been approved by the Faculty Council of the College of Medicine and is being forwarded for consideration by the Senate.

The new center will comprise twenty founding members from five colleges. It will be directed by Xianglin Shi, PhD, Professor in the Graduate Center for Toxicology, and will be housed administratively in the College of Medicine. Letters of support from the chairs of all participating departments accompany the proposal and cite numerous reasons why this new center should be established in the 2012-2013 academic year.

In terms of additional resources required to establish the center, three additional faculty members will be needed. The College of Medicine has committed to provide funding for these positions during the center's initial three years. Recruitment for the new positions is currently underway.

The information provided demonstrates a clear need for the Center for Research on Environmental Disease. Furthermore, I have discussed the contents of this letter with Vice President Jim Tracy and he concurs with my assessment, including the decision to assign administrative responsibility for the proposed educational unit to the College of Medicine. The CRED Director shall have an administrative reporting line directly to the Dean of the College of Medicine.

I certify the administrative feasibility of the proposed unit.

Sincerely yours,



Timothy S. Tracy
Interim Provost

kh



January 7, 2013

Dr. Lee X. Blonder
Chair,
University Senate Council
University of Kentucky
201 Main Building
CAMPUS 0032

Dean, College of Medicine
Vice President for Clinical
Academic Affairs
138 Leader Avenue, Room 241
Lexington, KY 40506-9983
859 323-6582
fax 859 323-2039
www.uky.edu

Dear Dr. Blonder:

I request the consideration and support of the University Senate for the creation of the Center for Research on Environmental Disease, as a multidisciplinary research center at College of Medicine (COM), the University of Kentucky.

This proposal for the creation of the new center and of its academic research program has been endorsed and approved by COM Faculty Council (documentation enclosed). In addition, the COM departments and the several colleges that will contribute to this multidisciplinary program have each offered their strong support (documentation enclosed). The new center will administratively report to the College of Medicine and I enthusiastically commit the needed resources described in the proposal. This unit and program will not require specific resources from the Provost or Vice President for Research.

The goals of the Center are to foster collaboration among clinical and basic scientists, catalyze translational research, stimulate educational activities, enhance the competitiveness of member investigators for extramural funding, and increase national recognition for the University in the field of research on environmental disease. The Center will promote specific research- and education-related initiatives by integrating the activities of various investigators with expertise in chemistry, environmental chemistry, toxicology, pharmacology, nutrition, molecular biology, animal sciences, epidemiology, biostatistics, and clinical and translational sciences from different colleges. Creation of the Center is expected to stimulate development of new institutional grants including program project grants and center grants. The Center will provide a nexus for promoting scientific collaboration and developing translational research. Clinical and basic scientists will work together to address environmental disease-related public health concerns. The Center will promote national and international recognition of the University by its research and educational excellence.

I appreciate your careful evaluation and action on this proposal. I will be pleased to answer any questions and provide clarifications if needed. By copy of this letter I am routing this proposal concurrently to Provost Tim Tracy.

Sincerely,

A handwritten signature in black ink, appearing to read 'Fred Beer', written over a horizontal line.

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs

Cc: Dr. Tim Tracy, Provost

Dean, College of Medicine
Vice President for Clinical
Academic Affairs
138 Leader Avenue, Room 241
Lexington, KY 40506-9983
859 323-6582
fax 859 323-2039
www.uky.edu

MEMORANDUM

To: Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs

From: John D'Orazio, M.D., Ph.D.
Chair, COM Faculty Council

Date: September 24, 2012

RE: Proposal to Establish a New Multidisciplinary Research Center

At its Sept. 18, 2012 meeting, the Faculty Council discussed the proposal to create a Center for Research on Environmental Disease initiated by Dr. Xianglin Shi. The proposal contained a great deal of supporting justification for the timeliness of the academic research program and related research education that will be housed in the new multidisciplinary research center. The proposal also contained a number supportive letters from department chairs and colleges whose faculty will be contributing activity to the goals and objectives of the new multidisciplinary research center. Vice Dean Michael Reid contributed a letter that described the administrative support from the Dean's office for both the academic research program to be formed and the start-up resources offered by the Dean to get the activity successfully launched. Dr. Shi presented the proposal to Faculty Council and further elaborated on its merits in response to questions from the Council members.

The Faculty Council was briefed on its role to approve the academic research program in view of the academic requirements of the Board of Trustees for multidisciplinary research centers. It is the Faculty Council's responsibility to render its opinion on the sufficiency and appropriateness of the administrative resources to be provided and of the organizational reporting of the new unit to the Dean of the College of Medicine.

The Faculty Council is very enthusiastic about this proposal. The Faculty Council voted (1) to approve the merit of the proposed new academic research program and its academic content, and (2) to endorse the administrative resources and organizational reporting.

The proposal is hereby submitted to your office for the next steps in the routing process.



**PROPOSAL TO ESTABLISH A NEW EDUCATIONAL UNIT
MULTIDISCIPLINARY RESEARCH CENTER OR INSTITUTE**

1. Organizational Reporting – show below the level to which the unit will report

Vice President for Research
 College of College of Medicine

2. Requested Effective Date: February 1, 2013

3. Proposal Contact Person:

Name: Xianglin Shi Phone: 859-257-4054 Email: xianglin.shi@uky.edu

4. Rationale for the Proposed New Educational Unit

Attach a description and justification of the new multidisciplinary research center or institute. Please include information that addresses the (A) academic and (B) infrastructural parameters established by the UK Board of Trustees for such educational units (GR VII):

A. Academic Parameters:

1. *The proposed activity is what faculty would judge to be “**primarily research**,” (i.e., it is not primarily “instruction,” “public service,” or “administration”)*
2. *The research activity is organized as a “**program**,” (i.e., it is a goal-coordinated interaction of faculty activity and not a juxtaposition of individual efforts)*
3. *The research program is what faculty would judge to be “**multidisciplinary**,” (i.e., the nature and range of disciplines being coordinated in a program of activity necessitates it be homed at a level above that of a department, school or graduate center)*
4. *The research program is to be exercised by “**faculty**” who are “**associated**” with the unit*
5. *The research program yields outcome that is “**delivered**” (e.g., how will the productive outcome be made accessible to or delivered to the public or government?)*
6. *The unit will **not** be the home of a **credit-bearing** course, certificate, or degree (it can serve as the home of academic appt postdoctoral scholars/fellows and of their training program)*

Please see additional elaboration of academic metrics to be used by the University Senate (click here: [SR 3.3.2.1.B.1](#))

B. Organizational and Infrastructural Parameters

1. *The MDRC has a unit administrator (“**Director**”), who has the same responsibilities as a department chair to the unit’s faculty members and staff*
2. *The Director has a **faculty appointment** in a home department, school or college*
3. *The **voting faculty membership** of the unit is comprised of those who have formal DOE assignment for activities of the unit*
4. *The faculty associated with the unit’s program have **cumulatively at least one FTE** of formal time assignment to the unit’s activities (not counting the Director’s DOE).*
5. *The unit is **administratively responsible to** the VP for Research unless responsibility has been delegated to another **academic administrator**.*
6. ***No faculty academic appointments** (primary or secondary) are homed in the unit (provision of funding for faculty salary by the unit does not constitute provision of academic appt).*

Please see additional elaboration of organizational/infrastructural metrics to be used by the University Senate (click here: [SR 3.3.2.1.B.1](#))

**PROPOSAL TO ESTABLISH A NEW EDUCATIONAL UNIT
MULTIDISCIPLINARY RESEARCH CENTER OR INSTITUTE**

Routing Log

General Information:

Proposal Name: Center for Research on Environmental disease

Proposal Contact Person:

Name: Xianglin Shi

Phone: 859 257 4054

Email: xianglin.shi@uky.edu

INSTRUCTIONS:

Append to the proposal a letter from each of the following University levels of review:

1. Letters from home department chairs of faculty who will be voting members of the new unit, confirming the willingness of the faculty member(s) to participate and that the chair will assign formal DOE time of the faculty members to activities of the new unit (the letter should include whether the funding to support the salary for the formal DOE time will come from the home unit or from the new unit).

(note: the total of formally assigned DOE time for all faculty to be members of the new unit must sum to at least one FTE, not including the Director of the new unit)

2. Letter from the person who will be the Director of the new unit (if not the proposal contact person)
3. Letter on support and administrative feasibility from the dean of the college that will home the new unit
or

If the unit will report to the VP for Research, then letters of support from the deans of the colleges from which the voting members of the faculty will be drawn, or whose colleges will directly benefit from the unit

4. Letter on support and administrative feasibility from the Provost
5. Letter on support and administrative feasibility from the VP for Research
6. Letter on support from College Faculty Council, if the unit is to be homed in a college

UNIVERSITY SENATE AND HIGHER LEVEL REVIEW

1. Senate Academic Organization and Structure Committee
 - A. Recommendation on whether the new unit meets academic criteria for MDRC/I
 - B. Recommendation on organizational/infrastructural aspects of the new MDRC/I
2. Senate Council
 - A. Recommendation on whether the new unit meets academic criteria for MDRC/I
 - B. Recommendation on organizational/infrastructural aspects of the new MDRC/I
3. University Senate
 - A. Final University decisional vote on whether the new unit meets academic criteria for MDRC/I
 - B. Recommendation to BoT on establishment (organizational/infrastructural aspects) of the new MDRC/I
4. University President

Recommend to BoT on establishment (organizational/infrastructural aspects) of the new MDRC/I
5. Board of Trustees

Final decision on establishment (organizational/infrastructural aspects) of the new MDRC/I

**Proposal to Establish the
University of Kentucky Center for Research on Environmental disease**

Xianglin Shi, PhD

August, 2012

Executive Summary

This proposal to form a Multidisciplinary Research Center (MDRC) -- the University of Kentucky (UK) Center for Research on Environmental Disease (the Center) -- is the product of ongoing interactions among working groups of independent investigators with common scientific interests. The goals of the Center are to foster collaboration among clinical and basic scientists, catalyze translational research, stimulate educational activities, enhance the competitiveness of member investigators for extramural funding, and increase national recognition for the University in the field of research on environmental disease. To achieve these goals, the proposed Center will promote specific research- and education-related initiatives by integrating the activities of various investigators with expertise in chemistry, environmental chemistry, toxicology, pharmacology, nutrition, molecular biology, animal sciences, epidemiology, biostatistics, and clinical and translational sciences from different colleges. Creation of the Center is expected to stimulate development of new institutional grants including program project grants and center grants. The Center will provide a nexus for promoting scientific collaboration and developing translational research. Clinical and basic scientists will work together to address environmental disease-related public health concerns. The Center will promote national and international recognition of the University by its research and educational excellence.

A. Academic Parameters

A.1. Goals and Significance

A.1-1. Research Goals. The goals in establishing this new multidisciplinary research center are catalyze innovative research, stimulate educational activities, foster collaboration among basic and clinical scientists, and increase national recognition for the University in the field of research on environmental disease. The primary objective of the Center is to conduct research on the mechanisms by which environmental factors cause or influence human disease and development for methods for early detection, prevention, and control of environmentally-related diseases. This university-wide, interdisciplinary center will build on existing strengths at UK to create a nationally-recognizable program that expands research and promotes educational activities. The proposed center will foster basic and translational research collaborations, expand training opportunities for graduate and professional students, provide an intellectual environment for new programmatic grants, enhance faculty recruitment, and give research on environmental disease at UK an identity for national recognition.

A.1-2. Significance of Attaching Research Goals. The Center will benefit the academic units of member investigators, enhancing the success of participating faculty members and expanding the learning opportunities for trainees. This initiative will also complement research activities in established centers at UK by providing environmental disease-specific expertise and new methodologies to address problems of common concern.

A.2. Justification of the Program of Multidisciplinary Research

A.2-1. University Need for This Program of Research. The University has a large community of research scientists and clinicians working on issues related to environmental disease, ranging from environmental carcinogenesis to nutrient interactions with toxic and carcinogenic effects of

specific environmental contaminants. Research in this area will complement existing programs of Markey Cancer Center. At present, researchers at UK in the area of environmental disease are collaborating informally and their successes are widespread. New basic and translational research projects are underway, papers are being co-authored, and joint grants are being submitted and awarded. It is clear that the strengths in research on environmental disease at UK are considerable. However, the overall impact of this research is compromised by the diffuse nature of individual programs. There is no integrated academic program for training in research on environmental disease now nucleated in any existing department or multidisciplinary research center; therefore, institutional support for this area of biomedicine has been minimal*.

A.2-2. Enabling this Research Program through the New Center. The above concerns can be addressed by establishing an interdisciplinary UK Center for Research on Environmental Disease. Key components including personnel and facilities are largely in place including personnel and facilities. Creation of the Center will not require initiation of new degree programs, as students will matriculate in established degree programs. A majority of investigators will remain in their current laboratories; technical staff and trainees will retain appointments in their current departments.

A.3. The Research Program to be Conducted.

A.3-1. Securing Extramural Research Funding. Based on research currently underway, it is to expect that within one or two years, two program project grant (PPG) applications can be developed. One is metal, oxidative stress, and lung cancer in Appalachian Kentucky. The other is prevention of UV-induced carcinogenesis using natural compounds. The latter will be developed for submission to the National Center for Complementary and Alternative Medicine (NCCAM). In addition, NIEHS Core Center grant (P30) can be initiated in a year or two. The P30 center grant is designed to establish leadership and support for programs of excellence in environmental health sciences by providing scientific guidance, technology, and career development opportunities for promising investigators. Even though both UK and the University of Louisville have reasonably large NIEHS grant portfolios, currently, there is no P30 in Kentucky. NIEHS Superfund Research Program grant on metal-induced carcinogenesis and prevention can also be developed within a year or two. A major concern for development of these grants is the need for key research personnel to complement the work already in progress in these areas. Specially we need one researcher who specializes metal carcinogenesis and two who specialize in cancer prevention. For the first a few years of development, the Center requires four faculty lines. More specific details on plans to use the auspices of the Center to obtain the above funding are elaborated below in Section B.29-2. It may be noted that these projects/grant applications require multidisciplinary approaches involving expertise in chemistry, environmental chemistry, toxicology, pharmacology, nutrition, molecular biology, animal sciences, epidemiology, biostatistics, and clinical and translational sciences.

*There are two environment studies-related educational units at University of Kentucky. The first one is Department of Preventive Medicine and Environmental Health. Research in this department focuses on the influence of environment on the health of the population and its workforce. There is essentially no wet lab in this department. The second academic unit is the Tracy Farmer Institute for Sustainability and the Environment. The goal of this institute is to use interdisciplinary and transdisciplinary approaches for developing and promoting sustainable development, alternate energy sources and usage, and measures for managing known and emerging environmental contaminants. The Research on Environmental Disease currently proposed focuses on environmental disease. There is no duplication or substantial overlap between these two educational units and the currently proposed new center.

A.3-2. Additional Program Activities. The additional activities described here will support the research and education efforts of the Center and also have collateral benefits to the College of Medicine and University by stimulating research collaboration, enhancing graduate education, and increasing the national visibility of biomedical research at UK.

A.3-2-1. Funding for pilot research. The Center expects to establish a program for funding small projects needed to generate pilot data for new grant applications. Priority will be given to collaborative projects that link two or more laboratories and to translational research projects in the area of research on environmental disease.

A.3-2-2. Outside speakers. The Center will regularly sponsor visits by prominent scientists in the area of environmental disease from other U.S. institutions. These speakers will present public seminars and meet with interested scientists and trainees from across campus. The Center will not establish a new, stand-alone seminar series. Rather, the Center will coordinate with educational units and sister research centers to integrate Center-sponsored visitors into existing seminar series. This strategy will broaden awareness of Center activities within the UK community and will defray the cost of outside speakers to other units.

A.3-2-3. Education. The Center will support graduate and professional education in environmental disease by a variety of mechanisms. NIH training grants will be developed to support graduate student and postdoctoral stipends and summer research training. The graduate students will have their academic home within the degree program of their department, but we anticipate that the Center will foster increased opportunities for these students to learn of techniques and research approaches being exercised by the various laboratories of the Center faculty. In coordination with departments of participating faculty, the Center will develop graduate courses (to be homed in those departments) in research on environmental disease to compliment offerings in the current course catalogue. Toward goals in education in translational research, the Center will coordinate with clinical departments so as to make the Center's activities available toward the research training experiences of clinical residents and fellows.

A.3-2-4. Delivery of research outcome. The results of the research activities will be delivered to the scientific and public communities by translational venues of scientific publications and scientific conference presentations.

A.3-2-5. Annual research retreat. In addition to the above traditional venues of research reporting, every summer, the Center will hold an off-campus research retreat for member investigators, their trainees, outside speakers, and interested members of the University community. Planning and program decisions will be made by the Center membership and participants from outside the Center will be invited to attend. These will include scientists and physicians from UK plus a distinguished visiting lecturer. The latter will be a senior scientist and respected authority in the field of research on environmental disease. This individual will participate in all aspects of retreat activities and will deliver the keynote address. Oral presentations in the morning session will feature selected Center investigators. After lunch, a second oral session will allow presentations by University investigators from outside the training program. Outside speakers will be selected for expertise in areas of clinical or basic research that are of interest to the Center membership. The goal is to foster future collaborations, especially in the area of translational research. The afternoon will conclude with a poster discussion session for trainees, students and postdoctoral fellows working in the laboratories of Center members. Posters will be judged for scientific excellence by a panel of member

investigators and awards will be presented for best posters in the Predoctoral and Postdoctoral categories.

B. Organizational and Infrastructural Parameters

B.1. Governance and Membership.

B.1-1. Faculty Membership of the Center. In accordance with the University Governing Regulations, the voting membership of the Faculty body of the Center will be those faculty approved to have a formal DOE assignment of time to the activities of the Center's program (GR VII.A.7). At least during the first several years of the Center, the Center will provide the funding to support the full-time salary of four faculty employees, whose academic appointments are in academic department but who have their DOE assignments expressly to the activities of the Center (hereafter "Core" member). The summative amount of formal DOE assignment to the Core faculty members will easily exceed the 1 FTE equivalent specific by GR VII.

B.1-2. Faculty Affiliation with the Center. In addition to the Core faculty, the Center will be enhanced by the contributing activities of affiliated faculty, whose interactions with other Center faculty, facilitated by the Center, will enhance both the Center's and their home departments' programs, but without reaching a formal DOE assignment with the Center. University faculty members who are independent investigators, educators, or practicing clinicians with a specific interest in the field of research on environmental disease, are welcome to apply for affiliation with the Center. The Center will be explicitly multidisciplinary, welcoming the affiliated contribution from both basic and clinical faculty. Affiliates do not automatically possess Faculty membership, but may be afforded the privileges of membership, with or without voting status, by the members of the Faculty body (see B.1-1, B.1-3).

Founding affiliate members of the Center will include:

Arnold, Susanne, MD, Associate Professor and Rose Carol Shumate Professorship in Cancer Research, Department of Internal Medicine; Associate Director for Clinical Research, Markey Cancer Center, College of Medicine. Dr. Arnold has over twelve years of experience in clinical and translational research in cancer therapeutics. Her recent studies include a Department of Defense awarded (\$1.43 million) project to study the potential contribution of environmental exposure to carcinogenic metals to high lung cancer rates in Appalachian Kentucky.

Atwood, David, PhD, Professor, Department of Chemistry, College of Arts and Sciences. Dr. Atwood's research Atwood group research is focused on fundamental and applied aspects of inorganic and main group metals. This work involves the design and synthesis of ligands with specific affinity for targeted metals and creating a detailed fundamental understanding of the structure, bonding, and reactivity of the metal-ligand combinations. Dr. Atwood uses his expertise for remediation of environmental carcinogenic metals (such as Cd, Hg, Pb, and As) from water. His research in this aspect includes (a) heavy metal remediation; (b) acid mine drainage prevention, such as prevention of the release of iron and other metals from coal; (c) Groundwater arsenic from poultry operations. Arsenic containing feed additives have been used extensively in past decades to improve the weight of poultry and to control intestinal parasites. Dr. Atwood is conducting a study on the arsenic content of the groundwater emanating from these fields; (d) Arsenic filtration columns. Dr. Atwood's lab has created a new filtration unit containing a proprietary set of compounds that effectively removes As(III) from water. (e) Real-time monitoring of environmental contaminants. In collaboration with Quansor, Inc. Dr. Atwood

is developing new sensors for the real time detection of inorganic, biological, and organic contaminants in water.

Bertsch, Paul, PhD, Professor, Department of Plant and Soil Sciences; Director, Tracy Farmer Institute for Sustainability and the Environment, College of Agriculture. DR. Bertsch's research is in the area that has become known as molecular environmental science and focuses on elucidating the mechanisms controlling the fate, transport, and bioavailability/toxicity of contaminants in the environment and on the development of novel minimally invasive remediation strategies for contaminated sites. Most recently, his research has focused on the environmental fate, transport, bioavailability, and toxicity of manufactured nanomaterials.

Chen, Gang, PhD, Assistant Professor, Department of Internal Medicine, College of Medicine. Dr. Chen is interested in molecular mechanisms of ethanol toxicity, metal toxicity and carcinogenesis, and health effects of co-exposure to both ethanol and heavy metals. His study on oxidative stress as the mechanism of arsenic-induced autophagy and tumorigenesis is supported by an American Cancer Society grant (RSG-11-116-01-CNE).

Dignan, Mark, PhD, MPH, Professor and Director of the Prevention Research Center, Department of Internal Medicine, College of Medicine. Dr. Dignan's research addresses cervical cancer screening among low-income and minority populations, including urban African-American women and rural Native American and Caucasian women. His work includes projects that develop and evaluate mass media programs, lay health advisor and navigator interventions for patients and the public, and health care provider programs designed to increase screening and adherence to follow-up recommendations among medically underserved rural and minority populations. Cancers targeted by his research include cervical, breast, prostate, and colorectal. His recent studies include the role of environmental exposure to heavy metals and oxidative stress in the high incidences of lung and colorectal cancers in Appalachian Kentucky. Dr. Dignan's studies are supported by NIH grants (R01CA120606 and U54CA153604).

D'Orazio, John, MD, PhD, Associate Professor, Department of Pediatrics, College of Medicine. Environmental UV exposure is a leading cause of melanoma. Dr. D'Orazio is interested in understanding why certain people have a higher risk of melanoma than others, and what can be done to help those individuals. His laboratory focuses on a melanocyte protein (Mc1r) that seems to protect the body against melanoma in a variety of ways. Persons with poorly functioning Mc1r have a much higher risk of melanoma than those with intact Mc1r. His laboratory is developing new ways to restore Mc1r function by topical application of skin-permeable medications to lessen the risk of melanoma in high-risk individuals. His research is supported by NIH grants (R01CA131075-03 and 3R01CA131075-03S1).

Hennig, Bernhard, PhD, Professor, Department of Animal and Food Sciences, College of Agriculture. Dr. Hennig's research focuses on the injurious effects of individual fats to vascular endothelial cells and protection against such injury by certain vitamins and minerals. Because the nutritional environment of the vascular endothelium can influence cytokine-mediated endothelial activation or dysfunction, vascular effects of inflammatory cytokines also are being studied. In addition, Dr. Hennig is studying molecular mechanisms of nutrient interactions with the cytotoxic effects of specific environmental contaminants, such as persistent organic pollutants, in relation to endothelial cell activation and the pathology of atherosclerosis. Dr. Hennig's recent studies include the toxicology of Superfund chemicals and how health effects of exposure can be modulated by both intrinsic and extrinsic factors, namely genetics and

nutrition, respectively. His research is supported by NIH grants (P42ES007380, P42ES007380, and P42ES007380-13S2)

Huang, Bin, DrPH, Assistant Professor, Department of Biostatistics, College of Public Health. Dr. Huang's research interest focuses on applications of innovative statistical and epidemiological methodologies and study designs to population-based cancer research, including comparative effectiveness analysis, missing data analysis, and geo-spatial data analysis. He is also interested in adaptive design clinical trials and high-throughput data analysis. He has extensive experience in collaboration with researchers in outcome research utilizing publically available datasets from sources such as KCR, SEER, CMS and HINTS. Dr. Huang's research is support by a DHHS/CDC grant (5U48DP001932).

Li, Guo-Min, PhD, Professor and James-Gardner Chair in Cancer Research, Graduate Center for Toxicology, College of Medicine. Dr. Li's laboratory studies molecular mechanisms by which loss of DNA repair functions causes cancer and other human diseases, including neurological and neurodegenerative disorders. Specific projects in Dr. Li's laboratory include: (a) biochemistry of DNA mismatch repair (MMR), (b) cancer etiology, detection, and therapy related to MMR genes, and (c) DNA hairpin repair and neurodegenerative diseases. His recent studies include DNA repair and environmental metal exposure in the high incidence of lung and colorectal cancers. His research is supported by NIH grant (R01GM089684).

Luo, Jia, PhD, Professor, Department of Internal Medicine, College of Medicine. Alcoholism, alcohol abuse, and the medical complications of excessive drinking are major world-wide health problems. Chronic alcohol exposure affects nutrient uptake. Dr. Luo is interested in elucidating cellular/molecular mechanisms underlying ethanol-induced neuronal death, impaired cell cycle kinetics and disrupted cell migration in the developing brain. Alcohol is also a tumor promoter. Epidemiological studies indicate that alcohol consumption is associated with advanced and invasive breast tumors. Dr. Luo is interested in elucidating cellular/molecular mechanisms underlying ethanol-induced tumor promotion, particularly the metastasis of breast cancer cells. Dr. Luo's studies include investigation on molecular mechanisms of metal toxicity and carcinogenesis and health effects of co-exposure to both ethanol and heavy metals and on development of nutritional supplement in preventing/ameliorating cell injuries caused by these exposures. Dr. Luo's research is supported by NIH grants (R01AA015407, R01AA017226, and R21AA019693).

Mannino, David, MD, Professor and Chair, Department of Preventive Medicine and Environmental Health, College of Public Health. Dr. Mannino's research focuses on epidemiology of chronic obstructive pulmonary disease, asthma, and lung cancer caused by exposure to environmental pollutants. His research interests also include health effects of active and passive smoking and heavy metals.

Orren, David, PhD, Associate Professor, Graduate Center for Toxicology, College of Medicine. Dr. Orren's focus of study is how endogenous processes and environmental agents contribute to genetic changes that, in turn, lead to carcinogenesis and other characteristics of human aging. These environmental agents include tobacco smoke particulates, UV, and heavy metals, and co-exposure of these agents. His recent studies involve the role of DNA repair, smoking, and heavy metals in the high incidences of lung and colorectal cancers in Appalachian Kentucky. His study is supported by an NIH grant (R01AG027258).

Saito, Hiroshi, PhD, Associate Professor, Department of Surgery, College of Medicine. Dr. Saito's research focuses on age-associated increase in vulnerability to critical illnesses or systemic inflammation, including sepsis and acute pancreatitis, age-dependent loss of tissue proliferation capability, age-dependent changes in PI3K signaling and its physiological consequences, and alterations of inflammatory and thrombotic responses with aging. His recent studies involve investigation of oxidative stress and heavy metal exposure in the high incidences of lung and colorectal cancers in Appalachian Kentucky. His study is supported by an NIH grant (R01AG039732).

Sanderson, Wayne, PhD, Professor and Chair, Department of Epidemiology, College of Public Health. Dr. Sanderson's primary research focus is on agricultural health and safety and he is the Deputy-Director of the Southeast Center for Agricultural Health and Injury Prevention, which is a national Center for research and education on health and safety problems facing our nation's rural residents. He also conducts research studies on respiratory diseases, cancers, and birth defects associated with a variety of occupational and environmental exposures. The research projects of Dr. Sanderson's students cover a very broad range of topics encompassing both epidemiology and exposure assessment components.

Swanson, Hollie, PhD, Professor, Department of Molecular and Biomedical Pharmacology, College of Medicine. Dr. Swanson's research is focusing on various aspects of the AHR (aryl hydrocarbon receptor) signaling pathway. She has utilized 2,3,7,8 tetrachloro-dibenzo-p-dioxin (TCDD) as a model environmental contaminant that activates the AHR, to understand how environmental exposures alter cell fate decisions relevant to chronic human disease states, such as cancer.

St. Clair, Daret, PhD, Professor and James Graham Brown Foundation Endowed Chair, Graduate Center for Toxicology and Associate Director for Basic Research, Markey Cancer Center, College of Medicine. Dr. St. Clair's laboratory is investigating the fundamental mechanisms by which reactive oxygen species (ROS) and reactive nitrogen species (RNS) contribute to normal tissue injury and cancer formation. The ultimate goal is to develop novel strategies for intervention and improvement of treatment. Several separate, but related areas of research are in progress: (a) Transcriptional regulation of the human MnSOD gene expression; (b) Redox-mediated mechanisms of tumor suppression; and (c) Antioxidant protective mechanisms against cardiac and neuronal injury. Her lab is also interested in toxicity and carcinogenesis induced by environmental factors, such as UV. Her study is supported by NIH grants (P01AG005119, R01CA049797, R01CA073599, R01CA139843, and R01CA143428)

Tucker, Thomas, MPH, Ph.D., Associate Professor, Department of Epidemiology, College of Public Health; Associate Director for Cancer Prevention and Control, Markey Cancer Center. Dr. Tucker's research includes examination of variations in the patterns of care for stage III colorectal cancer in Kentucky, an exploration of human growth factors as they relate to colon cancer, studies of factor related to the high cervical cancer incidence and mortality in Appalachian Kentucky, and exploration of methods for estimating the completeness of case ascertainment in population-based cancer registries. Dr. Tucker's recent studies include roles of environmental exposure to heavy metals and oxidative stress in the high incidences of lung and colorectal cancers in Appalachian Kentucky. His research is supported by a DHHS/CDC grant (5U58DP000810).

Vore, Mary, PhD, Professor and Director, Graduate Center for Toxicology, College of Medicine. Dr. Vore's laboratory is focused on understanding the transport of organic anions, such as bile

salts and the glucuronide and glutathione conjugates of xenobiotics across the hepatocyte. Dr. Vore's lab is characterizing the expression of bile salt transporters *ntcp* and *spgp/bsep*, and the non-bile acid organic anion transporters *oatp1/2* and *mrp2* in pregnancy and the postpartum period. Dr. Vore's lab is also investigating the mechanisms by which estradiol-17-glucuronide, a naturally occurring estrogen metabolite, inhibits bile flow. Dr. Vore's recent studies include mechanistic investigation of arsenic-induced toxicity and carcinogenesis. Dr. Vore's research is supported by NIH grants (R01CA139844-04, T32ES007266-22, R25ES016248-05 and R01HD058299-28).

Yang, Hsin-Sheng, PhD, Associate Professor, Graduate Center for Toxicology, College of Medicine. Dr. Yang's lab focuses on investigation of gene regulation events that occur during multistage carcinogenesis and to targeting these events for cancer prevention and therapeutics. Specifically, Dr. Yang's research focuses on studying the molecular action of a novel tumor suppressor *Pdcd4* in inhibiting tumor promotion and progression. Dr. Yang's recent studies include investigation of the molecular mechanism of arsenic-induced cell transformation. Dr. Yang's findings have shown that chronic exposure to arsenic leads to phosphorylation of AKT, p70S6K, eIF4B, and rapmycin protein S6 but not eIF4E binding protein, indicating that elevating protein translation by increasing eIF4B expression and activity contribute to arsenic-induced cell transformation. Dr. Yang's research is supported by an NIH grant (R01CA129015-04).

Yokel, Robert, PhD, Professor, Department of Pharmaceutical Sciences, College of Pharmacy. Dr. Yokel's research focuses on neurotoxic metals, their toxicokinetics and chelation. Specific interests include entry into and exit from the brain, oral bioavailability, in vitro and biological assessment of chelators, mechanisms of neurotoxicity, and the role of physico-chemical properties of nanoscale materials in their ability to enter the brain. Preparations used include whole-animals and cells in culture. Analytical techniques include atomic absorption spectrometry as well as radiation counting and accelerator mass spectrometric quantification of isotopic tracers.

Zhang, Zhuo, PhD, Assistant Professor, Graduate Center for Toxicology, College of Medicine. Dr. Zhang's research focuses on investigation of mechanisms of metal-induced toxicity and carcinogenesis. Her research interests include mechanism-based prevention and control of environmental disease. Dr. Zhang's laboratory is studying the antioxidant properties of various naturally occurring antioxidants and developing them as chemopreventive agents against metal- or UV-induced carcinogenesis. Dr. Zhang's research is supported by NIH grants (R01ES018883-03, R21ES019249-02, and R03CA171604).

It may be noted from the above list that although their research interests are related to research on environmental disease, they have a broad expertise in chemistry, environmental chemistry, toxicology, pharmacology, nutrition, molecular biology, animal sciences, epidemiology, biostatistics, and clinical and translational sciences from different colleges. Creation of the Center is expected to stimulate interactions and development of new institutional grants including program project grants and center grants (see B.2-9-2).

B.1-3. New Core Faculty and Affiliate Members of the Center. University faculty members who are independent investigators, educators, or practicing clinicians with a specific interest in the field of research on environmental disease will continue to be welcomed to apply for membership on the Faculty of the Center after it is established. It is anticipated that as the program of the Center grows and is successful in acquiring sustaining extramural funding,

funding opportunities will become available in which the activities of Affiliate faculty will become more extensive, including funding of some salary time from grants secured through the Center. In such cases, these members who are contributing more formally will become Core members of the Faculty. The Center welcomes faculty in Research Title Series. Although funded grants which are housed directly in the Center pay the full salary of a Research Title Series faculty member. These Research Title Series faculty must have their primary academic home in a department, just like the tenured faculty who are paid by the Center. It is also envisioned that the scope of funding opportunities will increase with the Center's success, and this increased scope will also attract the interest and participation of new Affiliate faculty. The Center will be explicitly multidisciplinary, welcoming members from any educational unit and encouraging the participation of both basic and clinical faculty.

B.2. Administrative Governance. Center activities will be overseen by the Director who will have overall administrative responsibility. The Director will be advised by an Executive Council and an External Advisory Board (EAB). The specifics of appointment categories, leadership, and advisory bodies are as follows:

B.2-1. Director. The Director will have primary responsibility for administrative oversight of Center activities and finances. The Director, with the consultative input of the faculty, will approve new persons to affiliated membership in the Center (see B.1-1,2 above). The Center designates individuals to serve in leadership positions, including the Executive Council and External Advisory Board. The Director will report on Center activities to the Dean of the College of Medicine, and will represent the Center in external affairs. The Director will be appointed for a six-year term by the Dean of the College of Medicine with confirmation by the Provost, Board of Trustees, and President. The Director will be subject to annual performance reviews by the Dean. Overall performance of the Director will be evaluated externally as part of the formal institutional review of the Center. This information will be made available to the Dean and University leadership for use in deliberations regarding possible re-appointment. The Director will be eligible for reappointment upon recommendation of the Dean with institutional approval as above.

B.2-1-1. Proposed Director. Xianglin Shi, Ph.D. (15% effort in years 1 and 2 to oversee Center start-up; 10% in subsequent years) is Professor and William A. Marquard Chair in Cancer Research at UK Graduate Center for Toxicology and Associate Director for Cancer Chemoprevention and Environmental Toxicology at the UK Markey Cancer Center. Before joining University of Kentucky in 2006, he served as Director of the Institution for Nutritional Sciences, Chinese Academy of Sciences, Shanghai, China (2003-2007) and Research Chemist and Team Leader, National Institute for Occupational Safety and Health, Morgantown, WV (1996-2004). He also served as Adjunct Professor in the Department of Basic Pharmaceutical Sciences, West Virginia University (1997-2007). He earned his Ph.D. in chemistry in 1988 at West Virginia University and received his postdoctoral training at the National Cancer Institute.

B.2-1-2. Proposed Director Qualifications. The focus of Dr. Shi's research program is on molecular mechanisms of metal toxicity and carcinogenesis and cancer prevention using natural compounds. He is a well recognized leader in the field of metal carcinogenesis. Dr. Shi has authored 381 articles; these articles have received 11,044 citations with an H-index of 56. He has served as guest editor for 8 special journal issues and for 2 book series in his field. He initiated the biennial meeting of Molecular Mechanisms of Metal Toxicity and Carcinogenesis in 2000 and has served as the organizer since then. He has also served as a member or chair of

various review and advisory committees. Since joining the University of Kentucky in 2006, he has been awarded 8 R01 grants (as PI or MPI) by NIH. Four of them are currently active.

B.2-2. Staff Administrator. The Center Staff Administrator (100% effort) will assist the Director with finances, record keeping, and coordination of Center activities. Among other duties, this person will maintain Center accounts, oversee expenditures, record minutes of Center committees, monitor the annual budget, represent the Center with administrators in other academic units, assist in the preparation of institutional grant applications, maintain the Center website, distribute notices of Center activities, coordinate itineraries and travel arrangements for visiting scientists, integrate Center speakers with seminar series in other academic units, maintain documentation on the applicant pool for Center trainee programs, and organize the annual research retreat.

B.2-3. Executive Council. The Executive Council will be the principal faculty advisory body to the Director concerning the administrative operation of the Center. It will comprise five voting members. The Director (Council chair) will be permanent member. Two core faculty members of the Center and other two affiliate members (B.1-1) will serve three-year terms on a rotating basis. Comprehensive participation will strengthen ties of individual members to Center governance and will promote transparency in Council activities. The Center Staff Administrator will attend Council meetings to consult on financial and administrative issues, take minutes, and record attendance. Minutes of Council deliberations will be vetted by attendees, edited, and archived for access by program participants and the External Advisory Board (B.2-4).

Responsibilities of the Council will be to: (a) evaluate nominees for membership or affiliation of the faculty of the Center, (a) advise the Director on approval of such nominees, (c) provide oversight on Center programs and activities, and (d) advise the Director on new Center initiatives and on resolution of problems. The Council activities will provide an internal mechanism for ongoing improvement of the Center. Council will respond to concerns raised by individual members and will implement changes recommended by the External Advisory Board (see Section B.2-4).

B.2-4. External Advisory Board (EAB). The EAB will be charged with providing expert, outside evaluation of Center governance and activities. The EAB will comprise five senior faculty who currently direct successful research unites at the University of Kentucky and other institutions. The EAB will meet annually for on-campus site visits of the Center. Two weeks before each visit, EAB members will receive copies of (1) an executive summary of the year's activities, (2) reprints of publications by Center investigators during the prior year; (3) grant applications submitted by Center investigators and (if available) reviewer comments; and (4) the annual financial report. During the site visit, EAB members will meet on campus with the Director and member investigators as a group and with individual investigators as appropriate. After the visit, EAB members will develop a written report on the status of the Center. The report will include perceived strengths and weaknesses of the Center, suggestions for improvement, and comments on responsiveness of the Center leadership to prior concerns. The EAB will forward this report to the Director and the Dean of the College of Medicine. Results of the EAB report will be used by the Director to improve the Center in the succeeding year.

B.2-5. Institutional Review. The Center will be subject to external review by the University at six-year intervals for the purpose of assessing the effectiveness of Center activities and administration. An external review panel will be organized and given its charge by the Dean of the College of Medicine, in accordance with GR1X and AR 1:4. The panel will comprise four

senior faculty from participating colleges plus a minimum of one reviewer from outside the University, all determined with the consultative input of the members of the Faculty. For purposes of evaluation, the panel will have full access to all Center documents, facilities, and personnel. The panel will convene on campus and meet personally with the Director, faculty members and affiliates, and Center supported trainees. The panel will review documents provided to the EAB and prior EAB reports. The panel will also evaluate the Center budget, including financial statements for previous years, and the leadership of the Director, in accordance with criteria identified pursuant to AR 1:4, Part IV.D). After the visit, the panel will prepare a formal report on their findings, including strengths and weaknesses of the Center and its leadership, and will make recommendations for improvement as appropriate. This report will be forwarded to the Director, the Dean of the College, and the Provost. It will be used to redirect and improve Center activities and governance. Continued support of the Center by the institution will be subject to an acceptable outcome from the external review process.

B.2-6. Reporting Relationships. All faculty members and faculty affiliates report to the Director on issues pertaining to the Center. The Director reports to the Dean of the College of Medicine. The Director is responsible for evaluating performance of core members. The director is responsible for providing to the Chair of the home unit a substantive assessment of the performance of those faculty members whose salary is provided primarily from the Center.

B.2-7. Staff and Facilities. During start-up, the Center will have administrative support from College of Medicine. The lab space and starting package for core faculty members recruited from other institutions will be provided by the College of Medicine similar to those of other regular recruitments in the College. Because the remaining faculty members of the Center from within UK already have adequate research staff, offices, laboratory space, and access to core facilities, no additional staff or facilities are requested for Center start-up. Future increases in on personnel or facilities will derive from new initiatives, e.g. establishment of core facilities, center grants, etc. These will be overseen by the Director in consultation with the Dean of Medicine.

B.2-8. Equipment and Instrumentation. Initial requirements are limited to office equipment for administrative support. Future acquisitions of equipment and instrumentation will be funded internally from the Center budget.

B.2.9. Projected budget.

B.2-9-1. Support from College Funding. The College of Medicine will provide \$200,000 in administrative support for the Center over the next three years. Graduated funding will be made available in FY13 (\$100,000), FY14 (\$65,000), and FY15 (\$35,000). Center funds will reside in dedicated University accounts for exclusive expenditure toward Center-related initiatives. These funds will be administered by the Director through the Center Staff Administrator. Fiscal oversight will be provided by the Office of the Dean. The budget of the Center will be integrated into the annual budget of the College of Medicine for integration with University finances. The Center will manage the indirect cost return and salary reimbursement of its core members similar to an academic department of the College of Medicine. The funding from these sources together that from the College of Medicine will be used at the Director's discretion to pay for administrative staff, administrative effort (DOE) of the Director, faculty searches, visiting speakers, pilot programs, and other research-related activities to enhance the Center.

It should be noted that the Center is “adding to” rather than “competing” with department for resources. For example, if the Center gets a PPG, which supports salaries of persons who are affiliated faculty of the Center, the salary savings and indirect cost return will go back to the

primary home department of these affiliate faculty members. Similarly, if several affiliated and an 'original core' faculty are co-PIs on a simple R01, each at 20% time, the salary saving and indirect cost return of the persons who are affiliate members will go to their home departments.

B.2-9-2. Potential for extramural funding. A primary incentive for creating this Center is to enhance the competitiveness of member investigators for extramural funding. Due to current strengths, within one or two years, the following applications can be developed.

B.2-9-2-1. An NIEHS center grant (P30) application can be initiated within a year. This P30 grant has 6 components. (a) Center Director (Xianglin Shi): the designated leader of the P30 who provides scientific and administrative leadership for the total program, (b) Administrative Core, which oversees organizational, budgeting and reporting aspects and provides the leadership for scientific and programmatic activities of the P30, (c) Pilot Projects Program, (d) Facility Cores: the major function of the EHS CC through sharing facilities and enhancing research or improving cost effectiveness of services, techniques, or instrumentation used by the member investigators. (e) Career Development Program for Environmental Health Investigators, and (f) Community Outreach and Engagement Core (COEC). Drs. Susanne Arnold, Gang Chen, Mark Dignan, Bernhard, Hennig, Bin Huang, Guo-min Li, David Mannino, Hiroshi Saito, Thomas Tucker, and Mary Vore.

B.2-9-2-2. A program project grant (PPG) application can be developed within a year or two. This application will focus on metal, oxidative stress, inflammation, and lung cancer in Appalachian Kentucky. Three projects and three cores will be proposed. Project one will focus on oxidative stress, cell transformation angiogenesis, and tumorigenesis. Dr. Xianglin Shi will be the PI. Project two will focus on inflammation and apoptosis resistance. Dr. Fei Chen will be the PI. Dr. Chen, a former postdoc of Dr. Xianglin Shi, is a faculty member at Wayne State University. Dr. Chen has expertise in the areas of oxidative stress and metal carcinogenesis with more than 100 publications and has two active R01s from NIEHS. Dr. Chen will be recruited to the Center as one of the faculty members whose primary salary funding comes from the Center. Project two will focus on studies at the population level. Drs. Susanne Arnold, Mark Dignan, and Thomas Tucker will be multi-PIs. Drs. Susanne Arnold, Gang Chen, Mark Dignan, Bernhard, Hennig, Bin Huang, Guo-min Li, David Mannino, Hiroshi Saito, Thomas Tucker, Mary Vore, and Zhuo Zhang. Among these faculty, Dr. Arnold will contribute her expertise in clinical and translational research; Dr. Mark Dignan in population studies and public health; Dr. Hung in epidemiology and biostatistics; and Dr. Tucker in cancer prevention and control.

B.2-9-2-3. NIEHS Superfund Research Program (SRP, P42) in the area of metal-induced Carcinogenesis and prevention can also be developed. Drs. Susanne Arnold, David Atwood, Paul Bertsch, Gang Chen, Mark Dignan, Bernhard, Hennig, Bin Huang, Guo-min Li, Jia Luo, David Mannino, David Orren, Hiroshi Saito, Thomas Tucker, Hsin-Sheng Yang, Robert Yokel, Mary Vore, and Zhuo Zhang. Among these faculty member, Dr. Atwood will contribute his expertise in detection and removal of carcinogens including heavy metals in drinking water; Dr. Bertsch in remediation strategies for contaminated water and soil; Dr. Bernhard in population-based cancer research and nutritional intervention of toxic chemical; Drs. Chen and Luo on possible synergistic effect of tobacco smoking and carcinogenic metals in Appalachian Kentucky; Dr. Mark Dignan in population studies and public health; Dr. Huang in epidemiology and biostatistics; Drs. Li and Orren in metal-induced DNA damage and repair; Dr. Mannino in cadmium toxicity and carcinogenesis; Dr. Saito in metal-induced colorectal cancer in Appalachian Kentucky; Drs. Swanson, Orren, and Vore in possible synergistic effect of tobacco

smoking and carcinogenic metals in Appalachian Kentucky; Dr. Yokel in protection of natural compounds against metal induced carcinogenesis, including metabolism and pharmacokinetics of these natural compounds; and Dr. Zhang in metal-induced oxidative stress, cell transformation, apoptosis resistance, tumorigenesis, and prevention using plant-derived compound.

B.2-9-2-4. A PPG for prevention of UV-induced carcinogenesis using natural compounds will be developed for submission to National Center for Complementary and Alternative Medicine (NCCAM). Dr. Arnold Dr. Arnold will contribute her expertise in clinical and translational research; Dr. D'Orazio in UV-induced skin cancer and prevention; Dr. Huang in epidemiology and biostatistics; Dr. St. Clair in UV-induced cellular injury, Tucker in cancer prevention and control, and Dr. Zhang in UV-induced skin cancer and protection using plant-derived natural compounds.



UNIVERSITY OF KENTUCKY

College of Pharmacy

Department of Pharmaceutical Sciences

789 S. Limestone Street

Lexington, KY 40536-0596

Fax: (859) 257-7564

www.uky.edu/Pharmacy

July 27, 2012

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dr. de Beer:

I would like to express my support for Dr. Robert Yokel as an affiliate member of the Center for Research on Environmental Disease (the Center). I expect that the Center's existence and Dr. Yokel's affiliate participation will be beneficial to the Department of Pharmaceutical Sciences. The Center will provide access to research and opportunities in the areas of environmental toxicity and carcinogenesis and their prevention for our graduate students that currently do not exist in our department.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Brad Anderson'.

Brad Anderson, Ph.D.
H.B. Kostenbauder Professor &
Interim Chair, Pharmaceutical Sciences



College of Medicine
Molecular and Biomedical Pharmacology
MS-305 UKMC
Lexington, KY 40536-0298
Phone: (859) 323-5454
Fax: (859) 323-1981

August 22, 2012
Frederick C. de Beer, MD
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dr. de Beer,

This letter is being written to express my support that Dr. Hollie Swanson, Department of Molecular and Biomedical Pharmacology, will be engaging in cooperative and synergistic activities with the Center for Research on Environmental Disease as an affiliate member. The Center's existence will benefit Dr. Swanson in her research program. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention for graduate students within Dr. Swanson's research program, and thus will benefit training.

Sincerely,

Lisa Cassis, PhD
Professor and Chair
Department of Molecular and Biomedical Pharmacology



Animal & Food Sciences
907 W.P. Garrigus Building
Lexington, KY 40546-0215
859 257-2686
fax 859 257-2534
www.uky.edu

July 26, 2012

Frederick C. de Beer, MD
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky

RE: Center for Research on Environmental Disease

Dear Dr. de Beer:

I am supportive of the establishment of the Center for Research on Environmental Disease. I am also supportive of Dr. Bernhard Hennig being involved in the Center activities. I suggest that Dr. Hennig's engagement within this new Center be only as a peripheral member, based on his significant commitments within our College of Agriculture and his role as Director of the UK Superfund Research Center. Please note that considering the current fiscal restraint at the state and national level, we cannot foresee future financial support from my department or from funds associated with the NIH-funded Superfund grant.

We appreciate this opportunity and look forward to collaborations with this Center in the future.

Sincerely,

A handwritten signature in cursive script that reads "Robert J. Harmon".

Robert Harmon
Chair, Animal and Food Sciences



UNIVERSITY
OF KENTUCKY

College of Public Health

Department of Preventive Medicine and Environmental Health
111 Washington Avenue, Suite 220
Lexington KY 40536-0003
(859) 257-5678 Ext. 82100
Fax (859) 257-9862
www.mc.uky.edu/PublicHealth

July 25, 2012

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dr. de Beer:

This letter is being written to express my enthusiastic support for the Department of Preventive Medicine and Environmental Health and me to be engaging in cooperative and synergistic activities with the Center for Research on Environmental Disease (the Center) as an affiliate member.

The Center's existence and my faculty's affiliate participation will be a benefit not only my Department and the Center, but also the entire University community. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention that currently do not exist in our department. In addition, we hope this will provide a platform for the development of a multidisciplinary PhD program in environmental health that will include basic science and translational components.

Please contact me at dmannino@uky.edu or 859-218-2099 if you have any further questions.

Sincerely,

David M. Mannino, M.D.
Professor and Chair
Department of Preventive Medicine and Environmental Health
Director of Graduate Studies, Masters of Science in Clinical Research Design
University of Kentucky College of Public Health

Department of Pulmonary, Critical Care, and Sleep Medicine
University of Kentucky College of Medicine



College of Arts and Sciences

Department of Chemistry
Chemistry-Physics Building
Lexington, KY 40506-0055

859 257-4741

fax 859 323-1069

chem.as.uky.edu

August 3, 2012

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dr. de Beer,

I would like to express my support for inclusion of Professor David Atwood as an affiliate member of the proposed Center for Research on Environmental Disease. Participation in this Center will improve awareness of areas of environmental toxicity and carcinogenesis and their prevention within our faculty and our graduate student body.

It is our understanding that Professor Atwood's DOE would not be affected by his involvement in the Center. We also understand that his affiliation will continued to be listed as the Department of Chemistry on publications and grant proposals, although a secondary affiliation with the Center is encouraged on Center-related publications and grant proposals. We will agree to attribute to the Center 20% of the IDC return on Prof. Atwood's Center-affiliated grants.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark S. Meier', with a stylized flourish at the end.

Mark S. Meier
Professor and Chair
Department of Chemistry

see
blue.

David J. Moliterno, M.D.
*Jack M. Gill Chair and Professor
Department of Internal Medicine
900 S. Limestone Street, 329 Wethington Bldg.
Lexington, Kentucky 40536-0200
Email: Moliterno@uky.edu
Office: 859-323-5843
Fax: 859-257-3537*

August 16, 2012

Frederick C. de Beer, MD
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

RE: Support for Internal Medicine faculty joining the Center for Research on Environmental Disease

Dear Dr. de Beer,

This letter is to confirm my support that Drs. Susanne Arnold, Gang Chen, Jia Luo, and Mark Dignan, each as faculty within the Department of Internal Medicine, engage in cooperative and synergistic activities within the Center for Research on Environmental Disease as affiliate members. The establishment of this Center and subsequent affiliate participation of the above listed faculty will serve as a resource to the Department of Internal Medicine. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention for our own graduate students and provide opportunities that do not currently exist in the Department.

These faculty members will support the goals of collaboration among clinical and basic scientists and will provide insight in addressing environmental disease-related public health concerns.

Thank you for the opportunity to express my support as Chairman of the Department of Internal Medicine for this endeavor.

Sincerely,



David J. Moliterno, MD
Professor and Chairman
Department of Internal Medicine



Department of Plant and
Soil Sciences
College of Agriculture
105 Plant Science Building
Lexington, KY 40546-0312
www.ca.uky.edu/PSS

7-25-2012

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dr. Frederick,

I would like to express my support for Dr. Paul M. Bertsch to become engaged in cooperative and synergistic activities as an affiliate faculty member of the proposed Center for Research on Environmental Disease (the Center). The establishment of this Center and the affiliate participation of Dr. Bertsch will benefit our department, as the Center will provide access to collaborative research activities dealing with environmental toxicity and carcinogenesis and their prevention that should enrich our graduate students working in the environmental chemistry and toxicology area.

Sincerely,

A handwritten signature in black ink that reads 'Todd Pfeiffer'.

Todd Pfeiffer

Chair

Department of Plant and Soil Sciences



August 2, 2012

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dr. de Beer,

I offer my enthusiastic support for Dr. Thomas Tucker to participate engage in cooperative and synergistic activities with the Center for Research on Environmental Disease (the Center) as Affiliate Members.

The creation of this Center by Dr. Xianglin Shi, its existence and the participation of the Toxicology faculty, including my own participation, as Affiliate Members, will be a significant benefit to the Graduate Center for Toxicology. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention for our own toxicology graduate students that currently do not exist in our department. I am also very excited regarding the potential for development of an NIEHS Center Grant at the University of Kentucky, and believe that the development of the Center for Research on Environmental Disease will greatly facilitate the further strengthening of the Graduate Center for Toxicology, the Markey Cancer Center, and the University of Kentucky

Sincerely,

Wayne T. Sanderson, PhD, CIH
Professor and Chair
Department of Epidemiology



UNIVERSITY OF KENTUCKY

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

College of Medicine
Graduate Center for Toxicology
306 Health Sciences Research Bldg.
Lexington, KY 40536-0305
Phone: (859) 257-3760
Fax: (859) 323-1059
E-mail: gctinfo@pop.uky.edu
www.mc.uky.edu/toxicology/

July 28, 2012

Dear Dr. de Beer,

This letter serves to express my enthusiastic support for the following faculty, Drs. Guo-min Li, David Orren, Daret St. Clair, Hsin-Sheng Yang, Zhuo Zhang and Mary Vore, to engage in cooperative and synergistic activities with the Center for Research on Environmental Disease (the Center) as Affiliate Members. The development of this Center by Dr. Xianglin Shi, its existence and the participation of the Toxicology faculty, including my own participation, as Affiliate Members, will be a significant benefit to the Graduate Center for Toxicology. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention for our own toxicology graduate students that currently do not exist in our department. I am also very excited regarding the potential for development of an NIEHS Center Grant at the University of Kentucky, and believe that the development of the Center for Research on Environmental Disease will greatly facilitate the further strengthening of the Graduate Center for Toxicology, the Markey Cancer Center, and the University of Kentucky.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mary Vore'. The signature is written in a cursive, flowing style.

Mary Vore, PhD
Professor and Chair
Graduate Center for Toxicology

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Re: Center for Research on Environmental Disease

Dear Dean de Beer;

This letter is being written to express my support that Dr. John D'Orazio will be engaging in cooperative and synergistic activities with the Center for Research on Environmental Disease (the Center) as an affiliate member. The Center's existence and my faculty's affiliate participation will be a benefit to that my own department. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention for our own graduate students that currently do not exist in our department.

Sincerely,

Carmel Wallace, MD
Chair, Department of Pediatrics

UKHealthCare
Markey Cancer Center

July 26, 2012

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky
138 Leader Avenue
Lexington, KY 40506-9983

Dear Dr. de Beer:

This letter is being written to express my support for Dr. Bin Huang to engage in cooperative and synergistic activities with the Center for Research on Environmental Disease (the Center) as an affiliate member. The Center's existence and my faculty's affiliate participation, which will focus primarily on biostatistical and epidemiologic methods applied to cancer-related research conducted within the Center, will be a benefit to the collaborative and research missions of the Biostatistics Shared Resource Facility and Division of Cancer Biostatistics. The Center will provide access to areas of environmental toxicity and carcinogenesis and their prevention for the faculty in our Core and Division.

Dr. Huang is excited about this new affiliation and we look forward to a productive interaction with the Center under Dr. Shi's leadership.

Sincerely,



Heidi L. Weiss, PhD
Professor and Director
Biostatistics Shared Resource Facility
Markey Cancer Center
800 Rose Street, CC448
Lexington, KY 40536

Brothers, Sheila C

From: Farrell III, Herman D
Sent: Friday, April 19, 2013 12:32 PM
To: Brothers, Sheila C; Blonder, Lee
Subject: School of Interiors
Attachments: School of Design Name Change.pdf

The SAOSC has voted in favor of the name change proposal for the School of Interiors (see attached). I can come to the SC meeting on Monday to discuss the proposal and our vote.

Herman Farrell
Chair, SAOSC

Herman Daniel Farrell III
Associate Professor - Playwriting
University of Kentucky
Department of Theatre
138 Fine Arts Building
Lexington, Kentucky 40506

RECEIVED


MAR 7 2013



Office of the Dean
117 Pence Hall
Lexington, KY 40506-0041
859-257-7617
Fax: 859-323-1990
www.uky.edu/Design

MEMORANDUM

To: Senate Council

From: Michael Speaks, Dean 
College of Design

Re: Name Change Proposal for School of Interior Design

Date: February 25, 2013

For the past several years, the School of Interior Design has been in discussion regarding a name change for the school. Recently, in conjunction with various groups and individuals, the faculty of the school identified a name with which to move forward in a proposal.

The faculty of the Interior Design program voted on the proposed name change and submitted the proposal to the college for consideration and voting. After a meeting with college faculty to discuss and answer any questions regarding the proposal, a vote via confidential ballot was taken. Consequently, the faculty of the college, by majority vote, approved the proposed name change.

As Dean of the College of Design, I support the proposed name change for the School of Interior Design as identified in the attached proposal.



Office of the Dean
 117 Pence Hall
 Lexington, KY 40506-0041
 859-257-7617
 Fax: 859-323-1990
www.uky.edu/Design

MEMORANDUM

To: Timothy S. Tracy
 Interim Provost

From: Michael Speaks, Dean
 College of Design

Re: Name Change Proposal for School of Interior Design

Date: February 25, 2013

For the past several years, the School of Interior Design has been in discussion regarding a name change for the school. Recently, in conjunction with various groups and individuals, the faculty of the school identified a name with which to move forward in a proposal.

The faculty of the Interior Design program voted on the proposed name change and submitted the proposal to the college for consideration and voting. After a meeting with college faculty to discuss and answer any questions regarding the proposal, a vote via confidential ballot was taken.

Therefore, on behalf of the faculty of the College of Design, I write to report the results of those votes:

- Interior Design has 7 faculty members eligible to vote
- The remainder of the college has a total of 25 members eligible to vote
- 20 voted to approve the name change
- 3 voted against the name change
- 3 abstained from voting

As Dean of the College of Design, I would like to report that I support the proposed name change as identified in the attached proposal.

Please contact me if you have any questions or need additional information.



College of Design
School of Interior Design
117 Pence Hall
Lexington, KY 40506-0041
859 257-5956
fax 859 323-1990
www.uky.edu/Design

February 14, 2013

Memorandum

TO: Michael Speaks, Dean
College of Design

FR: Ann W. Dickson, Director
School of Interior Design

A handwritten signature in black ink, appearing to read "Ann W. Dickson".

RE: Name Change

As you are aware the School of Interior Design has contemplated a name change for the past several years. After much research, contemplation, and consultation with numerous stakeholder groups, the faculty has arrived at a name, which we believe will better communicate our mission and assist the unit in moving forward. Please find attached the name change proposal. All seven (7) of the Interior Design Faculty voted on the proposal on February 7. The proposal passed with five (5) votes in favor of the name change and with two (2) abstentions.

I request that you bring the proposal to the rest of the college for their consideration and vote of approval. Upon their approval, please send the proposal forward with my memorandum and your letter of support, which includes the college vote to the Office of the Provost and the Office of the Senate.

Proposal for Name Change
School of Interior Design

Proposed

The faculty of the School of Interior Design proposes to change its name to:

School of Interiors
Planning / Strategy / Design

Process

For approximately three years the School of Interior Design has been considering a name change and issues associated with a change. In order to identify a name that we believe will communicate what the field of study encompasses, our focus at UK, and professional career opportunities, we've been very slow and deliberate in considering the proposed name change. The process has included a review of multiple name options and graphics. In addition, we've discussed and received input from our Advisory Board, alumni, students, appropriate college administrators, and staff who interact with our alumni, and outside constituency groups. All of these groups support the proposal.

Professional Context

In the past forty years, the profession of interior design has evolved from a focus on residential design to one that now draws upon a knowledge base from multiple disciplines to enhance the function, safety, and aesthetics of all types of interior spaces. Interior designers are professionally trained in programs accredited by the Council for Interior Design Accreditation (CIDA), and the practice of interior design is regulated in 29 states, including Kentucky, as well as the District of Columbia. The core of the work executed in the practice of interior design focuses on commercial places of work such as corporate offices, restaurants, hotels, retail venues, schools, and hospitals. The creation

of environments that support and sustain human beings psychologically, physically, and emotionally is a core value of the practice of interior design. The uniqueness of interior design is that it positions the users of spaces as the central focus of the design.

Likewise, the profession has evolved simultaneously with the growth of the global and knowledge based economies. By the end of the 20th century, the complexity of modern design projects led to the growth of multi-disciplinary design firms that were offering interior design services as a unique and distinct service apart from the architectural and engineering capabilities of the firm. The interior designers in multi-disciplinary projects use their design expertise to bring a sustained emphasis on the physical, psychological and emotional needs of the client, while equally emphasizing how these priorities can support the client's corporate goals and objectives. Environmental research has demonstrated, in the new knowledge economy, corporate profitability and growth are enhanced when the human centered issues of the workplace are given a high priority in the design of facilities.

Popular Culture Context & Impact

Concurrent to these changes in the profession, mass media, both print and film, have popularized the name interior design to be associated with decorating, women's studies, and a field characterized by having a "knack" as opposed to the being a professional discipline requiring specialized education, experience, and examination. As a result of these misconceptions and biases, recruiters often either don't have the opportunity to engage in discussions with potential recruits about the program, its focus, and career opportunities or the conversations are initiated from the perspective of what the program *is not*.

Rationale

The reasons for the proposed name change are to:

- Enhance the marketing potential of the program;
- Better communicate the focus and scope of the program;

- Increase gender diversity within the program.

The faculty has identified the proposed name with the intent of leveling the recruiting playing field. From our investigations, the name *interiors* alone is not immediately associated with decorating. Likewise, practicing professionals to define their realm of practice within the built-environment design industries often uses the name interiors as opposed to interior design. It is anticipated that the name *School of Interiors* with the tag line *Strategy/Planning/Design* will somewhat negate the immediate bias response occurring with our current name and provide greater opportunity to initiate conversations about the school, types of things in which the program engages the students, and career opportunities available to graduates. We believe recruiting will be more successful when our efforts begin from a positive platform as opposed to trying to change and alter negative perspectives.

Impact on Accreditation & National Trend

The proposed name change will not impact the program's professional accreditation because our degree title will remain unchanged, BA in Interior Design. Nationally in recent years, programs at other universities have likewise changed the name of their academic unit. At this time, there is no unified consensus on a unit name. We believe that the proposed name communicates the rich heritage of the profession, its evolution, and its realm of practice. The name also clearly distinguishes the school and its unique focus from other professional disciplines and other units within the college.

Ellis, Janie

From: Brothers, Sheila C
Sent: Thursday, March 07, 2013 4:15 PM
To: Ellis, Janie
Subject: FW: CoD School of Interior Design Name Change Proposal
Attachments: Senate Council_NameChange_2013.doc; ID_NameChangeSupport_2013.pdf; Dickson Memo.pdf; Name Change Proposal.pdf

Hi, Janie. Can you please add this proposal to the DB and folderize, etc.? It'll be "Name Change for School of Interior Design" in the College of Design.

Thank you,
 Sheila

Staff Representative to the Board of Trustees
 Office of the Senate Council
 Phone: (859) 257-5872

From: Spires, Marla
Sent: Tuesday, February 26, 2013 4:58 PM
To: Brothers, Sheila C
Subject: CoD School of Interior Design Name Change Proposal

Sheila,

For the College of Design, I am forwarding a proposal for a name change for the School of Interior Design.

I have attached the following for senate council consideration:

- Letter of support from Dean Michael Speaks to the Senate Council and Interim Provost Tim Tracy
- Letter of support from Ann Dickson, Director of the School of Interior Design
- Name Change proposal for the School of Interior Design

Please let me know if there is anything else you or the senate council needs from the college.

Also, if you need hard copies, I can forward them to you.

Thanx!
 Marla.

Brothers, Sheila C

From: Farrell III, Herman D
Sent: Friday, April 26, 2013 4:53 PM
To: Brothers, Sheila C; Blonder, Lee
Cc: Debski, Elizabeth A; Ederington, Josh; Effgen, Susan K; Geddes, James; Jasper, Samuel J; Kilgore, Michael W; Larson, Susan; Lee, Brian D; Kingsolver, Ann E; Puleo, David A; Walz, John
Subject: RE: New Cmte Item (SAOSC)_Proposal to Change the Name of the Graduate Center for Biomedical Engineering

The SAOSC met this afternoon and voted unanimously (5-0) to endorse the proposal to change the Graduate Center for Biomedical Engineering to the Department of Biomedical Engineering.

Herman Farrell
 Chair, SASOC

Herman Daniel Farrell III
Associate Professor - Playwriting
University of Kentucky
Department of Theatre
138 Fine Arts Building
Lexington, Kentucky 40506

From: Brothers, Sheila C
Sent: Wednesday, March 27, 2013 1:33 PM
To: Farrell III, Herman D
Cc: Debski, Elizabeth A; Ederington, Josh; Effgen, Susan K; Geddes, James; Jasper, Samuel J; Kilgore, Michael W; Larson, Susan; Lee, Brian D; Kingsolver, Ann E; Puleo, David A; Walz, John
Subject: New Cmte Item (SAOSC)_Proposal to Change the Name of the Graduate Center for Biomedical Engineering

Good afternoon, Herman. There is a new item ready for review by the Senate's Academic Organization and Structure Committee (SAOSC), to change the name of the Graduate Center for Biomedical Engineering to the Department of Biomedical Engineering. The proposal is attached here and can also be found at http://www.uky.edu/Faculty/Senate/committees_councils/standing_committees/academic_organization_structure.htm

David Puleo is your contact for this proposal. If you cannot reach him, Dean John Walz is a secondary contact.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, April 15, and by the Senate on Monday, May 6. Therefore, I'll need the determination of your committee no later than Wednesday, April 10. If this proposal requires a longer review period, please let me know and I will adjust the agenda scheduling.

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

Thank you,
 Sheila

Sheila Brothers
 Staff Representative to the Board of Trustees
 Office of the Senate Council
 203E Main Building, -0032
 Phone (859) 257-5872

Office of the Provost
105 Main Building
Lexington, KY 40506-0032
859 257-2911
fax 859 257-1333
www.uky.edu

March 20, 2013

Dr. Lee X. Blonder
Chair, University Senate Council
201 Main Building
CAMPUS 0032

Dear Lee:

I am writing concerning the feasibility of changing the Graduate Center for Biomedical Engineering to the Department of Biomedical Engineering. I understand the proposal has the approval of the Biomedical Engineering faculty, the support of the Graduate and Undergraduate Teams in the College of Engineering and the endorsement of the faculty of the College of Engineering. The Dean of the College of Engineering supports the proposal.

The proposed change will not cause any disposition of faculty or staff and will not affect operational resources. The information provided supports the rationale that the long-term potential for growth in the biomedical engineering programs is best served by the name change. I certify the administrative feasibility of the proposed change.

Sincerely yours,



Timothy S. Tracy
Interim Provost

kh



RECEIVED

MAR 12 2013

Office of the **OFFICE OF THE**
College of Engineering **SENATE COUNCIL**
351 Ralph G. Anderson Building
Lexington, KY 40506-0503

859 257-1687
859 257-8827
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March 11, 2013

Dr. Timothy S. Tracy, Interim Provost
University of Kentucky
105 Main Building
Campus 0032

Dear Tim,

I am requesting your approval for Biomedical Engineering, a graduate center in the College of Engineering, to become a department within the College of Engineering. There will be no administrative change and no educational policy change with this change in name.

The attached proposal to change the Graduate Center for Biomedical Engineering to the Department of Biomedical Engineering was approved by the Biomedical Engineering faculty in November 2012. This proposal has the support of both the Graduate and Undergraduate Teams in the College of Engineering and the endorsement of the faculty of the College of Engineering (96 in favor, 3 opposed by electronic ballot in March 2013). By copy of this letter, I am routing this proposal concurrently to Dr. Lee Blonder, Senate Chair, for Senate endorsement.

Sincerely,

A handwritten signature in black ink that reads "John Y. Walz".

John Y. Walz
Dean

Attachment

Cc: Dr. Puleo
Dr. Blonder

see blue.

An Equal Opportunity University

PROPOSAL TO CHANGE
GRADUATE CENTER FOR BIOMEDICAL ENGINEERING
TO
DEPARTMENT OF BIOMEDICAL ENGINEERING

Background

During the 1970s, an ad-hoc committee was formed to develop a Biomedical Engineering Program. This committee was later replaced by a Biomedical Engineering Council. The Graduate Center for Biomedical Engineering was eventually created in 1985, the Kentucky State Council on Higher Education approving graduate programs leading to the M.S. and Ph.D. degrees in Biomedical Engineering in January 1988.

Rationale

Whereas most benchmark universities established *departments* of biomedical engineering, UK's has retained the center designation. Although operation of the program as a Graduate Center preserved the multidisciplinary character of biomedical engineering, existence as a center limits certain educational opportunities and serves as a source of continuing confusion regarding what this center truly is (both on campus and off). The long-term potential for growth and excellence in the biomedical engineering programs at UK are best served by a change from the Graduate Center for Biomedical Engineering to the Department of Biomedical Engineering.

Academic Merits

Graduate

Quality graduate students are critical to a successful program. Competition for top-level students is an ongoing challenge. UK's biomedical engineering program must not only compete with perennially top-ranked programs (e.g., Johns Hopkins, Georgia Tech, and the University of Washington) but with benchmark institutions as well (e.g., addressed in a later section). These universities have departments of bioengineering or biomedical engineering.

The center designation at UK is a frequent source of confusion. Many view a center as a diffuse collection of faculty from different departments. Historically, across the country, a biomedical engineering center served as an umbrella under which educational and research activities took place, yet students receive degrees in their respective "home" departments. Even though UK's administrative and governing regulations clearly state that Graduate Centers are "equivalent to a department" (AR 1:3, GR Part VII), people on campus generally do not know this. And the misunderstanding is exacerbated when speaking with colleagues at other institutions.

When prospective students consider graduate programs, the ambiguity in the meaning of "center" can prevent high-quality students from enrolling in UK's biomedical engineering programs in favor of those offered by traditional departments. Becoming a department would eliminate one of the obstacles in graduate student recruitment.

Undergraduate

Approximately \$700M in support from the Whitaker Foundation resulted in establishment of 38 new bioengineering and biomedical engineering programs and growth of many others during the 1990s and early 2000s. Nearly 80 accredited undergraduate programs now exist, with most of those

universities also offering graduate programs. A much smaller number of institutions (including UK) have only graduate programs.

Based on reports from the Bureau of Labor Statistics (BLS) and news stories from sources such as Forbes and US News & World Reports (USNWR), demand for biomedical engineers continues to increase. The BLS projects nearly 62% growth in job opportunities for biomedical engineers through 2020. Forbes lists biomedical engineering as the #1 “most valuable college major”, and USNWR listed it as one of the “best careers”.

The College of Engineering receives inquiries from prospective UK undergraduates about biomedical engineering. Because UK does not offer a B.S. in biomedical engineering; however, students must either attend the University of Louisville or leave the state to enroll in an undergraduate biomedical engineering program.

The UK Senate Rules Committee determined that Graduate Centers cannot offer undergraduate courses, and thus even though well-qualified biomedical engineering faculty are available, an undergraduate minor or certificate cannot be provided. Becoming a department would enable creation of a minor or certificate that would be an excellent complement to students enrolled in traditional engineering departments.

Non-Academic Merits

The proposed change from a Graduate Center to a Department will not affect operational resources. As a unit “equivalent to a department”, the center already has a director, staff, and physical resources. Within the organizational structure of the College of Engineering, the center functions alongside seven departments, and the director already serves on the Chairs Team.

Regarding current students, the change would not affect the existing graduate programs. Furthermore, the change does not have implications for SACS accreditation, because the center’s programs currently conduct the required assessments that are monitored at the college level.

Becoming a department would eliminate the obstacles that Center faculty face from not have a traditional departmental appointment when applying for highly competitive federal research funding. (While impossible to quantify, such obstacles almost certainly exist.) This lack of core affiliation in a biomedical engineering department can, rightly or wrongly, be perceived as a lack of devotion on the part of the faculty researcher to biomedical engineering research or as a lack of institutional commitment to the research area. There is no reason to risk this perception bias, and every reason to avoid it.

Procedure

The proposed change was discussed at the Center’s faculty meetings in September, October, and November of 2012. Faculty with primary appointments unanimously approved the proposal on November 14, 2012. The document was subsequently distributed to faculty with secondary appointments in the Center along with the link to a SurveyMonkey poll. The vote was for overwhelming approval, with 86% of responses in support and 14% abstentions.

Benchmark Comparison

As shown in the following table, the vast majority of UK’s CPE or Top 20 Business Plan benchmarks have departments of biomedical engineering or bioengineering. The exceptions are Michigan State and the University of Georgia, which do not have standalone biomedical engineering programs, and Purdue, which has a school of biomedical engineering.

CPE Benchmarks		Business Plan Benchmarks	
Michigan State University	N/A (option under Mechanical Engineering)	Georgia Institute of Technology	The Wallace H. Coulter Department of Biomedical Engineering
North Carolina State University	UNC/NCSU Joint Department of Biomedical Engineering	Ohio State University	Department of Biomedical Engineering
Ohio State University	Department of Biomedical Engineering	Pennsylvania State University	Department of Bioengineering
Pennsylvania State University	Department of Bioengineering	Rutgers University - New Brunswick	Department of Biomedical Engineering
Purdue University	Weldon School of Biomedical Engineering	Texas A&M University	Department of Biomedical Engineering
Texas A&M University	Department of Biomedical Engineering	The University of Texas at Austin	Department of Biomedical Engineering
University of Arizona	Department of Biomedical Engineering	University of California - Berkeley	Department of Bioengineering
University of California - Los Angeles	Department of Bioengineering	University of California - Davis	Department of Biomedical Engineering
University of Florida	J. Crayton Pruitt Family Department of Biomedical Engineering	University of California - Los Angeles	Department of Bioengineering
University of Georgia	N/A (emphasis under Biological Engineering)	University of California - San Diego	Department of Bioengineering
University of Illinois - Urbana-Champaign	Department of Bioengineering	University of Florida	J. Crayton Pruitt Family Department of Biomedical Engineering
University of Iowa	Department of Biomedical Engineering	University of Illinois - Urbana-Champaign	Department of Bioengineering
University of Maryland - College Park	Fischell Department of Bioengineering	University of Maryland - College Park	Fischell Department of Bioengineering
University of Michigan - Ann Arbor	Department of Biomedical Engineering	University of Michigan - Ann Arbor	Department of Biomedical Engineering
University of Minnesota - Twin Cities	Department of Biomedical Engineering	University of Minnesota - Twin Cities	Department of Biomedical Engineering
University of North Carolina - Chapel Hill	UNC/NCSU Joint Department of Biomedical Engineering	University of North Carolina - Chapel Hill	UNC/NCSU Joint Department of Biomedical Engineering
University of Virginia	Department of Biomedical Engineering	University of Pittsburgh - Pittsburgh Campus	Department of Bioengineering
University of Washington	Department of Bioengineering	University of Virginia	Department of Biomedical Engineering
University of Wisconsin - Madison	Department of Biomedical Engineering	University of Washington	Department of Bioengineering
		University of Wisconsin - Madison	Department of Biomedical Engineering

Senate Rules and Elections Committee

Feb. 26, 2013

Jones (Chair), Grossman, Pienkowski, Wood

The SREC edited the wording submitted by the SAASC to update the Senate Rule on forms for I grades (SR 5.1.3.2) to the following final form.

Each department is responsible for recording information for each incomplete, specifying 1) the student: name and student number, 2) the course number: number, hours of credit, semester, year, instructor of record, 3) work to be completed and basis for grading, 4) time frame for completing the incomplete (not exceeding 12 months), [5\) documentation that the student has been advised of the conditions for removing the incomplete](#). This information ~~should~~ shall be filed with the department chair or chair's designee. It is preferable that the information be signed and dated both by the student and the instructor of record. A standard form ~~should be~~ is available ~~in a PDF form at~~ [at](#) the University Senate website, but each department is welcome to create its own form and scheme for recording this information.”

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Friday, April 19, 2013 12:45 PM
To: Brothers, Sheila C
Subject: Peace studies cetificate
Attachments: peace_studies_revised2.pdf

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Peace Studies, within the College of Arts and Sciences.

Note: revised version attached.

PROPOSAL FOR A PEACE STUDIES CERTIFICATE PROGRAM
University of Kentucky
Kerby Neill and Clayton Thyne

Contents:

1. Purpose and Introduction
2. Focus and Rationale
3. Peace Studies and University Needs
4. Program Description
5. Student Skills, Learning Outcomes, and Assessment
6. Resources and Budget
7. Faculty of Record
8. Statements from Involved Colleges and Department Heads
9. Appendix I: PCE 201 Syllabus
10. Appendix II: PCE 410 Syllabus
11. Appendix III: Elective Requirement: Student Approval Form
12. Appendix IV: Capstone Seminar: Faculty Mentorship Contract

1. Purpose and Introduction

The purpose of this document is to propose a Peace Studies certificate program at the University of Kentucky to begin in Fall 2013. The purpose this program is to develop students with increased interests and understanding of issues of peace and justice from individual to global levels, and to provide them with basic skills in peaceful communication, nonviolent and transformative conflict resolution, and the development of peaceful and cooperative cultures—skills increasingly valued by employers and graduate programs and much needed in our communities.

The program proposes two new courses totaling 6 hours. The first, *PCE 201: Introduction to Peace Studies*, provides an overview of Peace Studies and will serve as a portal to the program. The second, *PCE 410: Peace Studies Capstone Seminar*, will serve as a capstone learning experience for Peace Studies students. Between these courses, the students will be expected to complete six hours of peace-related electives pursuant to their academic majors and interests. Both PCE 201 and six hours of electives will be a prerequisites for enrolling in PCE 410.

This proposal enjoys the endorsement of a number of faculty and department chairs both within the College of Arts and Science and from other colleges in the University. The program also is fortunate to have a Faculty of Record that includes diverse and talented faculty and representatives from the community. Clayton Thyne (Political Science) has agreed to serve as program Director and Kerby Neill (the proposal originator) will serve as the Chair of the Faculty of Record, as an advisor, and is available as additional faculty.

2. Focus and Rationale

Conflict is inevitable, but its resolution by force or violence is not. Yet, interstate conflict in the form of war has killed over three million people since World War II,¹ and has accelerated the divide between the “halves” and “have-nots.”² Violent response to conflict at the national level is arguably more serious. Civil wars, genocides and politicides have killed over 16 million people since the end of World War II, and have left economic and social systems severely disabled.³ Even non-violent conflict can disrupt political and social processes, slowing economic and social development.⁴ Within states and communities, chronic conflict produces inefficiency and poor use of limited resources.⁵ The social cost of conflict in families and the workplace is great, and too often escalates to physical violence.⁶ Regardless of the unit of analysis, constructive resolution of conflict is crucial to an improved and sustainable future. The purpose of the Peace Studies program is to

¹ Fearon, J. D., and D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97(1):75-90.

² Blomber, S. B., and G. D. Hess. 2011. “The Economic Welfare Cost of Conflict: An Empirical Assessment.” In *Oxford handbook of the Economics of Peace and Conflict* (Garfinkel, M., and S. Skaperdas, eds.). Oxford University Press: Oxford.

³ Harff, B. 2003. “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955.” *American Political Science Review* 97(1):57-73.

⁴ Collier, P., Elliott, L., Hegre, H., Hoeffler, A., Reynal-Querol, M., & Sambanis, N. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. The International Bank for Reconstruction and Development/The World Bank.

⁵ McGillis, D. 1997. *Community Mediation Programs: Developments and Challenges*. National Institute of Justice: Washington, DC.

⁶ Schieman, S., and S. Reid. 2008. “Job Authority and Interpersonal Conflict in the Workplace.” *Work & Occupations* 35(3):296-326.

empower students to understand and reduce conflict at multiple levels as they move beyond UK. Persons who can confront conflict constructively are increasingly valued by employers.

Effective peacemakers must appreciate the perspectives of others, communicate in ways that reduce conflict, and grasp the historical, cultural, economic, and structural, as well as the impersonal conditions, that ease or exacerbate conflicts. They acquire skills to help forge just, nonviolent, and transformative responses to relational, local, regional, and global problems. Developing knowledgeable and engaged peacemakers can greatly benefit both university and society.

A Peace Studies certificate offers a valuable credential and an appealing focus for students in many disciplines. While UK offers a plethora of courses relevant to Peace Studies, there is no program to bring these elements into a coherent peacemaking focus. Because Peace Studies is inherently interdisciplinary, it can create an important context that may be missed when courses are completed within the framework of a single discipline. Students in Peace Studies will be better prepared to take advantage of co-curricular activities such as the Arts and Sciences “Passport to the World” program. The Peace Studies can collaborate in co-curricular components to augment the transformative nature of such events. A plethora of avenues also exist for fruitful synergy between the Peace Studies program various units at UK, such as the increasingly popular International Studies program.

3. Peace Studies and University Needs

The initiative responds to several university needs as outlined in the call for Undergraduate Certificates.⁷ It gives the university the *ability to respond to emerging and cutting edge fields*. While the study of conflict dates at least to Thucydides’ account of the Peloponnesian War, the emergence of programs focusing on conflict resolution and Peace Studies is relatively recent. Today, around 400 colleges and universities offer Peace related programs, and institutions like the Peace Research Institute of Oslo (PRIO) provide cutting-edge work in theory and data collection. A Peace Studies initiative at UK will help prepare students to enter a world challenged at every level by growing populations, shrinking resources, and the impacts of changing climate.

Peace Studies can also *enhance recruitment to UK*. A number of our benchmark universities have Peace Studies programs (usually as a major or minor), but no school in the Southeastern Conference includes a Peace Studies program.⁸ Peace Studies can raise our profile among the benchmark institutions and attract quality, socially conscious students. It is also notable that Peace Studies programs are increasingly popular at many institutions in Kentucky, as related in a recent article in *Kentucky Living*.⁹

Finally, Peace Studies can provide important *enrichment and retention opportunities*. Upon engaging in Peace Studies, students will immediately gain a faculty mentor to guide their certificate

⁷ http://www.uky.edu/Faculty/Senate/files/Meetings/20110214/Undergraduate%20Cert_Complete_rev.pdf

⁸ Benchmark universities with Peace Studies programs include the University of Michigan (minor), Ohio State University (minor), Purdue University (minor), University of Maryland (major and minor), University of North Carolina-Chapel Hill (undergraduate program), and Pennsylvania State University (minor).

⁹ Hunt, Carol H., and Alan J. Hunt. 2011. “Peacemakers: Peace, Justice, and Conflict Resolution Studies in Kentucky Colleges are Transforming the Way Students Look at—and Live in—the World.” *Kentucky Living*, Sept.

plan and assist with their academic and career plans. Faculty contact is one of the strongest factors in student retention and success, and Peace Studies students will have a faculty mentor to help them navigate their academic careers. Also, extensive opportunities exist to synergize Peace Studies with existing academic programs at UK. These include not only the rich offerings in the College of Arts and Sciences, but also offerings in Agriculture, Business, Education, Law, Medicine, Public Health, and Social Work. Peace Studies should provide another valuable lens for students participating in co-curricular initiatives.

4. Program Description

The Certificate of Peace Studies is designed to comply with the University of Kentucky standards for undergraduate certificates, and may be combined with a broad array of majors across UK's colleges and departments. The program is constructed to complement existing programs and compete with none. The certificate will be administered by a faculty Director, who will focus on three interlocking components: (1) Peace Studies coursework, (2) related non-Peace Studies coursework, and (3) mentorship.

4.a. Peace Studies Coursework

The Peace Studies program will offer two courses, both of which will be required for the Peace Studies Certificate.

PCE 201 -Introduction to Peace Studies. This course will lay the groundwork for approaching Peace Studies, and will also serve as a “portal” course for students who wished to explore a commitment to the area. This course will be usually taught by the faculty Director, which will enhance the Director’s ability to serve as a mentor for Peace Studies students. In the event that the Director is unable to teach this course, an alternative instructor will be able to offer the course if they have demonstrated an interest in Peace Studies by offering peace studies-related courses, have done peace studies-related research, or participate in non-academic peace-related activities (e.g., community organizations). As noted above, this course meets the UK Core requirements for *Inquiry in the Social Sciences*. The syllabus for this course can be found in [Appendix I](#) the end of this document.

PCE 410 - Peace Studies Capstone Seminar. This course will serve as a capstone class for juniors or seniors in the program. PCE 201 will be a prerequisite for enrolling in PCE 410. The course will involve selected readings, discussion, and a research project addressing conflict relevant to the student’s past peace-related coursework. Examples include advanced work in Conflict Resolution, Political Economics, Arms Control, Terrorism and Counterterrorism. As with PCE 201, this course will be usually taught by the faculty Director, which will enhance the Director’s ability to serve as a mentor for Peace Studies students. In the event that the Director is unable to teach this course, an alternative instructor will be able to offer the course if they have demonstrated an interest in Peace Studies by offering peace studies-related courses, have done peace studies-related research, or participate in non-academic peace-related activities (e.g., community organizations). As noted above, this course meets the UK Core requirements for *Citizenship-Global Dynamics*. The syllabus for this course can be found in [Appendix II](#) at the end of this document.

4.b. Related Coursework

The Peace Studies program will require a minimum of two electives involving a minimum of 6 credit hours. Three credit hours must be at the 200-level or above, and three must be at the 300-level or above. No more than 9 hours may count toward various other non-elective requirements. Only courses taken after the student completes PCE 201 may be counted towards the elective requirement. Electives require approval of the Director of Peace Studies. While *Peace 201* will provide students a general background on a broad array of areas for study and methods of inquiry, the electives will be geared towards allowing the students to focus on particular areas of emphasis that best meet their interests. These particular areas of emphasis will then be brought back into the Peace Studies framework in the capstone course (*PCE 410*). Peace Studies Electives are selected from existing courses in the University catalog and reflect both different departments and colleges. They are grouped into four Focus Areas, including:

- Focus Area I: Peacebuilding. Addresses systems and infrastructure needed to create more peaceful societies.
- Focus Area II: Peacemaking. Addresses leadership skills, skills for resolving and transforming conflict.
- Focus Area III: Promoting Understanding, Cooperation, and Development. Addresses cross cultural issues, international organizations, economic and social development.
- Focus Area IV: Addressing Global and Regional Pressures. Addresses problems of population, scarcity, trade, sustainability, ecosystems, climate, and immigration.

To qualify as a Peace Studies elective, at least 50% of the course must address one or more of the Focus Areas listed above. This requirement may be determined by reviewing either the course syllabus or a recent syllabus for the same course. Peace Studies electives require approval of the Director to count towards the Peace Studies Certificate requirement. The “Elective Requirement: Student Approval Form,” which can be in [Appendix III](#) the end of this document, lays out the procedures by which courses will be presented to and approved by the Director. The Director will post a list of courses deemed acceptable as electives on the program’s website, though students will be encouraged to seek courses beyond this list that best meet their interests.

In order to give the reader a general idea of the types of courses that would qualify as electives, below we provide potential elective courses that will fall under each focus area.

Focus Area I: Peacebuilding.

- **CLD 302: LEADERSHIP STUDIES.** From an overview of theories of leadership, leadership styles, and leader-follower relationships, the course moves to a consideration of other factors influencing contemporary leadership and management (e.g., conflict resolution, ethical decision-making, group processes). Readings, case study analyses, interviews with community and business leaders, and self-diagnostic inventories help students develop both conceptual and reality-based understandings of contemporary leadership.
- **ANT 532 ANTHROPOLOGY OF THE STATE.** This course offers an anthropological examination of the state in historical, cross-cultural perspective. We will cover such topics as modern state and imperial practices and institutions, state and non-state actors, resistance, citizenship and globalization.

- **SOC 339 INTRODUCTION TO CRIME, LAW AND DEVIANCE.** A sociological study of the extent and nature of crime, delinquency, and more general deviant behavior. Topics may include the relationship between crime, deviance and law; measurement of crime and deviance; sociological theories of crime and deviance; and crime/ deviance typologies.
- **SW 320 GLOBAL POVERTY: RESPONSES ACROSS CULTURES.** An examination of poverty in various non-Western cultures. The course will cover the nature, scope, and distribution of poverty, definitions of poverty, common characteristics of the poor, as well as cultural traditions and folkways which contribute to the problem. Social welfare responses and humanitarian efforts which address the problem are examined.

Focus Area II: Peacemaking.

- **HIS 320 ADVANCED STUDIES IN AMERICAN MILITARY HISTORY.** This course will furnish upper level UK ROTC Cadets and qualified History majors or minors with the methodological tools and materials needed to gain a more detailed understanding of American Military History and to put together a major research paper. AMS/HIS 320 will emphasize basic research skills: understanding historiographical debates within a military framework developing effective note taking outlining techniques picking a feasible research topic finding useful primary sources and drawing inferences from them examining American military campaigns and leaders in order to complete a battle analysis and short research assignments.
- **SW 511 GENOCIDE: INTERVENTION WITH SURVIVORS AND GLOBAL PREVENTION.** This course will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. It explores what enables individuals collectively, and individually to perpetrate mass cruelty/genocide or to stand by and watch such horrors. The course will cover key concepts, perpetrator psychology, biopsychosocial effects on and intervention with survivors.
- **PS 431G NATIONAL SECURITY POLICY.** The organization and formulation of military policy; the theory and practice of deterrence; and the problems of disarmament and arms control.
- **COM 425: Communication, Negotiation, and Conflict Management in Organizations.** This course explores the role of communication in negotiation and conflict management in organizations. The course examines conflict theories and approaches, negotiation processes, and third party intervention through the study of strategies and tactics, interaction processes, phases and stages of negotiation development and conflict framing. The course examines strategies and tactics used in exchange of offers and counteroffers, salary negotiations, buying and selling of products, team bargaining, and multiparty negotiations.

Focus Area III: Promoting Understanding, Cooperation, and Development.

- **ANT 340 DEVELOPMENT AND CHANGE IN THE THIRD WORLD.** This course introduces the student to how anthropologists approach the study and practice of economic development. It explores crossculturally how local populations have responded to development; the different topics of development anthropology, such as agriculture and rural development; and the ways anthropological knowledge is applied in addressing development problems.

- **PSY 314 SOCIAL PSYCHOLOGY AND CULTURAL PROCESSES.** A selective survey of classic and contemporary theories and research in social psychology from a multicultural perspective. Topics will include social perception, the self, attitudes, aggression, prejudice, and group processes.
- **AIS 340 FUNDAMENTALISM AND REFORM IN ISLAM.** This course focuses on the revival of Islam in the 20th century and the various responses of Islam to modernism and western political and intellectual domination. Particular attention will be given to the rise of militant Islam and the terrorist attacks of 9/11. The original writings of major thinkers will be read and discussed.
- **JPN 451G SOCIAL MOVEMENTS IN MODERN JAPAN.** This course will explore selected movements within Japan that have arisen in the last one hundred and fifty years. This course will ask questions about the specific nature of these movements, the context of these movements within Japan, and within the context of other movements around the world, whether contemporary in time or theme.

Focus Area IV: Addressing Global and Regional Pressures.

- **AEC 532 AGRICULTURAL AND FOOD POLICY.** This course surveys a variety of current public policies that influence the agricultural and rural economies. Students are exposed to the conflicting views of those concerned with food and agricultural policy issues in an international economy. Economic principles are used to evaluate alternatives in terms of the general welfare of society.
- **GLY 385 HYDROLOGY AND WATER RESOURCES.** The occurrence, movement, and quality of fresh water in the water cycle, including environmental problems and possible solutions. Case studies are explored through readings, videos, and required field trips.
- **FOR 230 CONSERVATION BIOLOGY.** The basic history and principles of conservation biology, including diversity, extinction, evolution, and fragmentation. Students will learn the applications of conservation biology to such topics as forest management and wetland management and study the ethical perspectives related to conservation biology, including environmental ethics, deep ecology, and the land ethic.
- **GLY 210 HABITABLE PLANET: EVOLUTION OF THE EARTH SYSTEM.** Earth is a 4.55-billion-year-old planet undergoing continuous evolution. We will explore aspects of Earth's evolutionary changes that have affected both climate and life through time. The chemical and physical interactions between the solid Earth, the atmosphere, the hydrosphere, and the biosphere are investigated, providing the basis for understanding how Earth behaves as a self-regulating system that controls the global environment. The effect of human activity on modern Global Change will also be emphasized.

4.c. Mentorship

While faculty contact is one of the strongest predictors of student retention and success, 31% of last year's freshmen at UK reported that they thought few among the faculty were interested in them. This program will attempt to rectify this problem by making mentorship a key component of Peace Studies. Having the Peace Studies Director teach the introductory course will provide familiarity between the students and Director, providing a foundation for future mentorship. Peace Studies students will be required to meet with the faculty mentor at least once per year. Rather than review classes to check the appropriate boxes, these meetings will focus on the student's short- and long-term academic and career goals with an emphasis on the role of Peace Studies can play in these

goals. Students will also be required to work under the supervision of a faculty sponsor as they complete a research project in *PCE 410*. Further information regarding external faculty mentorship for *PCE 410* can be found in [Appendix IV](#) at the end of this document.

5. Student Skills, Learning Outcomes, and Assessment

Peace Studies will benefit students by enhancing their understanding of personal, social, political, cultural and economic issues that reduce or promote prospects for peace. They should gain skills in the analysis of social problems and be introduced to an array of skills in communication, advocacy, conflict resolution, and collaboration that empowers them to become focused actors in promoting a more harmonious and sustainable world. A Peace Program must be able to answer the student's question, "What can I do to foster peace?" as an active citizen or leader or in my chosen vocation.

Both new courses proposed by this program have been approved to serve as UK Core courses. The first course, *Peace 201*, is aligned with the *Intellectual Inquiry-Social Sciences*. In this course, students will come understand the scientific approach to peace-related issues. Major theories and methods of empirical inquiry will provide focal points for study. The second course, *PCE 410*, is geared towards the *Citizenship-Global Dynamics* area of study. Beyond merely asking the students to understand the scientific approach to Peace Studies, this course will have the students apply and extend their knowledge through original research projects. Though initially designed for Global Dynamics, this course could also be easily geared towards the *Citizenship-Community, Culture and Citizenship in the U.S.* depending on the instructor's preference.

In Table 1 below we present the student learning outcomes to be addressed in the program and the mechanisms by which these learning outcomes will be assessed.

Table 1. Student Learning Outcomes and Assessment Mechanisms

Learning Outcome	Assessment
1. Students will demonstrate knowledge of the theories associated with Peace Studies.	Average quiz grades in PCE 201, which are based on readings and lectures over theories associated with Peace Studies (see pages 7-10 in the PCE 201 syllabus).
2. Students will demonstrate an understanding of methods and ethics of inquiry that lead to knowledge in Peace Studies.	Grades for research assignment Parts 1-4 in PCE 201, which have the students develop a research paper that includes an introduction, literature review, theory and research design to test the theory.
3. Students will demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims in Peace Studies.	Grades for research assignment Parts 2-3 in PCE 201, which have the students write a literature review and develop a testable theory.
4. Students will demonstrate knowledge of how the study of peace influences society.	Grade for research assignment Part 4 in PCE 201, which has the student conclude their paper by pointing to policy recommendations.
5. Students will demonstrate an ability to identify a well-formulated question pertinent to Peace Studies and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.	Grade for research assignment Part 1 in PCE 201, which has the student develop an introduction to a research paper. Also research assignment Part 4 in PCE 201, which has the student plan a research design to test their hypothesis.

Table 1. Continued.

6. Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.	Average quiz grades in PCE 410. Also, policy memo assignment in PCE 410 that asks students to explain the historical and social background of the conflict they choose to address.
7. Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.	Grade for the policy memo in PCE 410, which provides specific policy recommendations to deal with an international conflict. The students are also required to identify alternative approaches to their recommendation. Both require the students to identify the pros and cons of each approach, which will relate to the complexities of participating in a diverse, multiethnic, multilingual world community. In regards to responsibilities, the summary statement of the policy memo will clearly identify why the policymaker should care about the conflict being addressed.
8. Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.	The readings in PCE 410 conclude with a survey of recent research on "Peace and Reconciliation" and "Mechanisms for Peace." Student learning will be assessed with a quiz over this section. Also, the Policy Memo assignment will have students thinking through the pros and cons of their recommended policy versus other policies. A key component of this part of the assignment will be to consider the dilemmas the policymakers face in implementing policy solutions to international conflicts.
9. Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.	Quiz grades and policy memo assignment in PCE 410, all of which are geared towards non-US cultures and societies (except for Section 3).
10. Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.	Quiz grade following section 2 in the PCE 410 syllabus, which is geared towards efforts by international actors to solve conflicts. This brings in two elements relative to this objective. First, external actors must understand the dispute they are trying to settle, including the local features described in the learning objective. The characteristics of disputes are frequently similar across cases. This speaks to the global trend issue. Second, the efforts by international actors to settle disputes has varied over time, and has an important effect on how conflicts develop.

Table 1. Continued.

11. Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to Peace Studies.	Quizzes following Sections 1 and 5 of the syllabus and the policy memo assignment. Section 1 covers civic engagement, focusing on how policymakers attempt to end international disputes. A key point in these readings is that leaders must satisfy the needs of their constituents to act. Likewise, in the Policy Memo the students will be required to present a compelling argument for action. They must be realistic in their assessments, understanding that leaders will rarely act if few of their constituents care about the conflict. For the power and resistance component, in the policy memo assignment the students will have to understand both past conflict resolution efforts and propose alternative courses for action. This will give them the opportunity to explain potential resistance to their recommendations, and to be honest about the power that the policymaker actually has to bring peace to a dispute.
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Beyond the learning outcomes specifically aligned with Peace Studies courses, we have identified several programmatic outcomes to be assessed on a yearly basis. These outcomes, which are presented in Table 2 below, are aligned with the “Peace Studies and University Needs” goals defined in Section 2.

Table 2. Program Outcomes and Assessment Mechanisms

Program Outcome	Assessment
1. Peace Studies program will produce students who are able to respond to emerging and cutting edge fields.	Data collected on (a) post-graduate employment in peace-related fields or (b) post-graduate matriculation in peace-related graduate programs for all Peace Studies students. Data will also be collected on GPAs of Peace Studies students and compared to a matched sample of non-Peace Studies students.
2. Peace Studies program will provide strong mentorship to guide academic and career plans of Peace Studies students.	Director records on the (a) number of meetings with Peace Studies students and (b) time spent meeting with Peace Studies students.
3. Peace Studies program will enhance recruitment to UK.	Director records on (a) meetings with potential UK recruits as referred to by UK admissions; (b) references of UK Peace Studies in media outlets.
4. Peace Studies program will enhance retention of UK undergraduates.	Data collected on (a) retention and (b) time to degree of Peace Studies students and compared to a matched sample of non-Peace Studies students.

6. Resources and Budgets.

The College of Arts and Sciences will house the Peace Studies program and will pay all associated costs. Given that certificate programs are new at UK, it is difficult to estimate exactly how much support will be needed to carry out the program. We currently estimate that the program will enroll no more than 25 students each year, which should yield no more than 100 total students in the program at any time. Our discussions with administrative leaders in Arts and Sciences (e.g., Associate Dean for Undergraduate Programs Anna Bosch and Dean Mark Kornbluh) indicate that

the College strongly supports this program and will be willing to adjust the budget if student demands exceed expectations (e.g., by providing TA support for the Peace Studies courses). All administrative costs will be covered by current Arts and Sciences resources/staff, so we have excluded these from the budget.

Table 3. Proposed Annual Budget

Budget Item	First Year	With Capstone Course
Faculty Program Coordinator	\$ 3,000	\$ 3,000
Program costs – Films, speakers	\$ 1,000	\$ 2,000
Total	\$ 4,000	\$ 5,000

7. Faculty of Record

The Peace Studies certificate program will be led by a Director, Clayton Thyne, who will have office support from Arts and Sciences. In its early development phase, the Peace Studies proposal relied heavily on the guidance and suggestions from a Planning Committee. As Peace Studies moves from a proposal to a program, it is necessary to end the Planning Committee and constitute an Advisory Board that will also serve as the Faculty of Record.

Three guidelines will be followed in selecting the Director and members for the Peace Studies Faculty of Record. First, the Director and the Faculty of Record must be composed of people who have a strong interest in Peace Studies at UK. Those on the Faculty of Record will be asked to devote time to the program with no compensation, while the Director will receive a minimal stipend as outlined in the budget. Thus, only those strongly interested in the success of this program should be encouraged to join the Faculty of Record. Second, the Director and Faculty of Record must reflect the inter-disciplinary nature of the Peace Studies program. Though the program is housed in Arts and Sciences, no more than 50% of the Faculty of Record should be from any single college. Likewise, one need only be a faculty member at UK to serve as the Director. Third, the Director and the Faculty of Record should include members who have demonstrated an interest in peace studies by offering peace studies-related courses, doing peace studies-related research, or participating in non-academic peace-related activities (e.g., community organizations).

The Director of the Peace Studies program will be appointed by the Dean of the College of Arts and Sciences. He or she will serve a 3-year term, which can be renewed. The Faculty of Record must include a minimum of 6 members, two-thirds of whom must be present for quorum. All Faculty of Record will have full voting rights. Like the Director, the Faculty of Record will serve 3-year terms that can be renewed. Renewal decisions for both the Director and the Faculty of Record will be based on their willingness to continue serving, the three guidelines noted above, and majority support of the Faculty of Record. If the Director is unable to fulfill his or her 3-year term, the Dean of the College of Arts and Sciences will submit a recommendation for replacement to the Faculty of Record, and a new Director will be named with a majority vote of the Faculty of Record. If a member of the Faculty of Record is unable to fulfill his or her 3-year term, the Director will submit a recommendation for replacement to the Faculty of Record, and the proposed member will be admitted with a majority vote of the Faculty of Record.

7.a. Roles of the Director and Faculty of Record

Guidance: Members of the Faculty of Record should be prepared to provide guidance to the Director of the Peace Studies program both on an annual and ad hoc basis. Regarding the former, members are required to meet as a group at least twice each academic year to provide feedback on the program and suggest future revisions. Regarding the latter, members should be prepared to assist the Director in providing guidance if unexpected difficulties arise (e.g., an unexpected influx of students who need advised, as explained below).

7.a.i. Assessment: At the final annual meeting, the Director of the Peace Studies program will provide data and his/her analysis of the current state of the Peace Studies program. These data will include the program assessment data outlined in Table 2 under “Program Outcomes and Assessment Mechanisms.” The Faculty of Record will use this information and any other information they deem relevant to develop an overall assessment of the program. The chair of the Faculty of Record will be asked to report the overall assessment to the A&S dean.

7.a.ii. Student Mentorship: As part of the Capstone Course, students are required to work with a faculty mentor in developing a Peace Studies project. The students will be encouraged to work with faculty with whom they have taken their Peace Studies electives or with another faculty member they feel comfortable working with. In the event that a student is unable to find a suitable faculty mentor, the Director will call on Faculty of Record to serve in this capacity.

7.a.iii. Advising: The current plan is for the Director of the Peace Studies program and his/her office staff to do all of the advising for Peace Studies students (limited to their plan for Peace Studies only). It is possible that the Director may be unable to fulfill this role if, for example, the program becomes much more popular than expected. In a case where the Director is unable to advise students, the Faculty of Record will be asked to take on very limited advisory roles until a more suitable long-term plan can be developed. To be clear, there will be no effort to entrench the Faculty of Record into a long-term advisory role. Faculty of Record should be willing, however, to advise a limited number of students for a very short period in the unlikely event that the Director becomes overwhelmed with students.

We propose the interdisciplinary Faculty of Record in Table 4 below to annually review the program and make recommendations for strengthening it.

Table 4. Faculty of Record for 2013-2016

Clayton Thyne, Director	A&S, Department of Political Science
Kerby Neill, Chair	Central Kentucky Council for Peace and Justice
Karen Badger	College of Social Work
Ann Coker	College of Medicine and Public Health
Ronald Hustedde	Community Leadership and Development
A. Lee Meyer	College of Agriculture, Department of Agricultural Economics
Karen Mingst	Patterson School
Alan Perreiah	A&S, Department of Philosophy
Susan Roberts	A&S, Department of Geography
Ernest Yanarella	A&S, Department of Political Science

The Faculty of Record are all qualified to serve based on the criteria mentioned above (Peace Studies-related teaching, research or community service). Below we provide a brief summary of each member's expertise pertaining to this certificate.

Clayton Thyne: Dr. Thyne, the proposed Director of this program, is an Associate Professor in the Political Science department. He regularly teaches peace-related courses, including 'Introduction to International Relations' and 'Civil Wars.' His research focuses primarily on civil wars and coups d'état. As the Director of Graduate Studies in Political Science, he is an effective mentor, and both his research and teaching interests align well with this program.

Karen Badger: Dr. Badger is an Associate Professor in the College of Social Work and serves as the Dean for Student and Academic Affairs. Her teaching experience includes courses on ethics and civic engagement, and her research deals with occupational stress. Her current work examines how peer support and social comfort influence the quality of life and community reintegration for burn survivors. One of her particular interests is on how peer support and community building within a university might impact academic performance and retention of students. Thus, her research and course offerings align well with the academic mission of the Peace Studies program, and she will play a vital role in helping the program achieve its mentorship goals.

Ann Coker: Dr. Coker is the Associate Dean for Research, Professor and Endowed Chair in the Center for Research on Violence against Women in the Departments of Epidemiology in the College of Public Health and Obstetrics and Gynecology in the College of Medicine. She is a nationally recognized expert in the effect of partner violence on women's health, and teaches courses including 'Cancer Epidemiology and Prevention, Violence in America: A Public Health Perspective.' Dr. Coker also has extensive mentorship experience, making both her teaching, research and mentorship experience align well with the Peace Studies program.

Ronald Hustedde: Dr. Hustedde is an Extension Professor in the Department of Community and Leadership Development with a joint appointment in the Sociology Department. His research focuses on topics including rural economic development, leadership development, and public conflict analysis and resolution. This work includes a co-authored training manual entitled, "Addressing Public Conflict: Turning Lemons into Lemonade," and he is the recipient of the 2007 National Award for Excellence in Extension from the National Association of Public Universities and Land Grant Colleges for his "cutting-edge programming in public issues education, conflict resolution and rural entrepreneurship." Dr. Hustedde's focus on rural development and conflict will be particularly helpful to the Peace Studies program.

A. Lee Meyer: Dr. Meyer is an Extension Professor in the Department of Agricultural Economics. His research interests include work on sustainable agriculture both locally and internationally. He teaches a course entitled, "International Agriculture, World Food Needs and U.S. Trade in Agricultural Products." Dr. Meyer's focus on sustainability and the international political economy will provide a valuable perspective to this program's focus on "positive peace."

Karen Mingst: Dr. Mingst is a professor in the Political Science department and the Patterson School. She regularly teaches peace-related courses, including courses on 'Transnational Organizations and Processes,' 'Dynamics of International Law,' and 'International Human Rights.'

Her areas of specialization include international cooperation, international organization, non-governmental organizations, and international law. Dr. Mingst is an effective mentor of both graduate and undergraduate students, and her perspective on international facets of peace studies will provide valuable insight to the program.

Kerby Neill: Dr. Neill has served as a part-time instructor, voluntary faculty, and adjunct professor at the University of Kentucky since 1975. He is the co-author of this proposal. He has taught peace-related courses in the college of Arts and Sciences and the School of Social Work. These courses include “Introduction to Peace Studies” and a course on “Peacemaking and Nonviolent Conflict Resolution.” His research interests include peace studies, demilitarization, and nonviolent conflict resolution. Dr. Neill is also an active member in several community organizations, which will help provide a link between the classroom and the local community.

Alan Perreiah: Dr. Perreiah is a Professor and the Director of Undergraduate Studies in the Department of Philosophy. His research focuses on the development of logic in Western Europe from the fifth to fifteenth century, with an increasing emphasis on the Asian contributions to philosophies to logic, cosmology, metaphysics and ethics. He regularly teaches a course on the ‘Philosophy of Human Nature,’ which explores questions like, ‘What kind of relations tie a human being to environment, society and history?’ Thus, both his research and teaching interests will provide a valuable and unique perspective to the Peace Studies program.

Susan Roberts: Dr. Roberts is a Professor in the Department of Geography. Her areas of academic specialization include development and anti-development, geopolitics, global governance, militarization, security, inequity, and political economy. Her research is decidedly interdisciplinary, focusing primarily on why some people prosper in some places, while others are rendered marginal. Her course offerings include “Global Inequalities,” “Geographies of Development in the Global South,” and “Lands and Peoples of the Non-Western World.” Thus, both her research and teaching interests align well with this program, and her interdisciplinary focus links well to one of the primary missions of the program.

Ernest Yanarella: Dr. Yanarella is a Professor and the Chair of the Political Science Department. His primary teaching and research interests include critical policy studies of the energy and environment, agricultural and ecological policy, and national security and arms control. He serves as the Associate Director of the Center for Sustainable Cities and Director of Environmental Studies Program in the College of Arts and Sciences. Dr. Yanarella’s teaching and research interests align well with the mission of this program, and his experience as an administrator will provide valuable guidance as the program moves forward.

8. Statements from Involved Colleges and Department Heads

We have worked diligently to inform the UK community of this program both inside and outside of Arts and Sciences. Below we provide a sample of the endorsements we have received from faculty at the university.

I endorse the proposal to create a Peace Studies Certificate Program at the University of Kentucky.
 --*Carlos de la Torre, Director of International Studies*

I strongly endorse the idea of a Peace Studies Program at the University of Kentucky and am pleased that a number of political science faculty and courses can contribute to it. If you need any additional help in getting the program started, please let me know.

--Donald A. Gross, Professor, Department of Political Science

The Agricultural Economics Department endorses your department's Proposal for a Peace Studies Certificate Program.

-- Lynn W. Robbins, Chair, Dept. of Agricultural Economics

I am writing to offer my support for the proposal being submitted for a new Peace Studies Certificate Program to be based in the College of Arts and Sciences. I have followed with keen interest the work of Dr. Kerby Neill and faculty from across campus as I participated in the ad hoc Planning Committee that developed and refined this proposal. As Chair of Geography, I don't see any downsides to the proposal for our faculty and students. I imagine that a small number of our majors would wish to pursue the Certificate in Peace Studies along with their BA or BS degree in Geography and we would encourage interested students to do so.

-- Sue Roberts, Professor, Dept. of Geography

I have reviewed the proposal for the Peace Studies certificate, with particular attention to the inclusion of courses from the Natural Resources and Environmental Science (NRES) program. I fully endorse the program as you propose, with inclusion of NRE 381 as an elective, and NRE 380 as a qualified elective for those students majoring in NRES while obtaining a certificate in Peace Studies. I am heartened to know about the development of this certificate at UK and hope that the approval process is speedy so that students may soon become engaged with this important topic.

-- Mary A. Arthur, PhD - Chair, NRES Steering Committee, Department of Forestry.

On behalf of the College of Social Work BASW program, I submit this letter to endorse the proposed Peace Studies Undergraduate Certificate. We anticipate that this certificate will be of interest to social work undergraduate majors as it compliments their current requirements and possible career opportunities.

The social work courses listed in the proposal as options for fulfilling the certificate requirements are appropriate per content and pre-requisites. Social work upper division elective courses are currently open to all majors.

We look forward to this certificate option being available for undergraduates pending its approval.

-- Karen Badger, PhD – Director of Undergraduate Studies, College of Social Work

Appendix I
Introduction to Peace Studies (abridged syllabus)
PCE 201-001
[TERM]

Primary Instructor: Dr. Clayton Thyne

Office: 1625 Patterson Office Tower

Office Hours: TBA

Email: clayton.thyne@uky.edu

Phone: 859-257-6958

URL for Course Syllabus: TBA

COURSE SUMMARY

The course reviews a wide range of theories exploring the nature and causes of conflict, the possibilities for conflict resolution, and the foundations of peace. It provides students with a set of tools for the analysis of contemporary conflicts and shows how evidence and theory can be effectively used to understand peace and conflict. The course draws on a wide range of disciplines, including sociobiology, anthropology, sociology, social psychology, economics, and political science. It also gives students a practical understanding of the strengths and weaknesses of current approaches to conflict resolution and peace-building.

The goals of this course are threefold: 1) to introduce students to the background and characteristics of Peace Studies, 2) to explore the multitude of tools and explanations used by scholars in order to understand peace and conflict, and 3) to encourage students to begin to try their own hand at making sense out of a complex and interesting subject. The course begins with an introduction to Peace Studies, focusing on why this is a useful area of inquiry and how peace can be studied scientifically. Next, the course analyzes why people, groups and states fight, focusing on individual-, group- and state-level violence. The course concludes by analyzing approaches to conflict resolution, including negotiation, political institutions, and reconciliation.

This course has two main foci, which happen concurrently. The first focus, which will be the primary focus of the readings and lectures, is to introduce you to the subject of Peace Studies. The readings for this focus will come from a variety of sources, including academic journals and non-academic outlets (e.g., *Foreign Affairs*). The primary assessment for the first focus will be in the form of 4 quizzes during the semester.

The second focus is the generation of an original research paper. This will be the secondary topic of the lecture sessions, where your instructor will work with you to develop a research paper. Your primary assessment for the second focus will be in the form of a culminating assignment, which will be due in 4 phases throughout the semester.

STUDENT LEARNING OUTCOMES

Course Focus #1: Theories of Peace Studies

This course has two main foci, which are aligned with the objectives for UK Core's *Social Science Inquiry*. The first focus, which is the primary topic of lectures sessions, is to introduce the student to the primary theories and topics with Peace Studies. More specifically, the first focus is geared towards the following learning objective:

Learning Objective 1: The students will demonstrate knowledge of the theories associated with Peace Studies.

Course Focus #2: Peace Studies and Scientific Inquiry

The second main focus of the course is to improve the student's understanding of how the modes of scholarly inquiry in Peace Studies have led to the development of the discipline's shared bodies of knowledge and the interplay between Peace Studies and its broader social context. We will explore a variety of approaches to research questions pursued by Peace Studies scholars, which should help prepare the students to critically evaluate a variety of social situations that they will confront in your everyday lives. This focus will culminate in the generation of an original research paper. More specifically, the second focus is geared towards the following learning objectives:

Learning Objective 2: The students will demonstrate an understanding of methods and ethics of inquiry that lead to knowledge in Peace Studies.

Learning Objective 3: The students will demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims in Peace Studies.

Learning Objective 4: The students will demonstrate knowledge of how the study of peace influences society.

Learning Objective 5: The students will demonstrate an ability to identify a well-formulated question pertinent to Peace Studies and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Required Readings

All required readings and videos will be available on the course's BlackBoard site. You will need to purchase nothing for this course.

Earning Grades

You will be graded in two ways. The first is a set of quizzes over the assigned readings and lecture notes, which come primarily from the course readings. The purpose of these quizzes is to make sure that you are keeping up with the readings and learning the material. They are meant to be easy for those who are putting in the required time and effort. The second set of assessments comes from the various stages of your research assignment. This assignment will be due in various stages.

I will calculate your final grade based on the following:

Quiz 1: (date TBA): 10% of total grade

Quiz 2: (date TBA): 10% of total grade

Quiz 3: (date TBA): 10% of total grade

Quiz 4: (date TBA): 10% of total grade

Co-curricular programming: (date TBA): 10% of total grade

Research Assignment, Part 1: Introduction (due date TBA): 10% of total grade

Research Assignment, Parts 1-2: Literature review (due date TBA): 10% of total grade

Research Assignment, Parts 1-3: Theory (due date TBA): 10% of total grade

Research Assignment, Parts 1-4: Research design (due date TBA): 10% of total grade

The “Co-curricular programming” part of your grade will require you to attend a minimum of two peace-focused events (e.g., lectures, films) held at the university or elsewhere. As the program is an academic program, advocacy events (e.g., anti-war rallies) will not count towards this requirement. The instructor will keep students informed of applicable events via the Blackboard page.¹⁰ After attending an event, the student will be required to submit a one-page reflective essay for each event they attend with particular emphasis on connections to coursework. At a minimum, the reflective essay must address the following:

1. Event title, location and date.
2. Brief summary of the purpose of the event.
3. Explanation of what this event meant to your understanding of peace-related issues.
4. How this event connects to the course material.

The final 10% of your grade will be based on your attendance and participation. You will lose 20% of this grade for each unexcused absence (i.e., if you miss 5 sessions, the best you can do in the course is a B). You must do more than simply attend the sessions to receive your attendance/participation grade. I expect regular participation and will count you as absent if you fail to participate in the recitation sessions.

Final course grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = below 60

Midterm grades will be posted by [date TBA] and will be based on the grading criteria in the syllabus.

NOTE: To save space, we have omitted course policies on (1) absences, (2) missed exams, (3) late assignments, (4) academic integrity, (5) student conduct, (6) disabilities and medical conditions, (7) classroom expectations, (8) Blackboard, and (9) technology requirements. These are all aligned with UK policy and are mostly boilerplate from the TASC website. For the full syllabus, please contact clayton.thyne@uky.edu

¹⁰ Events not posted by the instructor (e.g., events outside of UK or Lexington) can also qualify for this requirement with approval from the instructor.

Course Schedule

Section 1:

What is Peace Studies? Why should we care? What makes Peace Studies a scientific enterprise?

Week 1: Conflict, Violence, and Peace

Readings:

1. Fisk and Schellenberg. 2000. "Shaping a Vision: The Nature of Peace Studies." Peterborough, ON: Broadview Press. Read preface and Chapter 1 only.
2. Katz, Neil H. 1989. "Conflict resolution and Peace Studies." *Annals of the American Academy of Political and Social Science* 504:14-21.

Week 2: The Scientific Approach to Peace Studies

Readings:

1. Groom, A. J. R. 1998. Paradigms in conflict: The strategist, the conflict researcher and the peace researcher. *Review of International Studies* 14:97-115.
2. Kay, Barbara. 2009. "Barbarians within the Gate." *National Post*.
3. Bawer, Bruce. 2007. "The Peace Racket." *City Journal*.
4. Horowitz, David. 2004. "One Man's Terrorist is Another Man's Freedom Fighter." *Students for Academic Freedom*.

Section 2: Causes of Conflict

Why do people, groups, and states fight?

Week 3: Conflict at the Individual Level I: Nature and Nurture

Quiz 1: Covering content from weeks 1-2.

Readings:

1. Mead, Margaret. 1990. "Warfare is only an invention—Not a biological necessity." *The Dolphin Reader*. 2nd edition. Douglas Hunt, Ed. Boston: Houghton Mifflin Company, pp. 415-421.
2. Barlett, Anderson and Swing. 2009. "Video game effects—Confirmed, suspected, and Speculative: A review of the evidence." *Simulation & Gaming* 49(3):377-403.
3. Silver, Eric. 2006. "Understanding the relationship between mental disorder and violence: The need for a criminological perspective." *Law and Human Behavior* 30(6):685-706.

Week 4: Conflict at the Individual Level II: Psychological Discontent

Readings:

1. Berkowitz, Leonard. 1989. "Frustration-Aggression hypothesis: Examination and reformulation." *Psychological Bulletin* 106(1):59-73.
2. LeBlanc, and Barling. 2004. "Workplace aggression." *Current Directions in Psychological Science* 13(1):9-12.
3. Victoroff, Jeff. 2005. "The mind of the terrorist: A review and critique of psychological approaches." *Journal of Conflict Resolution* 49(1):3-42.

Week 5: Conflict at the Group Level I: Culture, Social Behavior, Conflict

Research Project Part 1 due

Readings:

1. Gates, Scott. 2002. "Recruitment and allegiance: The microfoundations of rebellion." *Journal of Conflict Resolution* 46(1):111-130.
2. Coughlin and Venkatesh. 2003. "The urban street gang after 1970." *Annual Review of Sociology* 29:41-64.
3. Pulliam, H. Ronald. 1982. "A social learning model of conflict and cooperation in human societies." *Human Ecology* 10(3):353-363.

Week 6: Conflict at the Group Level II: Stereotypes and Cognitive Distortion

Readings:

1. Rydgren, Jens. 2007. "The power of the past: A contribution to a cognitive sociology of ethnic conflict." *Sociological Theory* 25(3):225-244.

- Schaller and Abesysinghe. 2006. "Geographical frame of reference and dangerous intergroup attitudes: A double-minority study in Sri Lanka." *Political Psychology* 27(4):615-631.
- Fiske, Susan. 2002. "What we know now about bias and intergroup conflict, the problem of the century." *Current Directions in Psychological Science* 11(4):123-128.

Week 7: Conflict at the Group Level III: Ethnocentrism

Readings:

- DeSteno, Dasgupta, Barlett, and Cajdric. 2004. "Prejudice from thin air: The effect of emotion on automatic intergroup attitudes." *Psychological Science* 15(5):319-324.
- Hammond, and Axelrod. 2006. "The evolution of ethnocentrism." *Journal of Conflict Resolution* 50(6):926-936.
- Huntington, Samuel P. 1993. "The clash of civilizations?" *Foreign Affairs* 72(3):22-49.

Week 8: Civil Violence I: Theories of Civil Violence and Revolution

Quiz 2: Covering content from weeks 3-7.

Readings:

- Goldstone, Jack A. 2001. "Toward a fourth generation of revolutionary theory." *Annual Review of Political Science* 4:139-187.
- Senecal de la Roche, Roberta. 2001. "Why is collective violence collective?" *Sociological Theory* 19(2):126-144.
- Snyder, Robert S. 1999. "The end of revolution?" *The Review of Politics* 61(1):5-28.

Week 9: Civil Violence II: Greed versus Grievances in Civil Conflict

Research Project Parts 1-2 due

Readings:

- Regan and Norton. 2005. "Greed, grievance, and mobilization in civil wars." *Journal of Conflict Resolution* 49(3):319-336.
- Blanton, Mason and Athow. 2001. "Colonial style and post-colonial ethnic conflict in Africa." *Journal of Peace Research* 38(4):473-491.
- David and Gagne. 2006/2007. "Natural Resources: A Source of Conflict?" *International Journal* 62(1):5-17.

Week 10: Interstate Violence I: Power and Conflict

Readings:

- Caprioli, Mary, and Peter F. Trumbore. 2005. "Rhetoric versus reality: Rogue states in interstate conflict." *Journal of Conflict Resolution* 49(5):770-791.
- Waltz, Kenneth. 2000. "Structural realism after the Cold War." *International Security* 25(1):5-41.
- Mowle, Thomas S. 2003. "Worldviews in foreign policy: Realism, liberalism, and external conflict." *Political Psychology* 24(3):561-592.

Week 11: Interstate Violence II: The Democratic Peace

Readings:

- Oneal, John R., and Bruce Russett. 1999. "The Kantian Peace: The pacific benefits of democracy, interdependence, and international organizations, 1885-1992." *World Politics* 52(1):1-37.
- Maoz, Zeev, and Bruce Russett. 1993. "Normative and structural causes of democratic peace, 1946-1986." *American Political Science Review* 87(3):624-638.
- Kadera, Kelly M., Mark J. C. Crescenzi, and Megan L. Shannon. 2003. "Democratic survival, peace, and war in the international system." *American Journal of Political Science* 47(2):234-247.

Section 3: Conflict Resolution

How can conflict be resolved? Is violence the answer...always, sometimes, or never?

Week 12: Peace and Justice

Quiz 3: Covering content from weeks 8-11.

Readings:

- Bar-Tal, Daniel. 2000. "From intractable conflict through conflict resolution to reconciliation: Psychological analysis." *Political Psychology* 21(2):351-365.

2. Kaufman, Stuart J. 2006. "Escaping the symbolic politics trap: Reconciliation initiatives and conflict resolution in ethnic wars." *Journal of Peace Research* 43(2):201-218.
3. Dzur, Albert W. 2003. "Civic implications of restorative justice theory: Citizen participation and criminal justice policy." *Policy Sciences* 36(3/4):279-306.

Week 13: Violence and Nonviolence

Research Project Parts 1-3 due

Readings:

1. Galtung, Johan. 1965. "On the meaning of nonviolence." *Journal of Peace Research* 2(3):228-257.
2. Lipsitz, Lewis, and Herbert M. Kritzer. 1975. "Unconventional approaches to conflict resolution: Erikson and Sharp on nonviolence." *Journal of Conflict Resolution* 19(4):713-733.
3. Schock, Kurt. 2003. "Nonviolent action and its misconceptions: Insights for social scientists." *PS: Political Science and Politics* 36(4):705-712.

Week 14: Negotiation

Readings:

1. Lewicki, Roy J., Stephen E. Weiss, and David Lewin. 1992. "Models of conflict, negotiation and third party intervention: A review and synthesis." *Journal of Organizational Behavior* 13(3):209-252.
2. Bell, Christine. 2006. "Peace agreements: Their nature and legal status." *The American Journal of International Law* 100(2):373-412.
3. Barak, Oren. 2005. "The failure of the Israeli-Palestinian peace process, 1993-2000." *Journal of Peace Research* 42(6):719-736.

Week 15: Designing Political Institutions

Quiz 4: Covering content from weeks 12-15.

Readings:

1. Bellows, John, and Edward Miguel. 2006. "War and institutions: New evidence from Sierra Leone." *The American Economic Review* 96(2):394-399.
2. Morgan, Rhiannon. 2007. "On political institutions and movement dynamics: The case of the United Nations and global indigenous movement." *International Political Science Review* 28(3):273-292.
3. Gibson, Clark C., and Tomas Koontz. 1998. "When 'Community' is not enough: Institutions and values in community-based forest management in southern Indiana." *Human Ecology* 26(4):621-647.

Week 16: Finals Week

Research Project Parts 1-4 due on [date/time TBA]

Cumulative final exam on [date/time TBA]

Research Assignment Instructions

RESEARCH ASSIGNMENT PART 1: DEVELOP A RESEARCH QUESTION AND INTRODUCTION

Overview:

The purpose of this assignment is to develop a question and introduction for your research assignment. We will discuss how to develop a research question in a general sense, and we'll read about how to develop a good research question. You need to develop a research question. You'll be working with this topic for the rest of the semester, so choose wisely. I strongly recommend that you begin by reviewing "Step 1: Choosing a Topic to Research" (on the following pages in this packet).

Directions:

Develop a research question. In developing the question, you should briefly explain why this is an interesting research question for both policy and academia. You should also draw upon at least 2 academic articles to situate your question in previous literature. Your question should have something to do with Peace Studies. I do not want to read about your views on abortion or why we should legalize pot, unless you can make clear links to Peace Studies. I've had student who think they know nothing about Peace Studies come up with amazing papers by thinking more carefully about their personal interests. For example, a student interested "only in sports" developed a great paper about how international sporting events (e.g., the Olympics) promote peace by promoting norms of peaceful interactions. Another interested "only in chemistry" considered how scientists working across borders make it easier to solve global health crises. It is honestly difficult to come up with a subject that cannot be connected with Peace Studies (including pot and abortion, to tell you the truth), so think creatively and broadly.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

RESEARCH ASSIGNMENT HANDOUT 1: CHOOSING A RESEARCH TOPIC AND DEVELOPING AN INTRODUCTION

Background

The purpose of this handout is to provide practical guidance for developing a research question. This is the first stage in your research assignment.

Step 1: Choosing a Topic to Research

It is helpful to start with a broad topic and narrow it down to a theoretically and empirically interesting research question or puzzle. Keep in mind that you will spend many months developing and researching a topic for an independent study, senior seminar paper or directed research project, and possibly over a year for a senior honors thesis. So, being passionate about your research topic, while not necessary, does help you get through it.

Choosing a topic, and then developing a question to answer, is often the hardest part of research. Follow these guidelines to get started:

1. Begin by defining a general area of interest. This may come from a passion of yours, a topic you explored in a previous class, a topic you find puzzling or odd, or a required topic for a seminar.
2. Brainstorm. This is called the "starburst" phase of research because you are thinking about many issues within a general area of interest. You might begin reading up on various issues within your general area of interest that lead you to other ideas.
3. While the starburst phase is critical to develop your future research questions, you cannot get stuck here for too long. Depending on the type of project you're doing and the amount of time you have, you will need to make a decision on your topic. Students rarely begin with too narrow of a topic.
4. Hone in on specific aspects of your general interests and make a list. This is critical to developing a question or series of questions (which is your next step in the research process).

Step 2: Developing a Research Question: Turning a Topic into a Research Question

Almost every capstone research project begins with a research puzzle and governing question. The puzzle and the question guide the selection of the remainder of the steps in the research process: identifying appropriate theories, selecting sources of data and information, choosing methodologies, and ultimately, the findings of the project as appropriate for your discipline.

Research Puzzle

A research puzzle is a question or paradox about the causation or the consequences of a particular phenomenon. A "good" research puzzle is theoretically and empirically interesting. The puzzle should make a reader think and typically resonates with readers because a particular phenomenon does not appear to match theoretical expectations. A research puzzle also calls for specific measurable components to the question.¹¹

Governing Question

Your governing question is the question that directs the structure of your research project. It is the question, or questions, you ask to explain your research puzzle. Your governing question derives from competing observations, i.e., observations that appear to be in tension with one another and to indicate a puzzle, problem, discrepancy, mystery or surprise. As you begin to investigate and evaluate scholarly literature, you may need to return to your governing question and revise it. You may find, particularly when abroad, that it is not possible in practice to solve the puzzle or to

¹¹ TIP: Open-ended questions that begin with phrases such as, "how can we understand" or "how can we explain," often lead to vacuous answers. For example, almost anything qualifies as an answer to the question, "How can we understand the nuclear revolution?" A better approach might focus on tangible consequences of nuclear weapons or the threatened use of nuclear weapons in the foreign policy of a major state.

answer the question. There may also be ethical considerations that limit the scope of your research question. This is all part of the research process.¹²

Your governing question informs your research, which, in turn, informs your governing question. Throughout each step of the research process, you need to be reading the literature, identifying the main arguments, evaluating the explanations of key scholars, and determining the practical and ethical constraints of your proposed research question. You might find out that you're asking the wrong questions and therefore need to revise your governing question. You might find a more interesting puzzle as you delve deeper into the existing literature. You might also find that someone else has already answered your specific question. Having a governing question allows you to be flexible in your research plan and to be open to the possibility of change.

Step 2a: How to Develop a Good Research Puzzle

Reading is the most important strategy for developing a good research puzzle. Skim a few articles in recent or bound issues of scholarly journals and see what scholars disagree about. "Review articles" in journals that discuss controversies or areas of study are excellent places to start. Look at the footnotes in your reading assignments for classes. Often times the footnotes or endnotes in an article will highlight existing theoretical or historical debates. Who is citing whom? Who always gets mentioned? Find a particular issue, event or process that sparks your interest. Figure out what the important debates are, and what arguments there are on the topic.

Disciplinary differences exist in identifying a good research puzzle. Your research puzzle and subsequent governing questions may be determined by the discipline you're working in. A challenge for interdisciplinary research, as in International Relations, is how to negotiate an acceptable approach with your advisors.

Keeping disciplinary differences in mind, a good research puzzle may arise from:

1. A historical controversy: Did something happen, or not? And why?
2. Contemporary policy debates: What is the best way to deal with a problem?
3. Theoretical debates: Is one side right or are both sides right?
4. Accepted wisdom: Can you explain it in a better way?
5. From our own observations and experiences. Expect to spend almost as much time defining your puzzle and deciding how to handle it (methodologies) as you spend in researching and writing it!

Step 2b: Types of Research Questions

Disciplinary differences may also dictate the types of research questions you will ask. Keep in mind that no particular research question is "better" or "superior." The only criterion is "appropriate." And whether it is appropriate depends on your interests and what you want to discover. Research is about choices, and often the choice is yours.

Descriptive Questions:

Ask us to precisely describe general patterns, tendencies or a set of facts. A descriptive question is a "what happened" question. Example: What was the role of the UN in the 2003 invasion of Iraq? What does this answer tell us about the role of IOs in the international security environment?

Theoretical Questions:

Explore the full set of factors that cause a condition, event or process. An example is: "Why does democracy develop?" or "Why do states fight each other?" Look for different answers to this question in the literature and evaluate these theories or come up with your own.

Causal Questions

Ask whether a change in one variable will bring change to another variable. An example is "Does the development of

¹² TIP: Research plays a role in every step of the process from identifying a topic to defining a puzzle and developing a question. Once you have transformed your general topic interests into a specific puzzle, you can begin to list your research questions. Are there answers to these questions? What kind of evidence would be necessary to answer these questions? Are there constraints (practical and/or ethical) to investigating the answers? These issues will most likely drive which question, or questions, you decide to focus on for your research.

capitalism lead to the development of democracy?" The hypothesis implicit in this question is that capitalism leads to democracy, and possibly that more capitalism leads to more democracy.

Predictive Questions

Ask what the likelihood is that X will occur. An example is: Will China try to reclaim Taiwan using military means? What factors will affect the outcome?

Policy Arguments

Ask whether one policy is better than another. How do the policies accomplish their objectives? Involves cost/benefit analysis. Are there bad side effects from the policies? Do they achieve the stated objective? Are there other side benefits? An example is: Should the US support an invasion of Iran if they continue their nuclear ambitions? Should the US ease sanctions on Cuba?

Normative Questions

Questions that ask about preferences or values about what ought to happen. An example is: "Should the US give up its nuclear weapons program?" or "Is torture sometimes necessary?"

Step 2c: Importance of Defining (Operationalizing) Terms

On the example in the previous section (4b) of whether capitalism leads to democracy, we need to think of ways to measure and test those two variables. How will we measure the "degree" of capitalism so that we can tell if there is a relationship between it and democracy?

On the example of whether capitalism leads to democracy, we need to think of ways to measure and test those two variables. How will we measure the "degree" of capitalism so that we can tell if there is a relationship between it and democracy? How are we defining and measuring democracy so that we can tell if there is more or less of it? For the latter, we might consider the following measures of democracy: the existence of formal elections; the "free and fair" nature of the elections; the responsiveness of elected officials to public concerns; freedom of the press; voter turnout; development of certain civic values. Which one or ones we choose is determined by how we define democracy and what we really think it means. Each is a concrete way to measure democracy.

Example of refining topic from broad to narrow (too broad to manageable).

Below is a brief narrative of how I arrived at the research question for a paper I recently published.¹³

I was reading on CNN.com about the rivalry developed between Hugo Chavez and President Bush. The article mentioned evidence that Bush (via the CIA) had allegedly attempted to overthrow Chavez in a coup in 2002. This got me thinking about how international actors might influence regime change [**general issue**]. I decided to focus on the US as a potential change agent because there's plenty of information about US activities. I also decided to focus on Latin America for regime change because few external actors other than the US are relevant to the region [**narrowing the focus for practical considerations**]. A review of the literature revealed very little work in this area aside from a handful of specific case studies. This revealed a major hole in the literature – we don't know if international actors even matter for coup attempts [**narrowing the focus based on a review of the existing literature**]. This allowed me to develop a very simple research question: How do signals (relations) from the US to states in Latin America impact the likelihood of coup attempts?

¹³ This paper is available at: http://www.uky.edu/~clthyn2/thyne_JPR_coups.pdf

RESEARCH ASSIGNMENT PART 2: DEVELOP A LITERATURE REVIEW

Overview:

The purpose of this assignment is to develop a literature review for your research assignment. Our class discussion should give you a good background on developing a literature review, and you've read an excellent student example on how to develop a good literature review. For this assignment, you are asked to write a literature review for your research assignment. This should flow seamlessly from your previous assignment (writing a research question), as it does for the examples from published work.

Directions:

Begin by revising the earlier parts of the research assignment (question) based on your previous grading rubric. Next, develop a literature review. The review should flow seamlessly from your previous assignment (writing a research question), as it does for the examples you covered in class. The Knopf article explains "three contexts for literature reviews" (page 127). Your literature review should be geared towards the second context he explains (a preliminary step in a larger research project). Students usually write successful literature reviews by focusing on their independent and dependent variables. For example, if I'm interested in how civil wars impact education, I would begin by reviewing the literature on the impact of civil wars generally, which will likely focus on refugees, lower economic growth, and deaths. Next, I would review the literature that explains education, which will likely cover concepts ranging from curriculum and budgeting. The most critical step will be in critiquing each area of literature, which sets up the hole that your theory will seek to fill. It's quite likely that few have attempted to connect your IV with your DV, which sets up a very easy and interesting critique of the literature. This is what the student did in the excellent example, though it's certainly not the only way to conclude a good literature review.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

**RESEARCH ASSIGNMENT PART 3:
DEVELOP A THEORETICAL ARGUMENT**

Overview:

The purpose of this assignment is to develop a theoretical argument for your research assignment. You've seen examples of how previous students have developed theories. You've also learned about several of the major theoretical approaches to studying peace. The purpose of this project is to develop your own theory, which will provide a potential solution to your research question.

Directions:

Begin by revising the earlier parts of the research assignment (question and literature review) based on your previous grading rubric.

Next, develop a theory. The theory you develop should transition nicely from the earlier sections of this project, including the research question and the literature review. The paper you submit for this assignment will include the research question, the literature review, and the theory. Your theory should include at least 4 academic sources (from either journals or books).

The theory should be original, which means that you are providing an explanation that is not found elsewhere in the literature. You should, however, draw on similar arguments or examples to develop your argument. You should identify an explicit and testable hypothesis from your theory. For example, you might be interested in how the spread of technology impacts conflict between states. In your literature review, you might have found that people explain how technology impacts many things (e.g., economic growth, trade), but nobody has really examined the impact of technology on warfare. This sets up a hole for your theory. In your theory, you work to connect technology with the likelihood of warfare. Technology might improve the ability of leaders to communicate to solve disputes peacefully, which should lower conflict. Technology might also allow the media to play a stronger role of "watch guard" over the leadership, which might make them less likely to engage in conflict. Technology might also decrease the value of territory (versus economies dominated by agriculture, for example), which might decrease the likelihood of conflict. Many more ideas could come here. The point is that each provides a mechanism by which technology should decrease the likelihood of conflict...explaining these mechanisms and providing examples of these mechanisms is how you write a strong theory.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

**RESEARCH ASSIGNMENT PART 4:
DEVELOP A RESEARCH DESIGN**

Overview:

The purpose of this assignment is to develop an empirical test of the hypothesis (or hypotheses) developed in your theoretical argument. This is the next step in your research assignment. You've seen examples of how previous students and scholars have developed and presented their empirical analyses. Now it is your turn to set up a research design to provide tests of your hypothesis.

Let me be clear that I do not expect your design to be anything near as sophisticated as what you have seen in published work. As scholars, we spend literally months or years developing robust tests of our hypotheses. Here, I expect to see that you understand the basic concepts of empirical testing of hypotheses. You are also not required to actually perform any empirical tests. Rather, you should set up a design that could be performed if you had adequate time and funding.

Directions:

Begin by revising the earlier parts of the research assignment (question, literature review and theory) based on your previous grading rubric.

Second, describe your research design. This should include a discussion of your (1) unit of analysis, (2) dependent variable, and (3) independent variable(s). You are not expected to include control variables in your tests, though you might want to discuss a couple of control variables that might be relevant for future research. As you discuss your research design, be sure to explain how the variables match up with the concepts from your theory. For example, if your theory predicts that high levels of state wealth should make coups less likely, you need to briefly explain why your variable (e.g., GDP/capita) is a good indicator of the theoretical concept (e.g., state wealth).

Third, explain how you could perform tests of your hypotheses. You can explain either a qualitative or quantitative approach. Quantitative approaches are expected to be very simple tests, such as crosstabulations, scatterplots, etc. For example, if my hypothesis is that higher levels of democracy should increase state wealth, I might explain how a correlation between the FreedomHouse indicator and GDP would provide evidence of this relationship. If I were taking a qualitative approach, I might explain how I could choose 6 states (3 democracies and 3 non-democracies), and then examine state levels of wealth in each country.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1	1.5
Part 2	4	1.5	2.5
Part 3	2	2	3
Part 4	1	1.5	3

Appendix II
Peace Studies Capstone Seminar (abridged syllabus)
PCE 410
[TERM]

Primary Instructor: Dr. Clayton Thyne

Office: 1625 Patterson Office Tower

Office Hours: TBA

Email: clayton.thyne@uky.edu

Phone: 859-257-6958

URL for Course Syllabus: TBA

COURSE SUMMARY

PCE 410 is designed to provide a “capstone” or conclusion to the Peace Studies certificate program. Prerequisites for this course include (1) completion of PCE 210 and (2) completion of two peace-related elective courses that have received approval by the Director of the Peace Studies program. The objective of this course is to provide an opportunity to conduct independent research on a Peace Studies theme and area selected by the student so that s/he integrates the linkages between the themes, areas, and disciplinary foci of study. PCE 410 provides Peace Studies students a unique first-hand research experience/faculty relationship unique among UK’s College of Arts and Sciences majors.

This course has two main foci, which are aligned with the objectives for UK Core’s *Citizenship-Global Dynamics*. The first is to further the students’ understanding of the multiple issues and processes of peace. While the materials covered in *Peace 201* are meant to provide a background on Peace Studies and relevant theories on the topic, the course materials here are geared towards (1) an improved understanding of the complex and global nature of Peace Studies and (2) development of specific skills to further peaceful resolution of conflicts. Multiple topics will be discussed during in-class sessions, and the topics covered are aligned with the six learning outcomes defined by UK Core.

The course begins by defining the skills of peacemaking, including negotiation, mediation, and efforts towards reconciliation and justice. It then considers how these skills have been applied in the international context, focusing on peacemaking efforts in both civil and international conflicts. The third section looks at peacemaking efforts in the US context, considering peacemaking during the civil rights movement, efforts to minimize conflict over immigration, and the gender equality movement. Next, we discuss specific cases in which peacemaking skills have been used to varying degrees of success, including indigenous rights in Latin America, anti-colonial movements in Asia, and ethnic conflict in Africa. The final section examines efforts to promote long-term peace and reconciliation, including actions taken by the International Criminal Court and UNESCO’s efforts to promote positive peace.

STUDENT LEARNING OUTCOMES

1. Student will demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in this world.
2. Students will demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context.
3. Students will demonstrate an understanding of the civic, and other, complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.
4. Students will demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.
5. Students will demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.
6. Students will demonstrate an understanding of (1) civic engagement and (2) power and resistance as they pertain to the subject matter of the course.

Faculty Mentorship

The primary feature of this course is to provide a “capstone” or conclusion to your Peace Studies work. In addition to regular quizzes, you will conduct independent research on a Peace Studies theme for an international conflict of your choosing. The final assignment will be the production of a policy memo, which is explained thoroughly in the “Paper Assignment” section of the syllabus below. In order to make this process as fruitful as possible, you are required to establish a relationship with a faculty member other than the instructor. Students are encouraged to find faculty mentors on their own. However, if a student does not succeed in doing so, the instructor will take necessary steps to secure such a mentor for the student or else offer alternate means for the student to earn credit for this part of the course. The external faculty member’s role is to help guide you through the research process as s/he sees fit. This might include suggesting readings, reading drafts, or simply having informal conversations about the conflict you chose. How the relationship develops is entirely up to you and your faculty mentor.

Though the relationships may vary, this course requires that you meet with your faculty mentor at least 3 times throughout the semester. You will be required to turn in brief summaries of the “Take away points” from these meetings to assure that you are taking the opportunity to work with faculty seriously. More information about these assignments explained under “Faculty Mentorship Requirements” later in the syllabus.

Required Readings

Students will need to purchase the following book, which are available at the UK Bookstore.

1. Bercovitch, Jacob, and Richard Jackson. 2009. *Conflict Resolution in the Twenty-first Century*. Ann Arbor, MI: University of Michigan Press.

All other required readings and videos will be available on the course's BlackBoard site.

Earning Grades

You will be graded in two ways. The first is a set of quizzes over the assigned readings and lecture notes, which come primarily from the course readings. The purpose of these quizzes is to make sure that you are keeping up with the readings and learning the material. They are meant to be easy for those who are putting in the required time and effort. The second set of assessments comes from the various stages of your research assignment. This assignment will be due in various stages as outlined in the Course Schedule.

I will calculate your final grade based on the following:

Quiz 1: (date TBA): 6% of total grade

Quiz 2: (date TBA): 6% of total grade

Quiz 3: (date TBA): 6% of total grade

Quiz 4: (date TBA): 6% of total grade (cumulative final)

Quiz 5: (date TBA): 6% of total grade (cumulative final)

Capstone Project, Part 1: Summary Statement (due date TBA): 10% of total grade

Capstone Project, Part 2: Analytical Overview (due date TBA): 15% of total grade

Capstone Project, Part 3: Analysis of Management Options (due date TBA): 15% of total grade

Capstone Project, Part 4: Policy Recommendations (due date TBA): 10% of total grade

Faculty Mentorship "Take Away Points": 10% of total grade

The final 10% of your grade will be based on your attendance and participation. You will lose 20% of this grade for each unexcused absence (i.e., if you miss 5 sessions, the best you can do in the course is a B). You must do more than simply attend the sessions to receive your attendance/participation grade. I expect regular participation and will count you as absent if you fail to participate in the discussions.

Final course grades will be based on the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = below 60

Midterm grades will be posted by [date TBA] and will be based on the grading criteria in the syllabus.

NOTE: To save space, we have omitted course policies on (1) absences, (2) missed exams, (3) late assignments, (4) academic integrity, (5) student conduct, (6) disabilities and medical conditions, (7) classroom expectations, (8) Blackboard, and (9) technology requirements. These are all aligned with UK policy and are mostly boilerplate from the TASC website. For the full syllabus, please contact clayton.thyne@uky.edu

Course Schedule

Section 1: The Skills of Peacemaking

Week 1: Course introduction and overview

Week 2: International Conflict Resolution - 1

Readings:

1. Bercovitch and Jackson. 2009. "Chapter 1: International Conflict and Its Resolution: Moving from the Twentieth to the Twenty-first Century."
2. Bercovitch and Jackson. 2009. "Chapter 2: International Negotiation."
3. Bercovitch and Jackson. 2009. "Chapter 3: Mediation and International Conflict Resolution."
4. Bercovitch and Jackson. 2009. "Chapter 4: Arbitration, Adjudication, and International Law."

Week 3: International Conflict Resolution - 2

Faculty Mentor Meeting 1 summary due.

Readings:

1. Bercovitch and Jackson. 2009. "Chapter 5: The United Nations."
2. Bercovitch and Jackson. 2009. "Chapter 6: Peacekeeping."
3. Bercovitch and Jackson. 2009. "Chapter 7: Preventive Diplomacy."
4. Bercovitch and Jackson. 2009. "Chapter 8: Humanitarian Intervention."

Week 4: International Conflict Resolution - 3

Readings:

1. Bercovitch and Jackson. 2009. "Chapter 9: Regional Task-Sharing."
2. Bercovitch and Jackson. 2009. "Chapter 10: Nonofficial Diplomacy."
3. Bercovitch and Jackson. 2009. "Chapter 11: Reconciliation and Justice."
4. Bercovitch and Jackson. 2009. "Chapter 12: Peacebuilding."

Section 2: Conflict Resolution in the International Context

Week 5: Conflict Resolution in the International Context – Background

Quiz 1 covering Weeks 2-4. This will be taken at the beginning of class.

Readings:

1. Wall, James A., John B. Stark, and Rhett L. Standifer. 2001. "Mediation: A current review and theory development." *Journal of Conflict Resolution* 45(3):370-391.
2. Boehmer, Charles, Erik Gartzke, and Timothy Nordstrom. "Do intergovernmental organizations promote peace?" *World Politics* 57(1):1-38.

Week 6: Conflict Resolution in the International Context – Civil Disputes

Policy memo: Analytical overview/background of the conflict due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Readings:

1. Doyle, Michael W., and Nicholas Sambanis. 2007. "The UN record on peacekeeping operations." *International Journal* 62(3):494-518.
2. Svensson, Isak. 2007. "Bargaining, bias and peace brokers: How rebels commit to peace." *Journal of Peace Research* 44(2):177-194.
3. Regan, Patrick M., and Aysegul Aydin. 2006. "Diplomacy and other forms of intervention in civil wars." *Journal of Conflict Resolution* 50(5):736-756.

Week 7: Conflict Resolution in the International Context – Interstate Disputes

Readings:

1. Wilkenfeld, Jonathan, Kathleen Young, Victor Asal, and David Quinn. 2003. "Mediating international crises: Cross-national and experimental perspectives." *Journal of Conflict Resolution* 47(3):279-301.
2. Leng, Russell J., and Patrick M. Regan. 2003. "Social and political cultural effects on the outcomes of mediation in militarized interstate disputes." *International Studies Quarterly* 47(3):431-452.
3. Werner, Suzanne, and Amy Yuen. 2005. "Making and keeping peace." *International Organization* 59(2):261-292.

Section 3: Cases of Protest Movements and Conflict Resolution in the US Context

Week 8: Civil Rights

Faculty Mentor Meeting 2 summary due.

Quiz 2 covering Weeks 5-7. This will be taken at the beginning of class.

Video:

1. "PBS – Civil Rights – Eyes on the Prize." <http://www.youtube.com/playlist?list=PL3E824E42C331714B>

Readings:

1. Meyer, David S., and Steven A. Boutcher. 2007. "Signals and spillover: Brown V. Board of Education and other social movements." *Perspectives on Politics* 5(1):81-93.
2. Carson, Clayborne. 2005. "The unfinished dialogue of Martin Luther King, Jr. and Malcolm X." *OAH Magazine of History* 19(1):22-26.
3. Morris, Aldon D. 1999. "A retrospective on the civil rights movement: Political and intellectual landmarks." *Annual Review of Sociology* 25:517-539.

Week 9: Immigration

Video:

1. "Law professor busts myths about U.S. immigration policy." <http://www.youtube.com/watch?v=HmFaZNI7Wr0>

Readings:

1. Rocha, Rene R., and Rodolfo Espino. 2009. "Racial threat, residential segregation, and the policy attitudes of Anglos." *Political Research Quarterly* 62(2):415-426.
2. Bach, Robert L. 1993. "Recrafting the common good: Immigration and Community." *Annals of the American Academy of Political and Social Science* 530:155-170.
3. Klandermans, Bert, Jojanneke van der Toorn, and Jacqueliën van Stekelenburg. 2008. "Embeddedness and identity: How immigrants turn grievances into action." *American Sociological Review* 73(6):992-1012.

Week 10: Gender

Policy memo: Revised *Analytical Overview* of the conflict plus the new *Analysis of Options for Managing the Conflict* due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Video:

1. "Celebrating 90 Years of Women's Rights." <http://www.youtube.com/watch?v=A2aclDaE2ek>

Readings:

1. Runyan, Anne Sisson, and Mary V. Wenning. 2004. "Prospects for renewed feminist activism in the heartland: A study of Dytonian women's politics." *NWSA Journal* 16(3):180-214.
2. Anderson, Margaret L. "Thinking about women: A quarter century's view." *Gender and Society* 19(4):437-455.

Section 4: Cases of Protest Movements and Conflict Resolution in the International Context

Week 11: Indigenous Rights

Quiz 3 covering Weeks 8-10. This will be taken at the beginning of class.

Readings:

1. Stocks, Anthony. 2005. "Too much for too few: Problems of indigenous land rights in Latin America." *Annual Review of Anthropology* 34:85-104.
2. Castillo, Rosalva Aída Hernández, and Victoria J. Furio. 2006. "The indigenous movement in Mexico: Between electoral politics and local resistance." *Latin American Perspectives* 33(2):115-131.

Week 12: Anti-colonial Movements

Faculty Mentor Meeting 3 summary due.

Readings:

1. Hacker, Susan. 1972. "Violent and non-violent approaches to revolution: A cross national study." *Economic and Political Weekly* 7(2):119-126.
2. Dasgupta, Atis. 1986. "Early trends of anti-colonial peasant resistance in Bengal." *Social Scientist* 14(4):20-32.

Week 13: Ethnic Minorities

Policy memo: Revised *Analytical Overview* of the conflict plus the revised *Analysis of Options for Managing the Conflict* plus new *Policy Recommendations* due on [DATE] at [TIME]. The paper must be submitted on BlackBoard.

Readings:

1. Tsutsui, Kiyoteru. 2004. "Global civil society and ethnic social movements in the contemporary world." *Sociological Forum* 19(1):63-87.
2. Gurr, Ted Robert. 2000. "Ethnic warfare on the wane." *Foreign Affairs* 79(3):52-64.

Section 5: The Path Forward for Conflict Resolution: Reconciliation and Long-term Peace

Week 14: Peace and Reconciliation

Quiz 4 covering Weeks 11-13. This will be taken at the beginning of class.

Readings:

1. Meernik, James. 2003. "Victor's justice or the law? Judging and punishing at the international criminal tribunal for the former Yugoslavia." *Journal of Conflict Resolution* 47(2):140-162.
2. David, Roman, and Susanne Y. P. Choi. 2006. "Forgiveness and transitional justice in the Czech Republic." *Journal of Conflict Resolution* 50(3):339-367.
3. Leebaw, Bronwyn. 2003. "Legitimation or judgment? South Africa's restorative approach to transitional justice." *Polity* 36(1):23-51.

Week 15: Mechanisms for Peace

Readings:

1. Lebovic, James H. 2004. "Uniting for peace? Democracies and the United Nations peace operations after the Cold War." *Journal of Conflict Resolution* 48(6):910-936.
2. Baskin, Gershon, and Zakaria Al-Qaq. 2004. "YES PM: Years of experience in strategies for peace making." *International Journal of Politics, Culture, and Society* 17(3):543-562.
3. Ilean, Suzan, and Lynne Phillips. 2006. "Global rationalities of security and UNESCO's culture of peace campaign." *Anthropologica* 48(1):59-71.

Week 16: Finals Week

1. Policy memo including all facets of the assignment 1-4 due on [date/time TBA]. This should include the (1) summary statement, (2) analytical overview, (3) analysis of policy options, and (4) policy recommendation.
2. Quiz 5 covering Weeks 14-15 will take place on [date/time TBA]

**Paper Assignment:
Conflict Analysis and Policy Recommendation**

1. Background

The final paper for this class is an analysis and policy recommendation of a *current* issue or conflict within the international community. Thus, the paper is a specific type of policy memorandum. Policy memoranda are prepared by analysts who work in both the public and private sector. They are read by a variety of government agencies as well as a wide array of clients from foreign investors to nongovernmental organizations to rebel leaders. A client typically requests such a memorandum when they must make a decision to take action (or not take action). In a memorandum, analysts explain the origins of the problem, identify the options available to the client, assess the consequences (both positive and negative) that would follow from each option, and recommend an option (or some combination of options).

The exact topic and audience of the paper is up to you. You are encouraged to follow your interests and to build upon the knowledge you have learned in other courses. In writing the paper, you are supposing that there is a leader or organization that is in the need of your advice. For example, if you are writing about Afghanistan, the audience could be the Obama administration, or, if you are writing about Darfur, the audience might be the U.N. Security Council. In order for us to assess the quality of your paper, *it is critical that you make the audience or client of your paper clear from the very beginning of the paper* and address your recommendations to that audience throughout. You should also write your paper with a clear sense of the objectives of your client in mind. In order to convince them that you can solve their problem, you should try to see the conflict from their perspective.

2. Your research and analysis

Your paper should be 12-15 pages double-spaced pages (1 inch margins, "Times New Roman").

The information guiding your analysis and recommendation should come from three sources. First, you should draw on the readings you've done in your major and minor fields. This capstone project is meant to bring the wealth of knowledge you have gathered over the past years into a single project, so think critically and creatively about how you might bring this together. Second, you must look more broadly for source material in both explaining the issue and past conflict resolution efforts. Third, in the first part of the course we will cover a variety of conflict resolution methods. The final part of the policy memo should draw on these as potential avenues for conflict resolution.

When you use sources, please give proper credit to the source with in-text citations and a list of references at the end, using MLA style. If you are unfamiliar with university policies on plagiarism, please consult the university documents that define these). Your "works cited" page does not count towards the 12-15 page limit.

3. Submission of your paper

Your paper will be due in various stages to assure that you get plenty of feedback on your work. My goal is for everyone in the class to receive an A on this project, and I will offer a plethora of support to achieve this goal, and I very much encourage you to have me read drafts before the due dates. I will be more than happy to update your grade as you make revisions to improve your memo. For example, the Analytical Overview is initially due in Week 6. You will subsequently turn in revised drafts of the Analytical Overview in Weeks 10 and 16. Improvements to the Analytical Overview beyond week 6 will result in an improvement of your grade for that part of the memo.

All work must be submitted on the course BlackBoard page according to the following schedule:

1. Summary Statement: Week 16 [add specific date/time when available]. Please note that this is the first part of the memo. However, it will include information that will not be known until Parts 2-3 have been completed. Thus, it makes the most sense to write this part after Parts 2-3 have been completed, and it will not be graded until the end of the term.
2. Analytical Overview: Week 6 [add specific date/time when available].

3. Analysis of the Options for Conflict Management: Week 10 [add specific date/time when available]. Please note that this submission should include both (1) your revised Analytical Overview and (2) your new Analysis of the Options for Conflict Management.
4. Policy Recommendations: Week 16 [add specific date/time when available]. Please note that this submission should include all facets of the paper, including (1) the Summary Statement, (2) the revised Analytical Overview, (3) the revised Analysis of Options for Conflict Management, and (4) Policy Recommendations.

4. Paper Format

Your paper should include the following elements:

4.1. Summary statement (1 page or less). Open with a concise summary of the central points of your analysis and proposal. You may want to give this section the heading "Summary" or (even better) a section heading that expresses the main point of your paper (which is your strategy for dealing with the conflict/topic in question, your policy recommendation). A summary statement (or executive summary) is simply what an introductory paragraph is called in a policy memorandum. You want your main message to grab the attention of your audience immediately. Although you will not be able to explain all the details of your analysis or proposal, your audience should be able to understand both your diagnosis of the problem and the essence of your solution to it in the first paragraph.

More specifically, your summary should include (1) the issue; (2) why a decision is needed; (3) what key info is contained in the memo; (4) course of action recommended.

4.2. Analytical overview of the conflict (4 to 7 pages). Put your policy proposal in context by addressing the following questions (4 to 7 pages):

- a. What is the primary cause of the conflict?
- b. What is the historical and social context of the conflict?
- c. What are the interests of the main actors involved in the conflict (e.g., populations within society, the rebel or terrorist group, the state)?
- d. What is the current state of the conflict (e.g. have any conflict management strategies failed? is the problem getting worse or better)?
- e. How has the issue evolved to become a concern to the policymaker?

It is important that your overview does not merely list events in the conflict, but provides an argument for the underlying causes of the conflict. Indeed, other than a few basic facts, all of the information in this section should be geared towards *supporting your argument about the origins of the conflict*. A convincing explanation will require doing research and citing reports and studies of the conflict as well as referring to the theoretical readings covered in the course. Note that by arguing that a conflict is motivated by "relative deprivation" or the "economic rewards of rebellion," you are conveying a great deal of information with a short phrase.

Because the validity of your solution depends on the validity of your diagnosis of the problem, it is essential that you do not take this part of the assignment for granted. In particular, you should recognize that your client may already have an *alternative* understanding of the origins of the conflict that is very likely derived from one of the theories of conflict covered in your other courses. In addition, your analysis will be judged by the persuasiveness of the evidence you present to support *your* explanation of the causes of conflict (and undermine others). We will spend a great deal of time discussing what constitutes compelling evidence and the application of those concepts will be rewarded.

4.3. Analyze the options for managing the conflict (5 to 7 pages). What can be done to resolve the conflict? State the options (alternative strategies) clearly and crisply. Once again, remember that you are trying to maintain the attention of your audience. Which strategies will work? Which will fail? Why? In order to answer these questions should do the following:

- a. Predict the consequences of each alternative. Most options will have a mixture of desired and undesired consequences. Some options may be ineffective. The consequences of other options may be uncertain. You should identify these consequences and uncertainties.
- b. Provide evidence for your predictions. Do not assume that your audience will believe your predictions without a compelling reason to do so. Following a new course of action entails significant risks and your client is

unlikely to follow your vision blindly. Drawing on cases external to your conflict as examples would be useful here.

- c. The most convincing evidence for your predictions in this paper will come from professional research about political violence and analogous real world cases in which similar policies have been implemented. In other words, *it is essential that you justify your expectations by grounding them in the literature discussed in this course as well as your own research.*

4.4. Policy recommendation (1 page or less): What policy option or combination of options do you recommend? Summarize your argument for why your strategy is better than the alternatives. This is the conclusion of your policy recommendation.

5. Faculty Mentorship Requirements

You must meet with your faculty member at least three times throughout the semester to discuss your policy memo. To make these discussions fruitful, you must turn in a brief summary of your discussions. The due dates for these discussions are outlined in the course schedule.

5.1. Meeting 1:

Purpose: This discussion should focus on two areas, both of which are critical for developing a good policy memo. First, you should develop a basic understanding of the conflict you have chosen. Second, you should know the relevant policymaker that will be the audience for your memo. At a minimum, you should discuss potential readings to help you better understand your conflict. You should also try to decide which policymaker would be best suited to deal with the situation.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the conflict.
3. Summary of the discussion regarding the relevant policymaker.
4. Potential readings.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-4 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.2. Meeting 2:

Purpose: At this point, you should already have a conflict under study and a policymaker decided. In this meeting, you should try to accomplish two tasks. First, solidify your understanding of the conflict you chose. You should be an expert on your conflict at this time. If you are not, discuss other readings or information sources that you might use to become an expert. An expert knows both the historical background of the conflict, the current situation of the conflict, and past attempts at conflict resolution. Be sure you know all three well. Second, you should be developing theoretically strong and persuasive arguments about what the policymaker should do about the conflict. Work with your faculty mentor to consider the pros and cons of your favored approach, and the pros and cons of alternative approaches.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding the historical background of the conflict, the current situation, and past conflict resolution attempts.
3. Summary of the discussion regarding your policy recommendation and alternatives, focusing on the pros and cons of each.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-3 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

5.3. Meeting 3:

Purpose: At this point, your policy memo should be almost complete. Your purpose here is to tie up any loose ends. The feedback you have received on your policy memo would be a good place to start here in deciding topics to further strengthen your memo. If the faculty member is willing, it would be a good idea to have him/her read a full draft of the memo for comments and suggestions. Beyond that, this meeting will vary largely depending on your specific needs. Some students might need more discussion on the background of the conflict, while others might need help in clarifying policy recommendations. It will be up to you to decide how to best use this meeting to improve your policy memo.

Requirements: You must provide a brief summary of your meeting with the faculty mentor. This summary can be very brief (<1 page). It must address the following:

1. Date of the meeting and the faculty mentor's name.
2. Summary of the discussion regarding your specific needs.

Grading: This assignment is essentially a pass/fail assignment, which means that you'll receive 100% credit for addressing points 1-2 above in any manner. Bulleted lists and incomplete sentences are fine here. Your effort should be geared towards a good discussion with your mentor, not in writing a beautiful summary of your discussion.

6. Evaluation

The following rubrics will be used to grade each part of the policy memo.

POLICY MEMO PART 1: SUMMARY STATEMENT

Criteria	Score (1-5)
Does the summary statement concisely summarize the central points of the analysis and proposal? Comments: [professor comments here]	■
Does the summary statement grab the attention of the reader? Is the relevance of this conflict explained well? Comments: [professor comments here]	■
Are the diagnosis of the problem and the essence of the solution clear? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or continue reading? Comments: [professor comments here]	■

POLICY MEMO PART 2: ANALYTICAL OVERVIEW OF THE CONFLICT

Criteria	Score (1-5)
Does the memo clearly address the primary cause of the conflict? Is appropriate evidence used to address the cause of the conflict? Comments: [professor comments here]	■
Is sufficient background given to understand the historical and social context of the conflict? Comments: [professor comments here]	■
Are the interests of the main actors involved in the conflict clear? Does the memo address the most relevant actors? Comments: [professor comments here]	■
Is the current state of the conflict clearly explained? Are past efforts to resolve the conflict covered well? Comments: [professor comments here]	■
Will policymaker understand why this conflict should be a concern to him or her?	

Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I have to do more reading to understand basic information on the conflict? Comments: [professor comments here]	■

**POLICY MEMO PART 3:
ANALYSIS OF OPTIONS FOR MANAGING THE CONFLICT**

Criteria	Score (1-5)
Does the memo clearly explain what should be done to resolve the conflict? Comments: [professor comments here]	■
Is the proposed resolution sufficiently grounded in the conflict resolution literature? Is evidence given to support the policy recommendation? Comments: [professor comments here]	■
Does the memo clearly state the pros and cons of the proposed solution? Does it analyze the likelihood of success or failure? Comments: [professor comments here]	■
Are alternative solutions addressed? Does the memo address key pros and cons of alternative solutions? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the policy recommendation? Comments: [professor comments here]	■

**POLICY MEMO PART 4:
POLICY RECOMMENDATION**

Criteria	Score (1-5)
Does the memo clearly state the policy that should be followed? Comments: [professor comments here]	■
Is the argument upon which the policy recommendation is founded summarized well? Comments: [professor comments here]	■
Will the policymaker understand why the proposed recommendation is preferable to alternatives? Comments: [professor comments here]	■
Does the assignment represent advanced undergraduate-level work? If I were the policymaker, would I throw this in the trash or seriously consider the recommendation? Comments: [professor comments here]	■

Appendix III
Peace Studies Program
Electives Requirement
Student Approval Form

As a student in the Peace Studies Program, you are required to take a minimum of two electives involving a minimum of 6 credit hours. This is in addition to PCE 201 and PCE 410. While *PCE 201* will provide you with a general background on a broad array of areas for study and methods of inquiry, the electives will be geared towards allowing you to focus on particular areas of emphasis that best meet your interests. These particular areas of emphasis will then be brought back into the Peace Studies framework in the capstone course (*PCE 410*).

Peace Studies Electives require approval of the Director to count towards the Peace Studies Certificate requirement. The Director will deem a course as appropriate if at least 50% of the course is geared towards one or more of the following Focus Areas:

- Focus Area I: Peacebuilding. Addresses systems and infrastructure needed to create more peaceful societies.
- Focus Area II: Peacemaking. Addresses leadership skills, skills for resolving and transforming conflict.
- Focus Area III: Promoting Understanding, Cooperation, and Development. Addresses cross cultural issues, international organizations, economic and social development.
- Focus Area IV: Addressing Global and Regional Pressures. Addresses problems of population, scarcity, trade, sustainability, ecosystems, climate, and immigration.

Please note that it is not the intent of the Peace Studies Director to force you to take courses outside of your area of interest or to force you to take courses beyond the minimum required for your academic major or minor. If unsure, it would be safest to ask if the course meets the Peace Studies requirements prior to enrolling in the course.

Student requirements:

Before taking a Peace Studies elective, the student should provide the Director with a syllabus of the course (a recent version for the same course from the same instructor is fine). This can be done in hard copy form or by emailing the Director at clayton.thyne@uky.edu.

Upon approval, the Director will provide you with a signed copy of the form on the following page. A copy of the signed form will also be placed in your file.

**Peace Studies Program
Electives Requirement
Student Approval Form**

Student name: []

Student ID: []

Course meeting Peace Studies elective requirements: []

Course instructor: []

Term of course offering: []

The signature below confirms that this course has been deemed acceptable towards the elective requirements of the Peace Studies Program.

Director signature: _____

Date: _____

Appendix IV
Peace Studies Capstone Seminar
PCE 410
Faculty Mentorship Contract

Brief overview:

Students taking the Peace Studies Capstone Project and Seminar are required to write a policy memo to propose a specific solution to some international conflict. “International conflict” is defined very broadly, and could relate to a variety of issues (e.g., civil or interstate wars, management of water rights, humanitarian disasters, the AIDs pandemic, environmental concerns). This memo will require the students to develop (1) a summary statement, (2) an analytical overview of the conflict, (3) options for managing the conflict, and (4) policy recommendations for a solution to the conflict.

As the students develop their policy memo, they are required to receive advice and mentorship from a faculty member at UK with expertise on the conflict. At a minimum, the students must meet with the faculty mentor at least three times during the semester.

Requirements of the faculty mentor:

The faculty member must be willing to meet with the student at least three times throughout the semester. These meetings may be quite short, perhaps 15 minutes each. This is the *only* thing required of the faculty mentor. The faculty member may choose to go well beyond this as s/he sees fit (e.g., meeting frequently, reading drafts of the memo, suggesting a grade for the final project).

Requirements of the student:

The student is responsible for (1) establishing a faculty mentor relationship, (2) scheduling at least three meetings during the semester, and (3) providing summaries of the meetings. Details are described in the course syllabus. The faculty mentor relationship must be established prior to the last date to add a class. The information below must be filled out and submitted to the Peace Studies Director prior to enrolling in the Peace Studies Capstone Seminar.

Student name: []

Faculty name: []

Student ID number: []

Faculty telephone: []

Student telephone: []

Faculty email: []

Student email: []

Faculty department: []

Signatures:

Student: _____

Faculty mentor: _____

Peace Studies Director: _____

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Friday, April 19, 2013 1:14 PM
To: Brothers, Sheila C
Subject: Accountancy university scholars
Attachments: MSACCUiversityScholarsProposal.docx

This is a recommendation that the University Senate approve the establishment of a new university scholars program for: Master's of Science in Accountancy, in the Von Allmen School of Accountancy within the Gatton College of Business.

Revised proposal attached.

Background:

The MS Policy Committee whose members are graduate accounting faculty who teach in the MSACC program completed a program review of the MSACC program during the 2007/08 academic year. The Committee decided to consolidate the two then existing tracks of financial accounting and tax accounting. An innovative feature of the revised MSACC program is that students have the option to integrate their coursework with preparing for and taking the CPA exam. The MSACC courses are scheduled to facilitate this integration and provide an innovative lock-step course sequence for the accounting classes. The MSACC program consists of thirty credit hours of which twenty four credits are in required courses and students have the choice of six graduate elective credits.

The overall objectives of the MSACC program are to:

- improve communication and technology skills expected in the accounting profession,
- gain valuable knowledge about the accounting profession,
- develop leadership and teamwork skills especially in researching accounting issues, and
- enhance problem-solving skills and the ability to think logically and analytically.

Since the MSACC program is designed to cover more advanced material in the accounting discipline and attain higher levels of learning, applicants must have completed the following undergraduate accounting prerequisite courses and earned at least a B letter grade in each course.

ACC 201 -Introduction to Financial Accounting	ACC 324 -Accounting Information Systems
ACC 202 -Managerial Accounting	ACC 403 -Auditing
ACC 301 -Intermediate Accounting I	ACC 407 -Concepts of Income
ACC 302 -Intermediate Accounting II	ACC 418 -Cost Management

The MSACC program has been recognized nationally for its pass rates on the CPA exam. The August 2009 graduating class placed 6th nationwide, and the August 2010 graduating class placed 4th nationwide for pass rates on the CPA exam among advanced degree programs. The National Association of State Boards of Accountancy (NASBA) no longer publishes rankings for advanced degree programs as of 2011. However, our program would have continued to place in the top ten nationally given that our pass rates are higher in 2011 compared to the two prior years. Our pass rates for all 4 parts of the CPA exam were 78.5%, 77.7%, and 85.7% for the years 2009, 2010, and 2011, respectively. According to NASBA statistics, the average pass rate for all four parts on the CPA exam is 26.9% for candidates with 43+ credits in accounting, and 21.1% for candidates with any master's degree. A number of our MSACC graduates have received awards through the Kentucky Society of CPA's for highest scores on the CPA exam.

We believe our participation in the MSACC program will enhance our chances of encouraging our best students to continue their graduate studies here at UK. The word is out that we have outstanding students in our accounting program, and competing universities are offering full scholarship awards to our undergraduate accounting majors.

Proposal:

The MS Policy Committee has unanimously agreed that the MSACC Program should petition to participate in the University Scholars Program under the following admission criteria:

- Students would apply at the end of their junior year after completing 90 credits and have senior standing.
- Applicants must have completed at least 18 credit hours in accounting and all University Studies requirements. Applicants who are non-accounting majors would be admitted as long as they meet the undergraduate accounting prerequisite requirements.*
- Applicants would need to have a minimum GPA overall of 3.2 and a minimum GPA in accounting of 3.5
- Applicants who are accepted into the program would not need to take the GMAT exam but would be required to have a minimum ACT score of at least 26.
- Applicants who do not meet the minimum ACT score of 26 would be required to take the GMAT exam and score at least 600.
- Candidates accepted into the program would be permitted to take six graduate credits during their senior year and these credits would be limited to graduate elective courses. Since the required courses in the MSACC program are in lock-step with the CPA exam, taking graduate accounting courses as early as the senior year would have a negative effect on the candidate's ability to pass the professionally licensed CPA exam.**

Our assessment of the program will first consider enrollment of UK students. We estimate 15-20 students would be interested in the program initially and expect this number to increase in 5 years to 25-30 students. Currently we are losing many of our best students to competing universities and this will be an excellent opportunity to keep our best at UK for the 5th year. Many of the top ten programs also offer 3-2 year programs for student retention and to best prepare their students for accounting careers as CPAs. We will also monitor pass rates on the CPA exam and job placement statistics.

* Most applicants would not have all the accounting prerequisites met by their junior year and they would be taking accounting prerequisite courses such as ACC 403, ACC 418 and their senior accounting elective during their 4th year of study. Their acceptance into the University Scholars program would be contingent upon them completing the remaining accounting prerequisite courses with at least a 'B' letter grade. The vast majority of our students complete ACC 201 and ACC 202 in the fall and spring semesters, respectively, during their sophomore year. They complete ACC 301 and ACC 324 during the fall semester of their junior year, and complete ACC 302 and ACC 407 during the spring semester of their junior year. Thus, they would have completed 18 credits in accounting which is a condition for admission into the program.

** The two graduate electives do not need to be in the accounting area, however, the other 8 required courses in the MSACC program: ACC 507, ACC 516, ACC 601, ACC 617, ACC 621, ACC 624, & MGT 641- Legal Issues for Accountants, are all related closely to CPA exam topics and they are completed in lock step while the students sit for each section of the CPA exam during the 5th year.

Please contact John Smigla, MSACC Director, at johnsmigla@uky.edu or 323-9683 if any further information is needed.

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Friday, April 19, 2013 12:04 PM
To: Brothers, Sheila C
Subject: BA/BS ICT
Attachments: ICT Undergraduate Proposal 04192013.pdf

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA/BS program: Information Communication Technology in the School of Library & Information Sciences within the College of Communication and Information.

Note: revised version attached, 4.19.2013

NOTE: The proposal has been modified to represent a proposal for consideration of an undergraduate Information Communication Technology (ICT) program only. The proposals for a 3+2 and master's program will proceed separately.

To: H. Dan O'Hair

From: Jeff Huber



Date: August 27, 2012

Re: Information Communication Technology Program Proposal

Attached please find a proposal for a new Information Communication Technology (ICT) Program to be housed in the School of Library and Information Science. The proposal outlines plans for a new ICT undergraduate major and new ICT master's degree program with 3+2 options to matriculate from the undergraduate major through the master's program. The undergraduate major can be completed without pursuing the master's degree; the master's degree can be completed without having completed the undergraduate major. Two emphasis areas in the undergraduate major include:

- Commercialization
- Technology Management

Three emphasis areas for the standalone master's degree program and 3+2 options include:

- Health
- Policy and Regulation
- Technology and Analytics

The proposed ICT curriculum includes courses from all academic units in the College of Communication and Information as well as courses from the College of Education, College of Health Sciences, and College of Public Health.

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

1. General Information:

College:	<u>College of Communication and Information</u>	Department:	<u>School of Library and Information Science</u>
Major Name:	<u>Information Communication Technology</u>	Degree Title:	<u>BA, BS</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Date of Contact with Assoc. Provost for Academic Administration ¹ :	<u>7/30/2012</u>	Today's Date:	<u>9/17/2012</u>
Accrediting Agency (if applicable):	_____		
Requested Effective Date:	<input type="checkbox"/> Semester following approval. OR <input checked="" type="checkbox"/> Specific Date ² : <u>Fall 2013</u>		
Contact Person in the Dept:	<u>Dr. Jeff Huber</u>	Phone:	<u>7-2334</u> Email: <u>jeffrey.huber@uky.edu</u>

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	_____	<u>3</u>
Humanities	_____	<u>3</u>
Social Sciences	_____	<u>3</u>
Natural/Physical/Mathematical	_____	<u>3</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	_____	<u>3</u>
Statistical Inferential Reasoning	_____	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	_____	<u>3</u>
Global Dynamics	_____	<u>3</u>
Total General Education Hours		<u>30</u>

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

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

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

NEW UNDERGRADUATE PROGRAM FORM

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

Courses from other departments are included. Programs included Instructional Communication, School of Journalism and Telecommunications, Clinical Leadership and Management and Education.

4. How will University Graduation Writing Requirement be satisfied?

<input checked="" type="checkbox"/> Standard University course offering	Please list: _____
<input type="checkbox"/> Specific course	Please list: _____

5. How will college-level requirements be satisfied?

<input checked="" type="checkbox"/> Standard college requirement	Please list: <u>For the BA, either the 202 level of a foreign language or 6 credits in LIN; STA 210. For the BS, 9 credits in MA, STA or CS beyond the UK Core, of which 3 credits must be in STA; 60 credits of science courses, with at least 48 of those credits outside the College of Communication and Information.</u>
<input type="checkbox"/> Specific required course	Please list: _____

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

N/A

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

ICT 200, Information Literacy & Critical Thinking (3); ISC 201, General Information Sources (3); ICT 202, Technology for Information Services (3); ICT 205, Issues in Information and Communication Technology Policy (3); ICT 300, Information and Communication Technology in Society (3); (3); ICT 301, Introduction to Databases (3); ICT 330, Information Retrieval (3); ISC 497, Consumer Behavior (3); ICT 496, Internship in ICT (3).

8. Does program require a minor?

Yes No

If so, describe, including credit hours. _____

9. Does program allow for an option(s)?

Yes No

If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any: Students will choose one of two emphasis areas, either ICT Commercialization or Technology Management. The Commercialization emphasis has two required courses, ISC 161, Introduction to Integrated Strategic Communication (3) and ISC 361, Media & Database Management (3), plus two 3-credit elective courses chosen from a group of 7 possibilities. The Technology Management and Economics emphasis has two required courses, ICT 202, Technology for Information Services (3) and ICT 303, Systems Analysis (3), plus two 3-credit elective courses chosen from a group of 13 possibilities.

10. Does the program require a certain number of credit hours outside the major subject in a related field?

Yes No

If so, describe, including credit hours: _____

11. Does program require technical or professional support electives?

Yes No

NEW UNDERGRADUATE PROGRAM FORM

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

If so, describe, including credit hours: _____

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

If so, describe, including credit hours: _____

13. Summary of Required Credit Hours.

a. Credit Hours of Premajor or Preprofessional Courses:	_____	Not Applicable <input checked="" type="checkbox"/>
b. Credit Hours for Major Requirements:	<u>42</u>	
c. Credit Hours for Required Minor:	_____	Not Applicable <input checked="" type="checkbox"/>
d. Credit Hours Needed for Specific Option:	<u>12</u>	Not Applicable <input type="checkbox"/>
e. Credit Hours Outside of Major Subject in Related Field:	_____	Not Applicable <input checked="" type="checkbox"/>
f. Credit Hours in Technical or Prof. Support Electives:	_____	Not Applicable <input checked="" type="checkbox"/>
g. Minimum Credit Hours of Free/Supportive Electives:	<u>24</u>	Not Applicable <input type="checkbox"/>
h. Total Credit Hours Required by Level:		
100: <u>0-3</u>	200: <u>15-21</u>	300: <u>18-24</u>
400-500: <u>6-12</u>		
i. Total Credit Hours Required for Graduation:	<u>120</u>	

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

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

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	_____	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

NEW UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:



Major Name and Degree Title: Information Communication Technology

Proposal Contact Person Name: Jeffrey T. Huber Phone: 7-2334 Email: jeffrey.huber@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Library Science Faculty	8/24/2012	Dr. Jeffrey T Huber / 7-2334 / jeffrey.huber@uky.edu	
College of Communication and Information	9/24/2012	Dean O'Hair / 218-0290 / ohair@uky.edu	
College of Education	8/14/2012	Dean O'Hair / 7-2813 / mjohair@uky.edu	See attached letter
College of Public Health	8/14/2012	Dean Wyatt / 8-2247 / swwyat2@uky.edu	See attached letter
College of Health Sciences	8/14/2012	Dean Stewart / 323-1100 / sharon.stewart@uky.edu	see attached letter

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	12/19/12	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

PROPOSAL FORM

General Information

1. Degree Level and Designation: Bachelor of Science
(Ex. Master of Arts, PhD, Bachelor of Science, etc.)
2. Title of Proposed Major: Information Communication Technology
(Ex. Linguistic Theory, International Finance, Rhetoric and Writing, etc.)
3. CIP Code: _____
4. College and Educational Unit Proposing This Program: College of Communication / School of Library and Information Science
5. Effective Date: Sem following approval OR Other Fall 2013
6. Anticipated Date for Granting First Degree: Spring 2018

Contact Information

7. Who is submitting this proposal and overseeing its completion?

Name: Dr. Jeffrey Huber Title: Director

Email: jeffrey.huber@uky.edu Phone: 859-257-2334

8. Who will be the Program Director for this Degree?

Name: Jeffrey Huber Title: Director

Email: jeffrey.huber@uky.edu Phone: 859-257-2334

MISSION

9. **Provide a brief description of the program:** (130 word limit)

The Information Communication Technology (ICT) program strives to educate students to assume leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed.

10. **List the Objectives of the Proposed Program:** Note: this is not the place to list student learning outcomes. The question refers to the program itself. Program objectives should deal with the specific institutional and societal needs that this program will address. (200 word limit)

Information Communication Technology (ICT) programs strive to educate students to assume leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. The broad cluster of occupations that fall within the ICT arena include software and applications programmers, computer network professionals, database and systems administrators, IT security officers, ICT business and systems analysts, telecommunications engineering professionals, multimedia specialists, Web developers, technical support, and quality assurance and testing. The objectives of the proposed program educating and preparing students for a successful career in the ICT field in a global economy ever more dependent upon technology. This will be accomplished by exposing students to theoretical underpinnings of ICT as well as practical applications of technology.

11. **Does this program allow for academic options?** __Yes__ (NOTE: be aware of the new CPE naming conventions) If yes, list below:

Undergraduate options = Tracks

Master's options = Concentrations

Doctoral options = Specializations

a. Name: Commercialization

Description: Emphasis in commercialization related to ICT (20 word limit)

b. Name: Technology Management and Economics track

Description: Emphasis in technology and economics (20 word limit)

(include more options as needed)

QUALITY

12. **Describe how the proposed curriculum will achieve the program objectives.** (100 word limit)

Broadly stated, students will learn how to use technology to enhance communication and the use of information in organizations. Using an interdisciplinary curriculum, students will gain an understanding of the application of ICT in a variety of settings. Students at the undergraduate level will have the option to focus their studies in two areas – *commercialization or technology management and economics*.

13. What are the intended student learning outcomes of the proposed program? (100 word limit)

- Understand the history of ICT and define its importance in contemporary society.
- Locate ICT within the overall context of the client information environment.
- Recognize, evaluate, and determine emerging policy issues.
- Develop skills to critically evaluate information retrieval sources.
- Develop best practices relating to human interaction with, and processing of, information.
- Understand current issues and best practices related to data security.
- Understand the basic ICT hardware and software technologies.
- Develop practical skills to manage Web sites.
- Apply principles, concepts, and skills within a particular emphasis area.

14. Is there a specific accrediting agency related to this program? If so, identify and indicate if you plan to seek accreditation: No

15. How will the program support or be supported by other programs within the institution? (50 word limit) (Ex. shared faculty, shared courses, collaborative research, etc.) This program will share courses across the College of Communication and Information and the colleges of Education, Public Health and Health Sciences.

16. Will this program replace or enhance any existing program(s) or options within an existing program? If so, please specify. No

17. Give an estimated faculty/student ratio in the major: .054

18. Highlight any distinctive qualities of this proposed program. (150 word limit)

- Are any of your faculty nationally or internationally recognized for expertise in this field?
- Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution?
- Do you have any specialized research facilities or equipment that are uniquely suited to this program?

This program will be the only one of its kind in the state. It will build on existing strengths within the School of Library and Information Science and the College of Communication. This program will be interdisciplinary, including courses from the colleges of Education, Public Health and Health Sciences. Whereas existing programs in the state focus on the development of IT

resources, the proposed ICT program will focus on the application of IT within a variety of settings reflective of today's global workplace.

19. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Admission to the University is sufficient for admission to the School of Library and Information Science as an Information Communication Technology premajor for students who have completed less than 45 semester hours. Students will be assigned an advisor upon acceptance into the program. This program will require students to maintain a 3.0 GPA. Students who earn a second C (or lower) will be dismissed from the program. Students will have to complete an internship and program portfolio.

20. Clearly state the degree completion requirements for the program, other than completion of coursework. (Ex. projects, presentations, internships, capstone projects, etc.) Students will be required to complete an internship their final semester in the program. All students will be required to complete a program portfolio as well.

21. Provide the following information for the program and for each option (some categories may not apply to all programs):

- a. Total number of hours required for degree: _____ (If this number exceeds 120, please explain) 120
- b. Number of hours in degree program core: 42
- c. Number of hours in concentration: 30
- d. Number of hours in guided electives: 0
- e. Number of hours in free electives: 24
- f. Total number of hours required by level:

100 _0-3_ 200 _15-21_ 300 _18-24_ 400 _6-12_ 500 ____ 600 ____ 700 ____ 800 ____ 900 ____

22. Will this be a 100% distance-learning program?

No

23. Does a significant portion of this program use distance-learning technologies? If so, please describe. Students will be able to take 9 hours in online courses.

24. Will there be any collaboration with other institutions required or utilized in this program? No

DEMAND, NEED, and RATIONALE FOR PROGRAM

25. Show evidence to support the need and demand for this proposed program. (Ex. student demand, career opportunities, recent trends in the discipline, etc.) The U.S. Department of Labor (USDL) projected growth rates for employment in the ICT sector trends favorably for the

ten-year forecast period. Employment projections in most job categories reflect double-digit percentage increases over that term. Employment availability in two categories (Information Security Analysts, Web Developers, and Computer Network Architects (107%); Media and Communication Workers, All Other (148%)) already exceeds the projected numbers for 2020.

- 26. Are you aware of any similar programs already being offered in Kentucky?** There are very few similar programs in the state. Other Kentucky based programs are highly computer science focused. Our proposed program will emphasize the practical application of technology, in a variety of settings, to connect people, organizations, and communities to enhance their ability to succeed
- 27. Identify the applicant pool, primary feeders, and how potential students will be recruited.** It is believed that this program will recruit new undergraduate students who may not have previously considered the University of Kentucky. Prospective students will be recruited through traditional means – web site, UK student recruitment events, direct mail. In addition, the department may explore the possibility of online advertising as well.

REVIEW AND ASSESSMENT

- 28.** How will the Student Learning Outcomes for the program be assessed? Artifacts from the program portfolio will be assessed compared to student learning outcomes.
- 29.** What are the plans to evaluate students' post-graduate success? The program faculty will administer surveys to graduates to assess student success (employment or further graduate study). Employers will also be surveyed to determine how well the program prepares students for employment.
- 30.** What are the plans for evaluating achievement of the Program Objectives, consistent with the institutional mission?
Faculty will survey ICT program alum to determine how well the ICT curriculum prepared them to either work or continue their education in a technology driven global economy. Faculty will also survey employers to determine how employers view the effectiveness of the ICT curriculum in preparing graduates to enter the workforce. The survey results will then be used for iterative refinement of ICT curriculum.
-

NOTE: In addition to these questions, please complete the indicated portions of the appropriate form posted at the Senate web site :

NEW UNDERGRADUATE PROGRAM FORM – Please include Questions 2-13, and 15.

NEW MASTERS DEGREE PROGRAM FORM – Please include Questions 1-11.

NEW DOCTORAL DEGREE PROGRAM FORM – Please include Questions 1-12.

NEW GRADUATE AND PROFESSIONAL CERTIFICATE FORM: Questions 1-11 of the New Master's Degree Program Proposal form.



School of Library
& Information Science

**INFORMATION COMMUNICATION
TECHNOLOGY (ICT):
PROGRAM PROPOSAL**

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ICT OVERVIEW

INTRODUCTION

Information Communication Technology (ICT) programs strive to educate students to assume leadership roles where the application of information technology (IT) is concerned, with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. The proposed program focuses on providing students with the knowledge and skills needed to effectively apply, use, and manage technology when solving problems specifically related to information and communication. It provides a human and organizational focus on technology – teaching students how to be effective users of technology, as opposed to teaching students how to program in C++. While other Kentucky-based programs exist, they are either based largely on computer science or are discipline specific, rather than focusing on the application of information technology across disciplines. In general, the proposed ICT program focuses on the intersection of technology, the people who use that technology, the policies and regulations governing or affecting use of that technology, and the community or environment in which that technology is used, in order to facilitate communicating information in meaningful ways.

The proposed ICT program enhances the University's existing initiatives related to Science, Technology, Engineering, and Mathematics (STEM) by providing the opportunity for students to pursue academic degrees focused on the application of information technology. It reflects sentiments expressed by the National Conference of State Legislatures suggesting that education systems consider strategies that prepare students for jobs in a 21st Century workforce. In a knowledge-driven global economy, the ability to apply, use, and manage technology is key to the success of the 21st Century workforce. The broad cluster of occupations that fall within the ICT arena include software and applications specialists, computer network professionals, database and systems administrators, IT security officers, ICT business and systems analysts, telecommunications engineering professionals, multimedia specialists, Web developers, technical support, and quality assurance and testing.

The ICT program proposal was developed in consultation with the other units in the College, including the School of Journalism and Telecommunication (JAT), the Department of Communication (COM) and the Division of Instructional Communication (CIS). The proposed ICT program has met with a great deal of interest on campus with multiple units agreeing to include their courses in the ICT curriculum (College of Education, College of Public Health, College of Health Sciences). Additionally, other units contacted have expressed no objection to this program (including Business and Economics and Computer Science). Furthermore, College support is extremely strong with funding already set aside for two new faculty lines (one at the Associate level in the Regular Title series, one at the Assistant level in the Regular Title series) beginning Fall 2013. In addition, Dean O'Hair has dedicated funding to build new faculty offices. For more details, see the "Resources and Staffing" section below.

Dean O’Hair was part of the UK delegation to China last month. While there, he spoke with representatives from two colleges who were primarily interested in the proposed ICT program. Similarly, in a recent conversation, the CEO of the National Association of State Chief Information Officers expressed his interest to Dean O’Hair in the proposed ICT program due to the large (and growing) number of jobs in state governments requiring applied IT skills. The 2012 State CIO Survey “Advancing the C4 Agenda: Balancing Legacy and Innovation” considers such issues as IT mobility, transparency and accountability, IT consolidation, health information exchange, big data, cloud computing, IT personnel, IT procurement, public safety broadband, and the use of social media.

SWOT Analysis

Undergraduate Major in Information Communication Technology

(Emphases in ICT Commercialization and Technology Management)

Strengths

-Little true competition in-state; with exception of NKU, all are either highly computer-focused or don't deal in the range of theory and application proposed for our program:

- **NKU:** Business informatics, Computer Information Technology, Library Informatics, Media Informatics, Health Informatics master's. Looks impressive from outside, but questions remain on quality of product.
- **KSU:** Applied Information Technology
- **Murray:** Minor in Computer Information Systems
- **WKU:** Business Informatics
- **Asbury:** Multimedia (competition for commercialization emphasis only)
- **Bellarmine:** Design, Arts and Technology

-Broad range of faculty expertise.

-Much stronger research foundation than any other KY program

-Opportunity for collaboration across campus (At master's level, proposing inclusion of courses from Health Sciences, Statistics, Education, Biomedical Sciences and Public Administration. At undergrad, B&E's Analytics program is on hold.)

-Limited competition in surrounding states: Most are more technology focused and less about application/use of technology

Weaknesses

-Real and perceived infrastructure limitations: We don't "look" high tech; increasing concerns about ability of campus computing infrastructure to support growing demands

-Limited capacity to add courses with current faculty: Coming budget cuts/personnel reductions will exacerbate this. Need a minimum of four new lines (two senior, two junior) within first two-three years of program.

Opportunities

-Career prospects for students with this expertise:

The U.S. Department of Labor (USDL) projected growth rates for employment in the ICT sector trends favorably for the ten-year forecast period. Employment projections in most job categories reflect double-digit percentage increases over that term. Employment availability in two categories (Information Security Analysts, Web Developers, and Computer Network Architects (107%); Media and Communication Workers, All Other (148%)) already exceeds the projected numbers for 2020.

Threats

-Limited knowledge of this field among prospective students and parents: But, strong interest in the IS minor during most recent summer registration sessions.

Employment Outlook

The U.S. Department of Labor, Bureau of Labor Statistics does not include a code specific to ICT. Rather it is necessary to glean this data from other categories such as those related to *Computer and Mathematics, Media and Communications, and Education, Training, and Library Occupations*.

*Table 1. Employment Projections, U.S. Department of Labor, Bureau of Labor Statistics**

2010 National Employment Matrix title	Number* 2010	Number* 2020	Job openings due to growth and replacement
Computer and Information Research Scientists	28.2	33.5	10.6
Computer Systems Analysts	544.4	664.8	222.5
Database and Systems Administrators and Network Architects	458.0	588.5	207.9
Computer Support Specialists	607.1	717.1	269.5
Information Security Analysts, Web Developers, and Computer Network Architects	302.3	367.9	110.3
Technical Writers	49.5	58.0	18.3
Media and Communication Workers, All Other	32.5	36.2	12.4
Media and Communication Equipment Workers, All Other	18.2	18.2	3.3
Instructional Coordinators	139.7	166.9	58.1
Education, Training, and Library Workers, All Other	112.3	126.7	39.2

*Numbers in thousands

Table 2. Analysis of U.S. Department of Labor Projections

Job Categories	2010 ('000)	2020 ('000)	Projected 10-Yr Growth Rate (%)	Projected Average Annual Growth Rate (%) ¹
Computer and Information Research Scientists	28,2	33,5	19	2
Computer Systems	544,4	664,8	22	2
Database and Systems Administrators and Network Architects	458,0	588,5	28	3
Computer Support	607,1	717,1	18	2
Information Security Analysts, Web Developers, and Computer Network Architects	302,3	367,9	22	2
Technical Writers	49,5	58,0	17	2
Media and Communication Workers, All Other	32,5	36,2	11	1
Media and Communication Equipment Workers, All Other	18,2	18,2	0	0
Instructional Coordinators	139,7	166,9	19	2
Education, Training, and Library Workers, All Other	112,3	126,7	3	1

¹ Growth rate relative to base year (2010), non-compounded.

The U.S. Department of Labor (USDOL) projected growth rates for employment in the ICT sector trends favorably for the ten-year forecast period. Employment projections in all but one of the identified ICT job categories reflect double-digit percentage increases over that term. The projected average annual growth rate, relative to the base year, is positive across all the major job categories (approximately 2%). These optimistic projections suggest that the Federal Government anticipates a stable, expanding ICT job market over the forecast horizon.

Table 3. Comparison of U.S. Department of Labor Statistics with Job Advertisements on Commercial Jobs Databases

Job Categories	2010 ('000)	2020 ('000)	Aggregate Snapshot of Job Ads: Feb 14, 2012 ¹	Comparative Ratio ² (%)
Computer and Information Research Scientists	28,2	33,5	20,6	61
Computer Systems and Business Analysts	544,4	664,8	211,3	32
Database and Systems Administrators and Network Architects	458,0	588,5	211,2	36
Computer Support Specialists	607,1	717,1	49,4	7
Information Security Analysts, Web Developers, and Computer Network Architects	302,3	367,9	391,9	107
Technical Writers	49,5	58,0	10,8	19
Media and Communication Workers, All Other	32,5	36,2	53,5	148
Media and Communication Equipment Workers, All Other	18,2	18,2	7,3	40
Instructional Coordinators	139,7	166,9	37,3	22
Education, Training, and Library Workers, All Other	112,3	126,7	61,6	49

¹. The snapshot is derived from the analysis of three commercial jobs databases: *oodle.com*, *simplyhired.com*, and *indeed.com* accessed on February 14, 2012. Details of the number of jobs advertised in each database for the respective categories may be found in Appendix A.

². The comparative ratio is computed as a percentage of the 2020 projected value in each job category.

A snapshot of current ICT sector job advertisements was compared to the USDL employment projections for 2020 to evaluate actual current market performance against forecasts. Current employment opportunities in all categories are significantly outperforming USDL projections, which bodes well for current and future ICT graduates. Employment availability in two categories (Information Security Analysts, Web Developers, and Computer Network Architects (107%); Media and Communication Workers, All Other (148%)) already exceeds the projected numbers for 2020. Employment opportunities for Computer and Information Research Scientists, Education, Training, and Library Workers, and Media and Communication Equipment Workers have reached 61%, 49%, and 40%, respectively, and are discernibly on track to surpass the USDL projections prior to 2020.

This expansion in the ICT sector-job market can be attributed to a variety of robust initiatives being undertaken in the public and private sectors. Retailers are aggressively shifting more of their business online to circumvent high operating costs (e.g., facilities costs, staffing) and to expand customer reach. The accelerated pace at which the Government is introducing regulatory mandates is serving as a catalyst for increased IT spending by organizations to ensure compliance. The financial and banking industry serves as an example of a sector that has come under heightened government scrutiny since its collapse, resulting in increased government mandates and regulations. And finally, social media continues to exert extensive influence in the public and private sector. Trained professionals are constantly in demand to integrate evolving social media tools into the organization's IT ecosystem, and to leverage and optimize social media presence online.

Appendix A¹

Individual Job Titles	Monster .com	dice.com*	Careerbuilder .com*	Job Central	indeed .com	oodle .com	simply hired.com
Computer Scientists	1000+	202	500	500+	6,200	4,760	8,713
Information Research Scientists	9	85	336	500+	5,200	1,498	11,836
		287	836		11,400	6,258	20,549
Computer Systems Analyst	936	4,266	10,815	500+	36,005	34,746	55,038
Business Analyst	1000+	11,969	18,735	500+	110,208	87,577	156,261
		16,235	29,550		146,213	122,323	211,299
Database Administrator	881	2,757	2,466	500+	16,886	51,528	43,174
System Administrator	1000+	5,468	6,635	119	47,088	147,183	88,849
Network Architects	152	2,449	1,271	500	11,500	12,442	24,892
		10,674	10,372		75,474	211,153	156,915
Computer Support Specialists	248	1,181	6,040	40	29,310	26,098	49,432
Information Security Analyst	196	1,916	4,589	173	21,827	9,160	49,144
Web Developers	1000+	13,913	7,764	349	69,913	173,233	330,254
Computer Network Architects	127	989	1,111	500	5,296	7,550	12,586
		16,818	13,464	1,022	97,036	189,943	391,984
Technical Writers	271	592	1,055	322	7,132	6,484	10,776
Media and Communication Worker	49	4,079	319	89	53,481	3,998	2,412
Media and Communication Equipment	49	253	111	17	7,269	569	553
Instructional Coordinators	9	17	134	57	1,653	37,301	8,087
IT Training Specialist	23	1,119	6,975	175	26,472	83,529	61,625

¹. Monster.com, dice.com, and careerbuilder.com were excluded from the sample because they limit the amount of information they provide in the search results.

¹ U.S. Department of Labor, Bureau of Labor Statistics. Employment Projections Employment by occupation. Table 1.2 Employment by detailed occupation, 2010 and projected 2020. http://www.bls.gov/emp/ep_table_102.htm. Accessed February 6, 2012.

ICT Competitive Analysis

Programs within Kentucky that prospective students might consider as options:

State schools

Northern Kentucky

Programs in College of Informatics

College of Informatics <http://informatics.nku.edu/>

Business Informatics (B and M): AACSB-accredited.

<http://informatics.nku.edu/bis/undergraduate/index.php> Largely programming and structure based.

Computer Information Technology major: <http://informatics.nku.edu/departments/computer-science/programs/bscit.html> “By choosing one of two tracks, [Web development](#) or [network/system administration](#) and security, you will be prepared to enter the workforce with a broad array of skills applicable to an ever-increasing variety of jobs.” Programming based.

Library Informatics. <http://nkuonline.nku.edu/undergraduate/libraryinformatics/index.php>

The Bachelor of Science in Library Informatics (BSLI) program at NKU is designed for those students who want to better understand the relationships among people, information, and technology. The program provides a strong foundation in the knowledge base and professional philosophy of information and library science.

Media Informatics: <http://informatics.nku.edu/departments/communication/programs/min.html>

“Media Informatics brings together skills in writing, audio, interactive Web design, 3d animation and virtual worlds to create a rich life on the screen.”

Health Informatics master’s. 18 credit core; electives in three areas: policy, business process management, knowledge management. <http://informatics.nku.edu/departments/business-informatics/programs/mhi.html>

Kentucky State

Applied Information Technology program

Computer science/hardware based.

<http://www.kysu.edu/academics/collegesAndSchools/collegeofmathematicssciencestechnologyandhealth/computerandtechnicalsciences/bsAppliedInformationTechnology.htm>

Murray State

Minor and “area” in Computer Information Systems

Area: “The emphasis is on business computing. Students take all the business classes (marketing, management, accounting) that form the business "core" and enhance that education with a variety of technical courses commonly used in a wide variety of businesses. Inter-personal and group communication is stressed in most of the upper level classes. One way of distinguishing this discipline from the others in the CSIS department is to view these people as Analysts - they analyze Business requirements, evaluate alternative technologies and present optimal solutions to Business managers. Their strength lies in their ability to apply state of the art "technologies" to help people become more productive.”

<http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfBusiness/Programs/CSIS/CSIS/programs/AreaInComputerInformationSystems.aspx>

Western Kentucky

Business informatics: <http://www.wku.edu/information-systems/bachelor-of-science-in-business-informatics.php>

Private Schools**Asbury**

Multimedia program

Multimedia program: "Our multimedia program is not just an emphasis that focuses solely on learning new computer programs. Our goal is to teach students how to think creatively. It is also as much about problem-solving as it is about creative design. Students gain real studio experience, working individually and in teams with actual clients to design, organize, and create interactive multimedia that visually tell a story." <http://www.asbury.edu/academics/departments/mediacom/learning/multimedia>

Facilities: <http://www.asbury.edu/academics/departments/communication-arts/facilities>

Bellarmino

Design, Arts and Technology program

<http://www.bellarmino.edu/cas/DAT.aspx>

Upon completion of the BA in Design, Arts and Technology, graduates will have demonstrated the ability to:

Apply a wide variety of contemporary multimedia technologies.

Create original multimedia work that demonstrates an understanding of aesthetic principles and meets professional standards of craft, content and presentation.

Collaborate in the production of a capstone multimedia product.

Integrate the theory and skills of the disciplines of art, communication, music and technology into a cohesive body of knowledge.

Pikeville

MIS Program only

Programs in Surrounding States

OHIO

Bowling Green

Visual Communication Technology:

<http://www.bgsu.edu/colleges/technology/undergraduate/vct/home.html>

Learning Outcomes:

Upon completion of the baccalaureate degree, students in the visual communication technology major are expected to:

- Demonstrate critical-thinking skills as they relate to solving visual problems;
- Conceptualize and implement a visual solution in several media modes;
- Demonstrate operational level skill ability in each of the visual media areas of VCT;
- Research and produce an organized written rationale for using a specific medium to solve a specific visual problem;
- Apply knowledge of industrial applications to visual communication related technologies.

Kent State

M.S. in Information Architecture and Knowledge Management: <http://iakm.kent.edu/>

School of Digital Sciences: <http://www.kent.edu/dsci/undergraduate/index.cfm>

Ohio University

McClure School of Information and Telecommunication Systems:

<http://www.ohio.edu/mcclure/index.html>. Primary focus is voice and data. UG and G.

Dept. of Management Information Systems. <http://aspnet.cob.ohio.edu/isms/cobContent.aspx?1411>

University of Toledo

Information Systems: <http://www.utoledo.edu/business/COBI/AcademicPrograms.html>

WEST VIRGINIA

Marshall University

College of Information Technology and Engineering: Master's in Technology Management with emphasis options in environmental management, information security, information technology, manufacturing systems or transportation systems and technologies

<http://www.marshall.edu/cite/academics/Programs/PDescTmGCur.htm>

INDIANA

Ball State University

Center for Information and Communication Science; master's program

<https://sitecorecms.bsui.edu/Academics/CollegesandDepartments/CICS.aspx> ; also has a 4-course certificate:

<https://sitecorecms.bsui.edu/Academics/CollegesandDepartments/Distance/Academics/Programs/Graduate/Certificates/ICS.aspx>

Indiana University

BS, MS, PhD Informatics <http://www.soic.indiana.edu/prospective/informatics.shtml>

Grad certificate, Information Architecture <http://www.slis.indiana.edu/degrees/arch.php>

MPA Information Systems

http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/mpa/Information%20Systems.shtml

TENNESSEE**University of Tennessee Knoxville**

Minor in Information Studies and Technology <http://www.sis.utk.edu/minor>

M.S. Information Sciences <http://www.sis.utk.edu/programs/masters>

NORTH CAROLINA**University of North Carolina at Chapel Hill**

B.S. Information Science <http://sils.unc.edu/programs/undergraduate/bsis>

M.S. Information Science <http://sils.unc.edu/programs/graduate/msis>

University of North Carolina at Charlotte

M.S. Information Technology with concentrations in advanced data and knowledge discovery, human-computer interaction, information security and privacy, information technology management, software systems design and engineering <http://sis.uncc.edu/?q=content/graduate-msit>

Grad certificates in Management of Information Technology <http://sis.uncc.edu/?q=content/certificate-management-information-technology>; Information Security and Privacy

<http://sis.uncc.edu/?q=content/certificate-information-security-and-privacy>; Healthcare Information Technology, <http://hit.uncc.edu/hit/healthIT/requirements/>

VIRGINIA**George Mason University School of Engineering**

B.S. Information Technology https://ait.gmu.edu/student/it_major

M.S. Applied Information Technology https://ait.gmu.edu/student/ms_degree

ILLINOIS**University of Illinois Champaign-Urbana**

Minor in Informatics <https://www.informatics.illinois.edu/display/infminor/Home>

MISSOURI**University of Missouri-Columbia**

B.S. in Information Technology <http://engineering.missouri.edu/cs/degree-programs/bs-it/>

MICHIGAN**Michigan State**

ICT for Development emphasis <http://www.egr.msu.edu/ICT>

Information Technology specialization <http://tism.msu.edu/specialization-information-technology-it>

B.S. Media and Communication Technology, concentrations in media management and research, ICT

<http://tism.msu.edu/tism/bachelor-science-media-and-communication-technology>

CURRICULUM

ICT Learning Outcomes

Undergraduate

1. Identify the history of ICT and define its importance in contemporary society with emphasis on its role within the business and technology sectors.
2. Locate ICT within the overall context of the client information environment as well as within the student's particular emphasis area.
3. Recognize, evaluate, and determine emerging policy issues and how they impact the ICT landscape.
4. Demonstrate skills to critically evaluate both public and commercially available information retrieval sources.
5. Demonstrate best practices relating to human interaction with, and processing of, information, with particular attention paid to the application of technology resources to business problems.
6. Identify current issues and best practices related to maintaining customer data integrity and security.
7. Identify the basic hardware and software technologies which enable users to access, store, transmit, and manipulate information.
8. Identify practical skills to help clients manage information on their Web sites, including site development, maintenance, and database construction.
9. Identify practical skills to help clients analyze traffic on their Web sites, including the use of audience analytics and social media applications.
10. Demonstrate applying principles, concepts, and skills within a particular emphasis area.

Undergraduate Learning Outcomes Mapping

Core course	Learning Outcomes									
	1	2	3	4	5	6	7	8	9	10
ICT 200	✓	✓	✓	✓						
ICT 201	✓	✓		✓						
ICT 202	✓	✓	✓		✓	✓	✓	✓	✓	
ICT 205			✓			✓				
ICT 300	✓	✓						✓		
ICT 301					✓		✓	✓		
ICT 330				✓			✓			
ICT 496	✓	✓						✓		
ISC 497		✓						✓	✓	

Note that learning outcome #10 will be addressed within electives in the student's focus area.

1. Identify the history of ICT and define its importance in contemporary society with emphasis on its role within the business and technology sectors.
2. Locate ICT within the overall context of the client information environment as well as within the student's particular emphasis area.
3. Recognize, evaluate, and determine emerging policy issues and how they impact the ICT landscape.
4. Demonstrate skills to critically evaluate both public and commercially available information retrieval sources.
5. Demonstrate best practices relating to human interaction with, and processing of, information, with particular attention paid to the application of technology resources to business problems.
6. Identify current issues and best practices related to maintaining customer data integrity and security.
7. Identify the basic hardware and software technologies which enable users to access, store, transmit, and manipulate information.
8. Identify practical skills to help clients manage information on their Web sites, including site development, maintenance, and database construction.
9. Identify practical skills to help clients analyze traffic on their Web sites, including the use of audience analytics and social media applications.
10. Demonstrate applying principles, concepts, and skills within a particular emphasis area.

ICT Curriculum

The ICT curriculum is delivered primarily face-to-face. Students pursuing the undergraduate degree program may emphasize *ICT Commercialization* or *Technology Management* in their program of study. The ICT curriculum includes courses from other Colleges to support these areas of specialization as well as those courses offered within the College of Communication and Information.

Undergraduate Admission

Admission to the University is sufficient for admission to the School of Library and Information Science as an Information Communication Technology premajor for students who have completed less than 45 semester hours.

Required courses in this major are

ICT 200 Information Literacy & Critical Thinking

ICT 201 General Information Sources

ICT 202 Technology for Information Services

ICT 205 Issues in Information and Communication Technology

ICT 300 Information and Communication Technology in Society

ICT 301 Introduction to Databases

ICT 330 Information Retrieval

ICT 496 Internship in ICT

ISC 497 Consumer Behavior

The ICT program faculty will develop a list of suggested electives appropriate for students in the program based on individual student learning plans. Suggested electives will correspond with curricular emphasis areas.

Microsoft Competency Certifications

ICT undergraduate students will be required to complete Microsoft Competency Certifications for Word, Access, Excel, and PowerPoint via third party testing centers. These certifications must be completed prior to declaring the major.

SUGGESTED COURSE MAP

Information Communication Technology — Undergraduate Program

Fall Year One

IS 200, Information Literacy & Critical Thinking

Composition & Communications I
Inquiry in Nat/Phys/Math Sciences
Inquiry in Arts & Creativity
 Open elective

Fall Year Two

IS 202, Technology for Information Services

Inquiry in Social Sciences
Global Citizenship
 Minor course
 LIN 211 (B.A.)

Fall Year Three

ICT 300, Information and Communication Technology in Society

Emphasis area course
Emphasis area course
 Minor course
 Open elective

Fall Year Four

ISC 497, Special Topics

Emphasis area course
 Minor course
 Open elective
 Open elective

Currently a special topics course; when proposed as regular course, will have new title.

Spring Year One

IS 201, General Info Sources

Composition & Communications II
Inquiry in Humanities
STA 210, Introduction to Statistical Reasoning
 Open elective

Spring Year Two

ICT 205, Issues in Information and Communication Technology Policy

STA 291, Statistical Methods
U.S. Citizenship
 Minor course
 LIN 212 (B.A.)

Spring Year Three

ICT 301, Introduction to Databases **JOU 330, Web Publishing and Design** **Emphasis area course**

Minor course
 Open elective

Spring Year Four

ICT 596, Internship in ICT

Emphasis area course
 Minor course
 Open elective
 Open elective

Courses in italics are UK core courses (30 credits).

Courses in bold are required for the pre-major/major.

30 credits of General Education; 42 credits of major requirements; 6 credits of LIN; 18 credits of minor; 24 credits of open electives. 20% of curriculum is open.

College requirements:

B.A. – Either 202-level of a foreign language or 6 credits in Linguistics; STA 210.

B.S. – 9 credits in MA, STA and CS beyond the UK Core, of which 3 credits must be in STA; 60 credits of sciences courses, with at least 48 of those credits outside the college.

College requirements:

B.A. – Either 202 level of a foreign language or 6 credits in Linguistics; STA 210.

B.S. – 9 credits in MA, STA and CS beyond the UK Core, of which 3 credits must be in STA; 60 credits of science courses, with at least 48 of those credits outside the college.

Emphasis areas:***ICT Commercialization***

ISC 161, Introduction to ISC – req.

ISC 361, Media & Database Management – req.

STA 291, Statistical Methods – req.

Then, choose 2 courses from the following:

IS 402, Competitive Intelligence

ICT 406, e-Commerce Regulation

JOU 330, Web Publishing and Design

JOU 430, Media Management and Entrepreneurship

MAS 322, Multimedia I

MAS 422, Multimedia II

Technology Management

IS 202, Technology for Information Services – req.

IS 303, Systems Analysis – req.

STA 291, Statistical Methods – req.

Then, choose 2 courses from the following:

ICT 351, Technology Security

ICT 550, Security Informatics

ICT 560, Information, Information Technology and Strategy

JOU 330, Web Publishing and Design

MAS 355, Communication & Information Systems in Organizations

MAS 404, Media Organizations

MAS 535, Telecommunications Network Management

COURSE DESCRIPTIONS

ICT Course Descriptions

Undergraduate

ISC 161, Introduction to ISC

An introductory course in all phases of integrated strategic communication and its role in contemporary business and society. Includes an historical and socio cultural overview of advertising, public relations, sales promotion and direct response marketing as well as an exploration of their interrelationships. Covers strategic planning for integrated communication, message approaches and their foundations in theories of persuasion and information processing, and characteristics of message delivery systems. Provides a discussion of ethics and regulation, and the economic and social impact of the industries.

Prereq: ISC pre-majors only or consent of instructor.

IS 200, Information Literacy & Critical Thinking

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

IS 201, General Info Sources

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

IS 202, Technology for Information Services

This course is designed to teach the fundamental concepts of information technology in ways relevant to professional practice in informatics and the information professions. It explores applications of computers and networks to information problems. Included are features of hardware, types of software, commercial systems and search engines.

*ICT 205, Issues in Information and Communication Technology Policy

This course introduces students to the legal, political, and ethical issues confronting today’s information professionals and the subsequent impact of these issues on information and communication technology (ICT) policy and law development. The rapidly evolving ICT infrastructure and the global shift to an information society will provide the context for the course. Emphasis will

be placed on: organizational policy development, information ethics, computer ethics, freedom of speech and expression online, information filtering, intellectual property, cyber law, and pertinent legal and political acts related to the present information and communication infrastructure.

*ICT 300, Information and Communication Technology in Society

This course studies the impacts of information and communication technology (ICT) on individuals and society. It examines current issues related to the flow of information in society, including the impact of technology and the development of the information economy. The role of the information profession within the context of information society issues is also explored.

*ICT 301, Introduction to Databases

This course is intended to give students a solid background in databases, with a focus on relational database management systems. Topics include data modeling, database design theory, data definition and manipulation languages, storage and indexing techniques, query processing and optimization, and database programming interfaces.

ICT 303, Systems Analysis (same as IS 303)

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

Prereq: ICT 202.

*ICT 307, Copyright

In the age of digital information, the technology, economics, and law of intellectual property are constantly in flux. In order to continue to effectively provide access to information, ICT professionals need to play a role in managing these changes. This introductory course examines the basic conceptual elements of copyright protection, and its adaptation and application to new media and information communication technologies.

MAS 322, Multimedia I

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

Prereq: Telecom major or minor status or consent of the instructor.

JOU 330, Web Publishing and Design

This course is designed to teach students to code and display information effectively on the Internet. Students will be introduced to basic techniques and strategies for publishing, designing and managing a web site for a newspaper, magazine, television station, advertising agency or public relations firm. Lecture, two hours; laboratory, two hours per week.

CLM 350, Health Policy and Politics

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

Prereq: Student in CLM or HHS program or upper-level undergraduate or professional status.

*ICT 351, Technology Security

An introduction to the various technical and administrative aspects of Information Security and Assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system with appropriate intrusion detection and reporting features.

MAS 355, Communication and Information Systems in Organizations

An examination of the role of a variety of communication and information systems used in organizations. This includes the study of communication processes across a variety of systems, including the telephone, e-mail, voice mail, and audio- and video-conferencing. It also includes an examination of the uses for a variety of information systems and technologies, including computer networks, integrated voice response systems, computer-telephony integration, call centers, automated attendants, voice recognition, and synthesis, database management systems, and a variety of additional hardware and software tools used in business today.

Prereq: Telecom major status or consent of instructor.

ISC 361, Media & Database Management

This course will introduce students to direct marketing practices with emphasis on data base marketing, strategic business planning, importance of the offer, selection and selling merchandise, business-to-business direct marketing, fund raising, mailing lists, print and electronic media, co-ops, telemarketing, production lead generation, direct marketing math, idea development, research and integrating direct marketing into the overall marketing mix. The course will be practical rather than theoretical in nature.

Prereq: Concurrent or previous enrollment in ISC 311 and ISC 321.

IS 402, Competitive Intelligence

This course examines competitive intelligence models, functions, and practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical and legal considerations; identifying intelligence needs; intelligence project management, research methods, analysis, production, and dissemination; the uses of intelligence; intelligence sources and tools; managing the intelligence function; and the evolution of CI.

Prereq: IS 303.

MAS 404, Media Organizations

An examination of the structure of video entertainment and on-line communications organizations and industries. Includes the organization and management of various types of telecommunications properties, as well as their traditional and new competitors.

Prereq: Telecom major or minor status or consent of instructor.

***ICT 406, e-Commerce Regulation**

Business and commercial transactions conducted via electronic means are subject to complex legislation and regulation that changes frequently. The relevant legislation and regulatory mechanisms govern commercial transactions as well as any electronic marketing, such as promotional emails or online newsletters. This course provides an overview of the regulatory framework governing e-commerce transactions, relevant standards and ethical considerations, protocols to ensure consumer protection, and emergent issues relating to compliance and enforcement.

***ICT 410, Privacy**

As new information and communication technologies are developed, they increasingly raise concerns about the collection, use, storage, and sharing of personally identifiable information. This course provides an overview of privacy, privacy laws, privacy-related technologies, and self-regulatory efforts to mitigate potential privacy risks. The study of privacy will be approached from philosophical, historical, legal, policy, and technical perspectives.

MAS 422, Multimedia II

This is an advanced course in computer-based interactive multimedia design and development. The course is designed to expand the student's knowledge of, and ability to author, Web applications integrating audio, graphics, video, text, animation, and interactive components for education, entertainment, and business purposes.

Prereq: MAS 322 or consent of instructor.

JOU 430, Media Management and Entrepreneurship

An introduction to news media management focusing on start-up, design and operation of newspapers and magazines. This course takes an intensive look at the editorial content, advertising, business and management side of journalism. Lecture, two hours per week; laboratory, two hours per week.

***ICT 471, Health Communication**

An introduction to health communication theory, research, and practice. This course will examine the ways that health issues are shaped through interpersonal, group, organizational, cultural, political, economic, and historical communication processes. Topics may include health literacy, clinician-to-client communication, peer-to-peer communication, effective public health messages and mass media campaigns, risk, and emergency communication.

ISC 497, Special Topics

A study of the norm, as well as the idiosyncrasies associated with personal and group behavior patterns in the acquisition of goods and services in a market environment.

Advanced Undergraduate

JOU 531, Media Law and Ethics

A study of the legal and ethical issues facing the mass media. The course will focus on the rights, constraints and responsibilities under the U.S. Constitution, federal and state statutes,

administrative law, common law and voluntary codes of ethics. Specific topics include libel, privacy, contempt, copyright, broadcast regulation, the court systems, commercial speech, prior restraint, access, the civil and criminal judicial processes and obscenity.

MAS 535, Telecommunications Network Management

The primary focus of this course is the design and management of telecommunications networks and resources. In a framework that includes both the technical and business aspects of telecommunications, the course examines the capabilities and limitations of a wide range of data network technologies in the context of needs assessments, design, implementation, and evaluation; the relative advantages and disadvantages of various technological configurations for specific business purposes; and the impact of human and organizational factors in network design.

Prereq: MAS major or minor status, or consent of the instructor.

ICT 539/IS 539, Intro to Medical Informatics

Provides an overview of health care information systems, legal and ethical issues in health care, compliance and regulatory requirements, coding of health care data, quality management, HL7, data security, and HIPAA. Explores major applications and commercial vendors, decision support methods, evaluation of health-care information systems; and new opportunities and emerging trends.

EDC 547: Instructional Computing I

Students use instructional computing applications and understand the roles and uses of computers in instruction. Students select and use instructional computing hardware and software appropriate to instructional goals and settings. Students use electronic networks for instructional purposes. Students demonstrate skill using basic productivity software through structured assignments and collaborative projects.

EDC 548 Instructional Computing II

Students develop skill in advanced aspects of the operation and use of the range of instructional technologies from desktop to distributed computing environments. Students use operating systems, learn network administration, do technology planning, and work with basic authoring tools. Skill is demonstrated through a series of projects including development of a technology plan for a specified work setting and authorship of a prototype program.

Prereq: EDC 547, or consent of instructor.

*ICT 550, Security Informatics

This course introduces students to policy concerns relating to security informatics, and highlights theoretical and practical approaches to designing secure information and communication technology (ICT) systems. It addresses key issues such as authentication, risk analysis, access control, database and network security, and information assurance.

*ICT 552, Cybercrime and Digital Law Enforcement

The global reach of the Internet, the low marginal cost of online activity, and the relative anonymity of users have contributed to a wide escalation in cybercrimes. Consequently, information and communications technologies (ICT) are being increasingly employed to instigate threats to global civil society. This course provides an overview of cybercrime and the digital law enforcement practices put in place to respond to them. The course will focus on the types and extent of current cybercrimes, how the justice system responds to these crimes, the various constitutional protections

afforded to computer users, the law and policies that govern cybercrime detection and prosecution, and related technologies.

MAS 555, The Internet and Social Change

A critical examination of the political, cultural, technological, social, and behavioral aspects of Internet-mediated communication. Emphasis on research literature and theory on emerging platforms of new media technologies and applications.

Prereq: MAS 300 or consent of instructor.

STA 580, Biostatistics I

Descriptive statistics, hypothesis testing, paired and unpaired tests, ANOVA, contingency tables, log rank test, and regression with biostatistics applications.

Prereq: MA 109 or equivalent.

CIS 595, Communication Technology and Society

(Being developed)

*ICT 596, Internship in ICT

Supervised lab work in ICT with meetings for evaluation of student's work, technique and review of issues.

RESOURCES AND STAFFING

The School's Director, initially, will serve as Director of Undergraduate Studies for the ICT program. This is consistent with the existing administrative structure of the School in which the Director also serves as Director of Graduate Studies.

To the greatest extent possible, the ICT program will draw upon existing courses, both within the College of Communication and Information as well as courses offered by other colleges across the University. This will help eliminate duplication of effort and reduce the overall resources need to support the program.

Current CCI faculty members qualified to teach ICT courses include:

Jeff Huber (LIS) – health information, information retrieval (Ph.D. Library Science)
 Namjoo Choi (LIS) – information technology, information systems (Ph.D. Informatics)
 Ning Yu (LIS) – data mining, social media, information retrieval (Ph.D. Information Science)
 Sujin Kim (LIS) – biomedical informatics, information retrieval (Ph.D. Library and Information Science)
 Joe Miller (LIS) – information technology (MSLS Library Science)
 Lisa O'Connor (LIS) – information in society (Ed.D. Cultural Foundations)
 Shannon Oltmann (LIS) – information policy (Ph.D. Information Science)
 Donald Case (LIS) – information in society (Ph.D. Communication)
 Sherali Zeadally (LIS) – computer networking, network security (Ph.D. Computer Science)
 Michael Tsikerdekis (LIS) – information technology (Ph.D. Computer Science)
 Jasmine McNeally (LIS) – information policy (J.D.; Ph.D. Communication)
 Alyssa Eckman (ISC) – graphic design (Ph.D. Communication)
 Bobi Ivanov (ISC) – mass media communication (Ph.D. Communication)
 Chan Yoo (ISC) – consumer behavior and marketing communication (Ph.D. Advertising)
 Kakie Urch (JOU) – web publishing, social media (MA American Literature/Mass Culture)
 Yung Soo Kim (JOU) – visual communication, photojournalism (Ph.D. Mass Communication)
 John Clark (MAS) – telecommunications, information technology (MA Communication)
 Jim Hertog (MAS) – mass communication (Ph.D. Mass Communication)
 Zixue Tai (MAS) – multimedia, interactive gaming, global communication (Ph.D. Mass Communication)
 Shari Veil (COM) – risk and crisis communication, community preparedness (Ph.D. Communication)
 Tim Sellnow (COM) – risk and crisis communication, organizational communication (Ph.D. Communication)
 Deanna Sellnow (COM) – instructional communication (Ph.D. Communication)
 Derek Lane (COM) – instructional communication, interpersonal communication, team-based learning (Ph.D. Communication)
 Elisia Cohen (COM) – health and risk communication, media effects (Ph.D. Communication)
 Don Helme (COM) – health communication, health campaigns (Ph.D. Communication)
 Laura Stafford (COM) – interpersonal communication, relational communication (Ph.D. Communication)
 Patric Spence (COM) – risk and crisis communication (Ph.D. Communication)
 Matthew Savage (COM) – health communication, interpersonal communication (Ph.D. Communication)
 Brandi Frisby (COM) – interpersonal communication, instructional communication (Ph.D. Communication)
 Anthony Limperos (CIS) – instructional communication, interactive gaming (Ph.D. Communication)
 Chas Hartman (CIS) – instructional communication, social media (Ph.D. Communication)
 Troy Cooper (CIS) – instructional communication, visual communication (Ph.D. Communication)
 Raj Gaur (CIS) – instructional communication, mass communication (Ph.D. Communication)

Faculty of Record

Since the ICT program is being proposed as an academic program housed in the School of Library and Information Science, ICT program faculty will be members of the LIS faculty and subject to the existing School of Library and Information Science Operating Rules and Procedures of the Faculty. The School's rules state:

The faculty of the school consists of the dean of the college, the Director of the school, and the members of the faculty of the college who have been assigned duties in the school (Gov Regs, VII-5). Membership on the councils and committees of the school, with or without voting privileges, may be extended by the school faculty to any other person assigned to it for administrative work, teaching, or research. Membership on the school councils and committees will normally be extended to non-faculty in the school by a vote of the faculty at the first meeting of each academic year, following a nomination from the floor for that purpose.

Faculty of record for the ICT program initially will include all SLIS faculty member:

Jeff Huber (LIS) – health information, information retrieval (Ph.D. Library Science)
 Namjoo Choi (LIS) – information technology, information systems (Ph.D. Informatics)
 Ning Yu (LIS) – data mining, social media, information retrieval (Ph.D. Information Science)
 Sujin Kim (LIS) – biomedical informatics, information retrieval (Ph.D. Library and Information Science)
 Joe Miller (LIS) – information technology (MSLS Library Science)
 Lisa O'Connor (LIS) – information in society (Ed.D. Cultural Foundations)
 Shannon Oltmann (LIS) – information policy (Ph.D. Information Science)
 Donald Case (LIS) – information in society (Ph.D. Communication)
 Sherali Zeadally (LIS) – computer networking, network security (Ph.D. Computer Science)
 Michael Tsikerdekis (LIS) – information technology (Ph.D. Computer Science)
 Jasmine McNeally (LIS) – information policy (J.D.; Ph.D. Communication)

Newly hired SLIS faculty members will automatically participate as faculty of record with full voting rights since the ICT program is being proposed as an academic program within the School of Library and Information Science.

Faculty members from other units in the College of Communication and Information as well as those from other colleges contributing courses to the program will not be considered faculty of record and will not have voting rights unless membership is extended on a case by case basis and approved by the SLIS faculty.

ICT Program Building Plan

Following is a four-year building plan detailing additional staffing needed to support the ICT program. It includes a total of 19 new faculty lines (14 Regular Title Series and 5 Lecturer Series) and 2 new staff lines (1 student affairs/marketing and 1 IT support).

	Year 1	Year 2	Year 3	Year 4
IS 200 Info Literacy & Crit Thinking	4	4	4	5
IS 201 General Info Sources	4	4	4	5
IS 202 Technologies for Info Svcs		3	4	5
ICT 3xx Info Systems Design			2	5
ICT 505 Issues in Information and Communication Tech Policy		2	3	4
ICT 539 Intro to Medical Informatics				1
ICT 690 Special Topics: Content Management (same as LIS 690 Special Topics: Content Mgmt)				1
ICT 507 Copyright			1	1
ICT 552 Cybercrime,...and Dig Law Enforce				1
ICT 506 e-Commerce Regulation				1
ICT 596 Practicum				2
ICT 510 Privacy				1
ICT 550 Security Informatics				1
ICT 351 Technology Security				2
Course releases to dev for following yr & mrkt program	2	5	5	3
Total Sections Needed	10	18	23	39
Faculty Totals				
Regular Title Series	2	3	4	6
Lecturer Series	1	2	4	4
Part time	2			
Sections covered	10	18	23	38
Sections needed	10	18	23	38
Staff Totals				
Student Affairs/Mrkt	1			
IT		1		
<i>Primarily ICT but also School based employees</i>				
Total Hires	4	3	3	2

The ICT undergraduate major will begin rollout Academic Year 2013-2014 (Year 1) and continue build out until it is fully operational in Year 4. The rollout will coincide with the University's migration to a new financial model. The College will dedicate existing TIIF funds as an investment in the ICT program during Years 1 and 2. Year 1 of the rollout will coincide with UK's parallel process year in which the University will maintain operation under the existing financial model and dual operation under the new value-based model to ensure a smooth transition to the new financial model. By Year 3, the ICT program will be self-sustaining based on the tuition revenue it generates.

The CCI Dean's Office has funded 2 new ICT Regular Title faculty lines (1 Policy and Regulation and 1 Technology and Analytics) beginning Fiscal Year 2013-2014 on a recurring basis. The Dean's Office has also set aside funds to build 3-4 new faculty offices in the suite occupied by the School of Library and Information Science during the 2012-2013 Academic Year. In addition, the Dean's Office has set aside funds to refurbish space for an ICT lab to support the program. CCI leadership will work with UKIT and the Provost Office of Resource Management to identify potential space to house the ICT lab.



College of Communication
and Information
308 Lucille Little Library
Lexington, KY 40506-0224
P: 859-218-0290
Fax: 859-323-4171
W: cis.uky.edu

October 4, 2012

To whom it may concern:

As Dean of the College of Communication and Information I enthusiastically support the proposal to create an undergraduate degree program in Information and Communication Technology (ICT), a master's degree option in ICT, and an innovative 3+2 undergraduate/master's program in ICT. The development of this proposal and its supporting documentation has been in the works for several months and the details of the proposal have been vetted extensively with college constituents and our colleagues in several other colleges. I refer you to the supporting letters from the Colleges of Education, Public Health and Health Sciences. The only Kentucky program similar to the one proposed is located at Northern Kentucky University and leaders from our college have met in-person with leaders from the affected programs at NKU with very positive results.

ICT degrees as proposed here are long overdue at UK and will fill a need for preparing our students for a robust job market in information and communication technologies. Our college's strategic plan sets forth as its first goal an emphasis on ICT in our instructional offerings, our research programs, and our engagement efforts. It should be noted that many courses supporting these degree programs come from existing courses either in our college or in the colleges who are participating. It is worth noting that each academic unit in our college is participating in these efforts with new or existing courses, economic and human resources, and professional expertise focusing on ICT issues.

The college leadership has been so impressed with the positive feedback from discussions over the proposal that we are dedicating four new tenured and tenure-track positions in support of the proposed degree programs. Searches are underway at this time to fill two positions in ICT areas for 2013-14 and two additional searches will fill positions for the 2014-15 academic year. Other academic resources supporting the programs are being budgeted as well (technology upgrades, new computer lab, staff support, etc.). While never intending to be presumptuous about the disposition of the proposal, our college is demonstrating its commitment to the first goal in our strategic plan.

UK students deserve a first-class education in exciting and emerging areas within our society. Offering ICT degrees as described in this proposal will contribute toward that goal.

Respectfully,

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

H. Dan O'Hair
Dean and Professor

September 28, 2012



Beth Barnes, Ph.D.
Professor and Director, School of Journalism and Telecommunications
Associate Dean for Undergraduate and International Programs
College of Communication and Information
University of Kentucky
Lexington, KY

College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

Dear Dr. Barnes,

We have reviewed your proposal for programs in your department including an undergraduate major in ICT and a Masters in ICT. The undergraduate degree will focus on Commercialization and Technology Management & Economics and the Masters degree will emphasize Health ICT, Technology & Analytics and Law & Policy. We appreciate your attention in this proposal to future employment projections for program graduates, your summary of potential competitor programs in the region, and your focus on collaboration across the university in supporting the curriculum of these new programs.

You clearly summarize the future employment trajectories in ICT with large growth potential in this job sector. Graduating students from your programs will have opportunities to be successful in seeking employment in their areas of preparation. The availability of employment is a critical consideration in proposing new programs given the increasing cost of education and the need students and their families have to justify and recover these costs.

A substantial analysis of potential competing programs and universities is provided in this proposal. Establishing these programs at the University of Kentucky will provide you with strategic opportunities to recruit and retain students who may choose other universities without these options. As you mention in your proposal, a critical differentiation of the proposed UK programs and other competitors in this market is the ability of UK to add strong research and theoretical foundations to the practical understanding students will acquire in their university preparation. This will add greatly to both the creative and analytic capacity of your graduates.

We are very appreciative of your willingness to collaborate with us in thinking about these two program proposals. You have included some of our relevant courses in the curriculum proposals for both programs. Members of our faculties have expressed support for these mutually beneficial course offerings.

We are supportive of these program proposals and are most interested in the implementation of both. Please let us know how we might further assist in this approval process.

Sincerely,

A handwritten signature in cursive script that reads 'Mary John O'Hair'.

Mary John O'Hair
Dean and Professor

A handwritten signature in cursive script that reads 'Beth Rous'.

Beth Rous, Ed.D.
Associate Professor and Chair, Educational Leadership Studies

A handwritten signature in cursive script that reads 'Parker C. Fawson'.

Parker C. Fawson, Ed.D.
Professor and Chair, Department of Curriculum and Instruction
Associate Dean, Engagement

seeblue.

An Equal Opportunity University



College of Health Sciences
Office of the Dean
Wethington Building, Rm. 123
Lexington, KY 40506-0200
859 323-1100 ext. 80480
fax 859 323-1058
www.uky.edu/HealthSciences

MEMORANDUM

DATE: October 19, 2012

TO: Dr. Jeff Huber
School of Library and Information Science
323 Little Fine Arts Library
CAMPUS 0224

FROM: Sharon Stewart, EdD *S.S.*
Interim Dean, College of Health Sciences

TOPIC: Information Communication Technology (ICT) Program

I am writing this memorandum to confirm the support of the College of Health Sciences for the new undergraduate/graduate program in Information Communication Technology. As part of the proposal, the College has been asked to permit students in the ICT program to enroll in CLM 350: Health Policy and Politics as a course under the Health emphasis area for 3 + 2 program. We are able to support the proposal in this way and look forward to accepting students into that course.



College of Health Sciences

Department of Clinical Sciences
Wethington Building, Room 209
Lexington, KY 40536-0200
859 323-1100 ext. 80513
fax 859 257-2454
www.uky.edu

October 22, 2012

Dr. Jeff Huber
School of Library and Information Science
323 Little Fine Arts Library
Campus 0224

Dear Dr. Huber,

This letter is in support of the Department of Clinical Sciences, Division of Clinical Leadership & Management for the new undergraduate/graduate program in Information Communication Technology. The College will permit students in the ICT program to enroll in Clinical Leadership & Management 350: Health Policy and Politics as a course under the Health emphasis area for 3 + 2 program.

Again, as Director of Clinical Leadership & Management I fully support the proposal and look forward to accepting ICT students in the Health Policy and Politics Course 350.

Sincerely,

A handwritten signature in black ink that reads 'Karen Skaff'. The signature is written in a cursive style with a large, looped 'K' and 'S'.

Karen O. Skaff, Ph.D.
Chair and Division Director



UNIVERSITY
OF KENTUCKY

College of Public Health

Office of the Dean
111 Washington Avenue, Suite 112
Lexington KY 40536-0003
(859) 218-2047 phone
(859) 323-5698 fax
<http://www.mc.uky.edu/PublicHealth>

October 1, 2012

Jeff Huber, PhD
School of Library and Information Sciences
323 Little Fine Arts Library
Lexington, KY 40506-0224

Dear Dr. Huber:

Thank you for sharing your Information Communication Technology (ICT) proposal with the College of Public Health. As you know, ICT is becoming increasingly popular in today's society as businesses shift their operations online to avoid unnecessary overhead costs. Social media, previously the past-time of teenagers, is now used in both public and private sectors. And, most critically to the College of Public Health, health ICT allows health care providers to better manage patient care through secure use and sharing of health information.

So critical is the need for health ICT that President Obama signed the Health Information Technology for Economic and Clinical Health (HITECH) Act in 2009 to accelerate the adoption of health information technology. The HITECH Act contains specific incentives for the implementation and use of the most advanced health information technology and the electronic exchange of health information. The federal government's increased focus on health information technology has led the health care industry to pour more resources into health ICT, which means many more jobs for ICT graduates. The proposed programs will, indeed, meet the anticipated increase in the ICT job market over the next decade and beyond.

The College of Public Health is pleased to support the College of Communication and Information in their ICT program proposal, and looks forward to collaborating with program faculty to meet the academic needs of health ICT students.

Sincerely,

A handwritten signature in cursive script that reads "Steve".

Stephen W. Wyatt, DMD, MPH
Dean



UK Libraries

Office of the Dean
1-85 William T. Young Library
Lexington, Kentucky 40506-0456
Tel. (859) 257-0500 x 2083
Fax: (859) 257-8379
www.libraries.uky.edu

September 29, 2012

Dr. Jeff Huber
Director
School of Library and Information Science
320 Lucille Little Fine Arts Library
University of Kentucky 0224

Dear Jeff,

I am pleased to have this opportunity to write in support of your proposed Information Communication Technology (ICT) program. From the perspective of UK Libraries, this is a timely addition to your school's curriculum that will benefit us greatly.

Increasingly, UK Libraries seeks support staff with the skills to work as programmers, database and systems administrators, web development specialists, and in technical support. Your program promises to increase the number of skilled employees both for UK Libraries and for university and college libraries nationally.

Having the School of Library and Information Science here at UK has been a tremendous benefit to UK Libraries over the years. The new ICT program, as outlined in your proposal, promises to strengthen the already important relationship between SLIS and UK Libraries.

Please let me know if I can be of any assistance as you move through this process.

Sincerely,

A handwritten signature in black ink that reads "Terry L. Birdwhistell". The signature is written in a cursive style with a large, prominent 'T' at the beginning.

Terry L. Birdwhistell, Ed.D.
Dean of Libraries and
William T. Young Endowed Chair

cc: Dean Dan O'Hair
Will Buntin, Assistant Director of Student Affairs



UNIVERSITY
OF KENTUCKY

Academic Planning, Analytics and
Technologies

Office of the Senior Vice Provost & CIO
301 S. Rose Street
Lexington, Kentucky 40506
Tel. (859) 257-3609
Fax: (859) 323-1025
www.uky.edu/ukit

October 16, 2012

Dr. Jeff Huber
Director
School of Library and Information Science
320 Lucille Little Fine Arts Library
University of Kentucky 0224

Dear Jeff,

I am fully supportive of your proposed Information Communication Technology (ICT) program. This program will address critical needs in the workforce. As information technology continues to evolve and expand, locally, nationally and globally, we are likely to see shortages of skill and knowledge in a variety of information communication technology areas. This program will help address these needs.

Additionally, a program like this would be useful to and supportive of entrepreneurial programs and activities in the college and the university. While the region has established and is growing entrepreneurial activity related to the biological and health sciences, an emerging area of entrepreneurship locally is in the area of information communication technology. Over the long-term this program will help University of Kentucky contribute to regional economic development in a needed sector of the economy.

Within my office and across IT-related activities at the University of Kentucky, this program will produce much-needed graduates that may be of value to the institution in a variety of jobs across campus. These types of jobs range from increased student internship and employment opportunities on campus to full-time jobs on campus upon graduation. One of our goals in my office is to increase student employment opportunities. Students who work on campus are more likely to graduate. For those students who can work on or off-campus in related jobs, when combined with the job experience, this program will provide them with highly differentiated skills that will bode well for them when they enter the competitive labor market.

Please let me know if I can be of any assistance as you move through this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vince Kellen'.

Vince Kellen, Ph.D.
Senior Vice Provost, Academic Planning, Analytics and Technologies

cc: Dean Dan O'Hair

1.4.3.0 UK Core Education Committee (UKCEC)

A. Composition

The UK Core Education Committee of the University Senate shall be composed of twelve (12) voting members. It shall be chaired by the Associate Provost for Undergraduate Education (or a designee) who shall not have a vote except in cases of ties. "Program" refers to the UK Core (general education) program.

The University Faculty members on the UKCEC shall be appointed by the Senate Council who shall solicit nominations from the University Faculty prior to making appointments. Faculty members shall serve for staggered three-year terms and may not succeed themselves nor may they serve on the UKCEC again for a period of three years, except for a faculty member who is appointed to fill out a vacant term of one year or less. Two student members shall be appointed annually by the Senate Council from names recommended by the President of the Student Government Association.

The composition of the appointed faculty membership of the UKCEC is as follows:

- One member from the College of Arts & Sciences for the area of Composition and Communication;
- One member from the College of Communication and Information for the area of Composition and Communication;
- One member from the area of Intellectual Inquiry – Arts & Creativity;
- One member from the area of Intellectual Inquiry – Humanities;
- One member from the area of Intellectual Inquiry – Natural/Physical/Mathematical Sciences;
- One member from the area of Intellectual Inquiry – Social Sciences;
- One member from the area of Citizenship - Community, Culture and Citizenship in the USA;
- One member from the area of Citizenship - Global Dynamics;
- One member from the area of Statistical Inferential Reasoning; and
- One member from the area of Quantitative Foundations.

Four *ex-officio*, non-voting members from the following areas will be selected by the Associate Provost for Undergraduate Education:

- Office of Assessment
- Enrollment Management
- Undergraduate Education
- University Libraries

B. Functions

The UK Core Education Committee shall exercise the following functions:

1. It shall approve and recommend all courses which are proposed to the University Senate to fulfill the program requirements.
2. It shall maintain long-term oversight of the program, including periodic course review and program assessment to ensure that the program fulfills the learning outcomes.

3. It shall recommend to the Senate Council the deletion of courses (or pairs of courses) from the program that no longer seem appropriate to the program, and recommend to colleges or departments, through the Associate Provost for Undergraduate Education, such changes concerning teaching and content as it deems necessary or appropriate.
4. It shall continue to work to enhance the program and assert the program's centrality to the undergraduate curriculum through involvement in university-wide planning and policy discussions related to the program.
5. Upon the recommendation of the Dean of Undergraduate Studies or upon its own initiative, it shall develop and propose changes in the structure of the program or in the requirements necessary to complete the program.
6. It shall make recommendations to the Dean of Undergraduate Studies on individual cases of temporary waivers of or temporary substitutions for program requirements.
7. It shall set policies for the granting of credit to transfer students for courses taken which are equivalent to those in the program and it shall communicate these policies to all undergraduate colleges on campus.

C. Waivers

All waivers of or substitutions for program requirements for particular categories of students, if approved by the Committee, shall be submitted to the Senate Council for its approval by the Senate. The Senate Council's approval of temporary waivers of or substitutions for program requirements for particular categories of students shall be final.

5.4.3 REQUIREMENTS FOR GRADUATION

5.4.3.2¹ UK Core Requirements

Each undergraduate student must complete all four parts of the UK Core Requirements designated as I-IV below. A course taken to satisfy a requirement in one area of the UK Core cannot be used to satisfy a requirement in another area, even if a specific course is present in more than one area (e.g., some courses are designed to meet the learning outcomes in more than one area).

- | | |
|--|---------|
| I. Intellectual Inquiry | |
| A. The Nature of Inquiry in Arts and Creativity | 3 hours |
| B. The Nature of Inquiry in the Humanities | 3 hours |
| C. The Nature of Inquiry in the Social Sciences | 3 hours |
| D. The Nature of Inquiry in the Natural, Physical, and Mathematical Sciences | 3 hours |
| II. Written, Oral and Visual Communication | |
| A. Composition and Communication I | 3 hours |
| B. Composition and Communication II | 3 hours |
| III. Quantitative Reasoning | |

¹ Other sections of 5.4.3 are in process that may change the numbering

A. Quantitative Foundations	3 hours
B. Statistical Inferential Reasoning	3 hours
IV. Citizenship	
A. Community, Culture and Citizenship in the USA	3 hours
B. Global Dynamics	3 hours
UK Core Credit-Hour Total*	30

hours

* *The UK Core is designed to provide the equivalent of 30 credit hours. Some courses in the UK Core require more than three credits, resulting in more than 30 credits in some cases.

Brothers, Sheila C

From: Jones, Davy
Sent: Wednesday, April 03, 2013 4:52 PM
To: Brothers, Sheila C; Thuringer, Christopher P
Cc: Withers, Benjamin C; Badger, Karen; Beattie, Ruth E
Subject: RE: UKCEC Senate Rules

Sheila,

It appears that these are draft Rules, where the Senate Council charged the UKCEC to draft the rules language for these two sections of the Senate Rules. UKCEC has now done so, and has further incorporated suggestions from the Senate Rules and Elections Committee as well. So, it seems that these are ready for the Senate Council to substantively evaluate for sending on to the University Senate.

Davy

From: Brothers, Sheila C
Sent: Wednesday, April 03, 2013 12:50 PM
To: Thuringer, Christopher P
Cc: Jones, Davy; Withers, Benjamin C; Badger, Karen; Beattie, Ruth E
Subject: RE: UKCEC Senate Rules

Thank you. I'll check with the Chair to see how to process these.

Sheila

Staff Representative to the Board of Trustees
 Office of the Senate Council
 Phone: (859) 257-5872

From: Thuringer, Christopher P
Sent: Tuesday, April 02, 2013 9:54 AM
To: Brothers, Sheila C
Cc: Jones, Davy; Withers, Benjamin C; Badger, Karen; Beattie, Ruth E
Subject: UKCEC Senate Rules

Hi Sheila – attached are the proposed UKCEC Senate Rules (1.4.3.0) and Requirements for Graduation (5.4.3) that replace the previous USP-based Rules. **These have been approved by UKCEC and Undergraduate Council.** Please let me know if you have any questions.

Thanks,
 Chris

1.3.3.5.1 Advisory Committee for Graduation Composition and Communication Requirement

A. The GCCR Advisory Committee is charged with oversight of the Graduation Composition and Communication Requirement (SR 5.4.3.1). A permanent subcommittee reporting to the Undergraduate Council, this committee is charged with establishing, publishing, and implementing the campus-wide policies and procedures for evaluating the academic components of the GCCR and their assessment.

The committee shall be composed of at least eight (8) voting members from the University faculty broadly representative of the undergraduate colleges. Ex officio members shall include the Associate Provost for Undergraduate Education (or designated representative) and one staff person each from the Office of Assessment and the University Registrar.

The members of the committee shall be appointed by the Senate Council in consultation with the Associate Provost for Undergraduate Education. Members should have appropriate expertise in communication and assessment and should collectively represent the three modes of communication (written, oral, and visual) comprising the GCCR. Faculty members shall serve for staggered three-year terms and may serve consecutively for no longer than six years.

B. The GCCR Advisory Committee shall exercise the following functions:

1. It shall establish procedures and guidelines for undergraduate degree programs to submit proposals for implementing the GCCR.
2. It shall evaluate proposals by programs for implementing the GCCR. Approved proposals shall be forwarded to the Undergraduate Council for further action.
3. It shall establish and implement a campus assessment plan for the GCCR and monitor the results of program-level assessments, in accordance with the SACSCOC reaffirmation of accreditation. The committee shall review and report on this data either periodically or as requested by either the Associate Provost for Undergraduate Education or by the Senate Council.
4. It shall set policies for transfer equivalencies and for granting exceptions to the GCCR, and it shall broadly communicate these policies to all undergraduate colleges, the Registrar, and other appropriate parties.
5. Upon the recommendation of the Associate Provost for Undergraduate Education, the Senate Council, or upon its own initiative, it shall consider and propose necessary changes in the educational structure of the program or in its academic requirements. The GCCR committee may recommend changes for the GCCR to the Undergraduate Council or other appropriate University Senate channels for approval.

1.3.3.5.2 (UK Core Committee charge to go here).

5.4.3.1 ~~Writing Requirement [US: 3/8/04]~~

~~All students on the main campus may satisfy the first-year condition by successfully completing ENG 104, a 4-credit course. Sometime after achieving sophomore status, but before graduation, students satisfy the second condition by successfully completing one of the writing-intensive 200-level courses offered through the English Department. Students must earn a C or better on all major essays. Course grades of D and E, if earned because of performance on major essays, will not count toward satisfaction of the University Writing Requirement. Note: Students in the Honors Program will continue to satisfy the entire University Writing Requirement through that curriculum.~~

~~Students who have a standard score of 32 or above on the English section of the ACT, 700 or above on the SAT, or 4-5 on the AP English Language exam will receive exemption from ENG 104. Students who earn a 3 on the AP English Language exam will earn credit for ENG 101 and may choose to take either ENG 102 or ENG 104 (encouraged). There is no exemption by CLEP. Scores of 3-5 on the AP English Literature exam or the equivalent on the IB exam will receive 3 units of credit for ENG 161, which does not satisfy either condition of the University Writing Requirement.~~

~~Full-time students must enroll in ENG 104 in either fall or spring of their first year. They may drop the course during the first year, but beginning in their third semester students enrolled in ENG 104 are not allowed to drop the course, and will be required to register for the course each semester until they have satisfied the first tier of the Writing Requirement. Completion of the first-year requirement is a prerequisite for entry in all of the 200-level writing courses. Students may complete the 200-level course at any time after achieving sophomore status but before graduation.~~

5.4.3.1 **Composition and Communication**

All students on the main campus must satisfy the Composition and Communication requirement in the UK Core. Before graduation, they must also satisfy a more advanced course to fulfill the Graduation Composition and Communication Requirement (GCCR). The faculty in each undergraduate degree program shall implement a Composition and Communication Requirement (GCCR) appropriate to the academic discipline and professional expectations of the major. (Exception: Students in the Honors Program will continue to satisfy the entire University Writing Requirement through that curriculum.) Each undergraduate program faculty shall articulate this requirement in terms of one or more learning outcomes that will be assessed regularly as required by program accreditation standards and university standards for SACS reaffirmation of accreditation. Each GCCR requirement, learning outcome, and assessment protocol must be vetted and approved by the Senate GCCR Advisory Committee.

Students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

A. Requirements

1. The GCCR shall consist of three components, each of which should reflect the standards and practices of the particular discipline:
 - (a) one or more written assignments in English that total to at least 4,500 words (the equivalent of 15 pages of double-spaced, typewritten text);
 - (b) either an oral assignment in English, in which students must give a formal presentation at least 10 minutes long, or a visual assignment, in which students create at least one significant visual/electronic artifact (e.g., a web site or video presentation);
 - (c) an assignment in English that requires the student to demonstrate information literacy in the discipline.
2. The GCCR may be satisfied via either a single GCCR intensive course or a series of GCCR intensive assignments in a series of courses. Faculty may specify that a course offered by another undergraduate program fulfills the GCCR if the faculty in the second undergraduate program so agree.
3. Courses must incorporate a draft/feedback/revision process on GCCR assignments.

B. Assessment

Each undergraduate degree program shall identify to the Senate (via the GCCR Advisory Committee) at least one specific program learning outcome and a plan for assessing both the writing and oral or visual components of the GCCR.

The assessment plan will include (a) clear goals for successful achievement of the GCCR, (b) specific criteria and rubrics for systematically assessing student work, and (c) a cogent description of how assessment results will be utilized to revise GCCR instruction and/or curriculum if the goals are not met.

C. Approval

Programs shall submit proposals to the Senate GCCR Advisory Committee (see SR establishing this committee) for approval. This Advisory Committee is responsible for:

1. establishing procedures and guidelines for proposal submissions;
2. evaluating programs' implementations of the GCCR and recommending approval (or disapproval) to the Undergraduate Council;
3. establishing and implementing a campus assessment plan for the GCCR.