

University Senate Agendas, 2013-2014

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

Monday, September 9, 2013

1. State of the University Address - President Eli Capilouto, University Senate Chair
2. Minutes from May 6, 2013 and Announcements pg. 2 - 11
3. Officer and Other Reports
 - a. Chair
4. Old Business
 - a. Proposed New BA/BS in Information Communication Technology pg. 12 - 70
5. August 2013 Degree List (second of two) (separate handout)
6. Honorary Degree Recipients - Dean Jeannine Blackwell, Chair, University Joint Committee on Honorary Degrees
7. Committee Reports
 - a. Senate's Rules and Elections Committee - Davy Jones, Chair
 - i. Proposed Changes to *Senate Rules* Regarding MOOCs: *Senate Rules 3.3.0* ("Procedures for Processing Courses and Changes in Courses") pg. 71 - 74
8. Update on "Presentation U" - Diane Snow and Deanna Sellnow (five minutes)
9. Update on UK's Hosting of April 2014 National Conference on Undergraduate Research - Diane Snow (five minutes)
10. Proposed Changes to *Senate Rules 1.4.2.5* ("Senate Research Committee") pg. 75
11. Other Business

Next Meeting: October 14, 2013

University Senate
May 6, 2013

The University Senate met in regular session at 3 pm on Monday, May 6, 2013 in the Lexmark Public Room, 209 Main Building. 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 3:02 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 their constituencies.

1. Minutes from April 8, 2013 and Announcements

The Chair said there were no changes submitted for the minutes from April 8, 2013. Therefore, the minutes from April 8, 2013 were approved as distributed by unanimous consent. There were a variety of announcements.

- Christine Riordan, Dean of the Daniels College of Business and Professor of Management at the University of Denver has been named Provost. Upon approval by the Board of Trustees, she will begin at UK in the fall. Welcome!
- John Wilson was re-elected as faculty trustee. His second term commences July 1, 2013 and ends June 30, 2016. Congratulations!
 - The Chair offered statistics on voter turnout during the faculty trustee election. Nursing came in first with 78% of eligible faculty voting. Libraries were next (70%) and then Social Work (69%). The remaining colleges were ordered as follows: AS 61%; BE 59%; PbH 56%; HS 55%; FA 54%; CI 52%; DS 50%; GS 50%; LA 50%; ED 47%; AG 47%; EN 45%; PH 43%; ME 41%; and DE 35%.
- One student was added to the December 2012 degree list by the Chair due to institutional error.
- The SC heard information from Associate Provost for International Programs Susan Carvalho about ongoing discussions between UK and two Chinese universities (Shanghai University and Jilin University). Any future, formal actions regarding program partnerships will of course involve the Senate.
- The SC approved calendar change for MA 109, MA 111, WRD 110 and UK 090 for the Freshman Summer Program for the Office of Institutional Diversity's Center for Academic Resources and Enrichment Services (CARES).

- The Chair offered farewell wishes to departing senators and SC members and thanked them for all they have done. Those whose terms were ending stood and were recognized for their University service with a round of applause.

2. Officer and Other Reports

a. Chair's Report – Lee X. Blonder

The Chair reported that the SC sent a survey to all faculty to evaluate the President. The purpose of the evaluation was to ensure faculty input into the annual review of the President that is conducted by the Board of Trustees. The survey window was open for two weeks and closed Thursday, May 2. A total of 807 faculty members completed the survey. The data is in the process of being analyzed and results will be provided in the next few weeks.

The Senate's Rules and Elections Committee (SREC) has drafted proposed changes to *Senate Rules 3.3.0* ("Procedures for Processing Courses and Changes in Courses") and *SR 3.3.3* ("Procedures to be Used") to designate how non-credit bearing courses, such as MOOCs (massively open online courses), will be processed. This has been circulated to the councils and to a group of faculty and administrators discussing a possible Coursera contract. Following final review by the SC, the *SR* revision will be sent to senators via the listserv. Please provide feedback. AS will begin pilot use of this *SR* revision this summer, with an expectation that it will be brought to the Senate for final approval in September.

b. Vice Chair's Report – Bob Grossman

Vice Chair Bob Grossman reminded senators that the Outstanding Senator Award was given to a senator who best exemplifies what senators should do – communicate with constituents, represent faculty and promote shared governance. There were three nominees, but one stood out – Senator Raphael Finkel. Finkel received a plaque and a round of applause from those present.

3. UK's May 2013 Degree List

Grossman **moved** that the elected faculty senators approve the corrected May 2013 degree list, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. Anderson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

4. UK's Early August 2013 Degree List

Wasilkowski **moved** that the elected faculty senators approve the early August 2013 degree list, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. Brion **seconded**. There was no discussion. A **vote** was taken and the motion **passed** with none opposed.

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

Finkel explained the proposed changes to the pre-major requirements for the BS Accounting, BBA in Analytics, BBA in Finance, BBA in Management, BBA in Marketing and BSBE in Economics. He noted that there had been an objection to the change to B&E 105, the course that faculty from the Gatton College of Business and Economics (BE) suggested be used in place of Microsoft Office Specialization examinations as a pre-major requirement. Although Finkel's department (Computer Science) objected to the course change, perceiving it as a change to a course such that it duplicated a very similar course in

CS. It was eventually clarified that the concern about the course was based on its present structure and content, so the objection to the change was withdrawn. The SAASC and SC voted in favor of the proposal.

The recommendation (positive) from the SC was that the **move** to approve the proposed pre-major requirements for the BS Accounting, BBA in Analytics, BBA in Finance, BBA in Management, BBA in Marketing and BSBE in Economics. Because the motion came from committee, no **second** was needed. There being no discussion, a **vote** was taken and the motion **passed** with none opposed and two abstaining.

ii. Proposed Changes to the College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs

Finkel explained the proposed changes to the College of Education's Policy on Admission, Retention and Completion of Educator Preparation Programs, saying they were fairly complicated and encompassed a large change. The proposal was driven by changes to external certification requirements set by KY's Education Professional Standards Board. Finkel listed the seven wide ranging areas being affected: a student must be admitted, retained and complete the state educator program in order to receive teacher certification; progress should be continuously monitored, assessed and reviewed; synchronize GPA rules for admission at the undergraduate and graduate level, and for retention and completion; identification of standards that candidates must complete (college-, state- and subject-specific); requirement for completion of planned clinical (student teaching) experiences; completion of state-mandated character and fitness review and background checks; and a mechanism for appealing negative results during any of the reviews. Finkel summarized by saying that the details are complicated but the wording is consistent and clear and should satisfy the requirements of the accrediting agency.

The recommendation (positive) from SC was that the Senate **move** that the proposed rules be used to replace *Senate Rules Section 4.2.2.3* in the current *SR* on admission to College of Education Educator Preparation programs, subject to codification by the Senate's Rules and Elections Committee. Because the motion came from committee, no **second** was needed. There being no discussion, a **vote** was taken and the motion **passed** with none opposed and one abstaining.

iii. PhD Nursing Admission Requirements

Finkel explained the proposal, saying that the rationale for the change was to unify admission requirements for BSN- and MSN-entry-students so that both groups have the same criteria for entry. It will reduce the minimum GPA requirement for BSN-entry students from 3.5 to 3.3, which is currently the minimum for students entering from the MSN. In addition, the GRE requirement is removed from both the BSN and MSN entry requirements, since the GRE has not been predictive of success. Students can take the GRE at a later date if needed for fellowships. The proposal fleshes out an existing requirement and codifies that applicants must supply a goal statement. The requirement that students have clinical experience if entering from the BSN area will be dropped because they already must be a registered nurse, which is a pre-requisite for clinical work. Finally, a requirement will be added for MSN students that at least one of the three references should be from a faculty member with a PhD. The changes seemed perfectly reasonable to the SAASC and the SC.

The recommendation (positive) from the SC was that the Senate **move** to approve the PhD Nursing Admission Requirements proposal as written. Because the motion came from committee, no **second** was needed. Jasper asked for the rationale behind dropping clinical experience and Guest Terry Lennie

(Nursing, PhD Nursing director) explained that clinical experiences are built into the BSN and MSN curriculum now, as opposed to being a pre-requisite.

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

b. Senate's Academic Organization and Structure Committee (SAOSC) - Herman Farrell, Chair

i. Proposed New Center for Research on Environmental Disease

Farrell explained the creation of a new multidisciplinary research center at UK. He said the SAOSC's review included a look at the infrastructure and the academic programming. The proposed new Center for Research on Environmental Disease will report directly to the Dean of the College of Medicine. Any new faculty who are assigned to the Center will be hired by the department in which they will be housed, not the Center. The director will work with an executive council (two core and two affiliate faculty members) and external advisory board. The College of Medicine faculty council enthusiastically supported the Center's creation. Hippisley, chair of the SAPC, was asked to review the academic program aspect; Hippisley responded with a few questions about educational goals and how to evaluate them but nothing that should stop the proposal. There were two motions for senators.

The first recommendation (positive) from SC was that the Senate **move** to approve the proposed new Center for Research on Environmental Disease based on its academic merits. Because the motion came from committee, no **second** was needed. There being no discussion, a **vote** was taken and the motion **passed** with none opposed. The second recommendation (positive) from SC was that the Senate **endorse** the proposed resources and placement of the proposed new Center for Research on Environmental Disease in the College of Medicine for approval by the Board of Trustees. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

ii. Proposed Name Change for the School of Interior Design

Farrell explained the impetus behind the name change for the School of Interior Design, noting that the proposal involved a rather simple name change [as opposed to a structural change]. There will be a short form of the school's name, as well as a tagline after a colon with additional descriptions of the unit. He added that there is no unified consensus on names for similar units across the country.

The recommendation (positive) from the SC was that the Senate **move** to endorse the name change of the School of Interior Design to the School of Interiors: Planning / Strategy / Design. Because the motion came from committee, no **second** was needed. Porter spoke strongly against the proposed name change, saying that it should be patently obvious that such a school involves planning and strategy. Rey-Barreau, the contact person for the proposal, explained that sometimes it is confusing for the public to understand the context of what interior design encompasses. Due to preconceived notions among the public about what interior design means, it is harder to attract students. In addition, since the word "design" is part of the college name (College of Design), it was redundant to include it in the school name. In response to an additional comment from Porter, Rey-Barreau said that the student body was comprised of 95% females; some research indicates that male students are more attracted to a program with "strategy" and "planning" in the name.

Finkel asked if a comma would work better. Rey-Barreau explained that the proposed name of the school was purposely designed to illustrate the natural tendency of the field to sometimes perceive things a little bit outside the norm.

There being no further discussion, a **vote** was taken and the motion **passed** with three opposed and one abstaining.

iii. Proposed Name Change and Change of the Organizational Structure of the Graduate Center for Biomedical Engineering

Farrell began by noting that while reviewing UK's *Governing Regulations*, the SAOSC learned that a graduate center (as least by definition) is equivalent to a department. As part of their review, the SAOSC wanted to make sure that there was no substantive change. After reviewing the policies and procedures and discussing current practices with the director, the SAOSC determined that there was no substantive change in educational policy or administration. Farrell went on to explain the rationale for the change, which was included in the proposal.

The recommendation (positive) from SC was that the Senate **move** to endorse the proposed change of the organization and name change of the Graduate Center for Biomedical Engineering to the Department of Biomedical Engineering. Because the motion came from committee, no **second** was needed. There being no discussion, a **vote** was taken and the motion **passed** with one opposed.

Because Farrell is going on sabbatical, his term as senator (and committee chair) is ending. The Chair suggested senators acknowledge Farrell's outstanding service as a committee chair and he was given a warm round of applause.

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

Jones explained that the Registrar's office brought the issue to the attention of the SREC – although there was in the past, there is currently no form for a faculty member to use when giving a student an "I" grade. If a faculty member retires, the subsequent individual responsible for working with the student about changing the I grade needs to know the terms under which the original instructor offered the I grade. The SC sent the matter to the Senate's Admissions and Academic Standards Committee, which offered suggested language for codification by the SREC. The SREC then added a small portion and the SC offered a few additional edits. Ms. Brothers displayed the proposed revised language on the screens in the front of the room. Jones said that the I grade form will be filed with the department chair so the next person responsible for the I grade knows what is required.

There were a handful of questions from senators. In response to a question from Grossman, Jones explained that the reference to an I grade form was anticipatory; upon Senate approval, a form will be created and posted on the Senate website. A couple of questions were asked regarding whether use of the form is a requirement or not, and how faculty will be informed of the change.

The recommendation (positive) from SC was that the Senate **move** to approve the proposed changes to *Senate Rules 5.1.3.2*. Because the motion came from committee, no **second** was necessary. Grossman **moved** to amend the motion to add "and section" between "course" and "number" [to read "the course and section number" in the second list item]. Brion **seconded**. A **vote** on the amendment to the motion was taken and the motion **passed** with none opposed.

There were a number of questions from senators about the need to legislatively identify the department chair as the individual to whom the I grade form is submitted. Jones reiterated that the chair will be the

responsible person if the course is not taught the subsequent semester and also if the faculty member separates from the University or otherwise cannot teach the course, such as retirement or death.

There being no further discussion, a **vote** was taken and the motion to approve the proposed changes to *Senate Rules 5.1.3.2* (with the addition of “and section” between “course” and “number”) **passed** with none opposed.

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

i. Proposed New Undergraduate Certificate in Peace Studies

Hippisley explained the proposed new Undergraduate Certificate in Peace Studies. He noted that the proposal included language about a faculty record and rules of voting, moving in and out of the faculty of record, etc.

The recommendation (positive) from SC was that the Senate **move** to approve the proposed new Undergraduate Certificate in Peace Studies, within the College of Arts and Sciences. Because the motion came from committee, no **second** was needed. There being no discussion, a **vote** was taken and the motion **passed** with none opposed and one abstaining.

ii. Proposed New University Scholars Program - BS Accountancy and MS Accountancy

Hippisley explained the proposed new University Studies Program of a BS Accountancy and an MS Accountancy. The recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new University Studies Program of a BS and MS in Accountancy, in the Von Allmen School of Accountancy, in the Gatton College of Business and Economics.

Christ noted that the motion had a typographical error – the word “Studies” should be “Scholars.” She **moved** to amend the motion to change the word “Studies” to “Scholars.” D. Anderson **seconded**. A **vote** was taken on the amendment to the motion and it **passed** with none opposed.

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

iii. Proposed New BA/BS in Information Communication Technology

Hippisley explained the proposed new BA/BS in Information Communication Technology, as well as the faculty of record. The recommendation (positive) from SC was that the Senate **move** to approve, for submission to the Board of Trustees, the establishment of a new BA/BS program in Information Communication Technology in the School of Library and Information Sciences within the College of Communication and Information. Because the motion came from committee, no **second** was required.

Guest Ken Calvert (EN/Computer Science, chair) stated that he saw the full proposal just two weeks prior, when an EN senator brought it to his attention. He said that the course ICT 301 from the School of Library and Information Sciences (SLIS) was very similar to a course taught by Computer Science (CS) for years. The courses described by SLIS as required courses for the proposed new program were sent to CS during the fall semester, but that looked very different from what was in the current version of the proposal. Calvert said that he was not necessarily speaking against the proposed new program, but rather that he wanted to know where the boundary lies between what CS does and what the proposed new program involves. For example, the proposals lists possible jobs for graduates, but those jobs are primarily occupations that involve skills that students in the Information and Communication Technology (ICT) program will not learn, but would learn if they were in a CS program. In summation, Calvert explained that CS was concerned about two issues: 1. the proposed new course ICT 301, which is

an introduction to databases courses, looks a lot like CS 101; and 2. the job analysis presented in the new program proposal that identifies a variety of occupations that the Department of Labor describes as requiring degrees in computer science.

The Chair asked if someone from the college was present and could speak to the concerns of CS. College of Communication and Information Dean Dan O'Hair said that the program had been vetted for over the past year and that SLIS did contact CS. SLIS has no intention of teaching programming to students. While the issue of boundaries was a fair question, there was only one course where there might be an overlap, in something that could be considered a common course. SLIS has been working on an ICT degree since 2009 and it has been vetted with industry, an advisory board, colleges, and created in conjunction with a self-study committee. The jobs listed within the proposal are identified by the Department of Labor as illustrative of occupations for ICT graduates. In response to a question from Edwards, Ms. Brothers confirmed that ICT 301 had been approved by lack of objection on a web transmittal as of April 30.

There were a number of questions from and concerns by senators regarding the objections raised by CS, although it was acknowledged that the specific course in question was already approved. Grossman **moved** to return the proposal to the Senate's Academic Programs Committee until such time as the School of Library and Information Sciences and the Department of Computer Science have discussions and resolve some of the issues. Wasilkowski **seconded**.

Porter, a member of the SAPC, stated that the committee had already discussed the specific issue and doubted there would be a difference in outcome; the SAPC is satisfied that the proposed new BA/BS in ICT is sufficiently different from the CS degree to be a separate degree program. There was additional discussion about CS's concerns and the appropriate action for the Senate to take.

A **vote** was taken and the motion **passed** with 32 in favor and 25 opposed. Porter expressed a concern that the votes were not counted correctly. A **second vote** was taken, with 31 in favor. Porter asked for clarification as to what the SAPC was supposed to do. Grossman suggested that the two colleges/departments have an opportunity to discuss the proposed new program and hopefully come to a compromise.

e. Senate's UK Core Education Committee (UK CEC) - Ruth Beattie, Chair

i. UK Core Senate Rules Language (Changes to Senate Rules 1.4.3.0 & 5.4.3.2)

Beattie explained the proposed changes to *Senate Rules*, saying that the implementation of UK Core necessitated a change to the language. The changes to *SR 1.4.3.0* involve the composition and function of UK Core Education Committee; the changes to *SR 5.4.3.2* deal with the actual UK Core graduation requirements for students. She drew senators' attention to one change to the language: references to the "Dean of Undergraduate Studies" should be changed to the "Associate Provost for Undergraduate Education."

Wasilkowski **moved** to amend the text as described by Beattie and Christianson **seconded**. A **vote** was taken and the motion **passed** with none opposed.

The recommendation (positive) from SC was that the Senate **move** to approve the proposed changes to *SR 1.4.3.0* and *5.4.3.2*. Because the motion came from committee, no **second** was needed. A **vote** was taken and the motion **passed** with none opposed.

Because President Capilouto had not yet arrived, the Chair suggested moving to the next agenda item. There were no objections.

7. Proposed Changes to *Senate Rules* Regarding Graduation Composition and Communication Requirements

Interim Associate Provost for Undergraduate Education Ben Withers explained that when he entered the position, there were a few items needing his attention: 1. the UK Core *SR* changes that the Senate just approved; 2. changes to and codification of language describing the Honors Program (completed earlier in the academic year); 3. foreign language proficiency (which will be submitted to the Senate in fall 2013); and 4. revisions to and codification of what used to be the Graduation Writing Requirement (GWR). Its new name will be “Graduation Composition and Communication Requirement” (GCCR).

Withers offered some historical information on the GWR. A few years ago the Writing Initiative lost funding and was dissolved. After that, the University was focused on revisions to UK’s general education program, UK Core. The previous Associate Provost for Undergraduate Education appointed an ad hoc committee to figure out how to connect UK Core and a graduation requirement for composition and communication, as well as identifying a means to support it. Deanna Sellnow chaired the ad hoc committee, which represented a broad cross-section of campus. The language was presented to the Senate's Admissions and Academic Standards Committee, which brought a proposal to the SC in 2011 and 2012. The SC requested certain changes about a year ago, in February/March, but the then-Associate Provost for Undergraduate Education left UK before the project moved to completion. In front of senators, now, is the revised proposal, shepherded by Roxanne Mountford in the Division of Writing, Rhetoric and Design, in the Department of English. The revisions were sent back to the original ad hoc committee for their blessing, and then back to the SC in January 2013. The SC asked that the language be put into the *Senate Rules* format currently presented to senators. The new rule essentially creates a broadly representative committee that reports to the Undergraduate Council, which will be responsible for vetting the new GCCR requirements.

The GCCR is modeled on the GWR, but with more flexibility. Every unit is asked to identify courses or individual assignments within that department, or partner with another department, to require 4,500 words of writing, with no restrictions on what is written, as well as a 10-minute oral or visual assignment, and as an assignment that demonstrates information literacy in the discipline. At the SC’s suggestion, the writing and communication and composition requirements must be completed in English. Those units providing the courses are responsible for assessing said courses. It is difficult to identify what the courses will look like in advance, hence the need to send assessment reports to the advisory committee, which will ensure a commonality across campus. There will be three modalities involved, which will parallel neatly with Presentation U, UK’s QEP program. It also provides funds for faculty development. Withers said he offered one caveat to SC, to which they agreed – the proposed new GCCR will not be final until everyone involved is satisfied that it can be implemented. The language will be incorporated into the *Senate Rules* in fall 2014 (for students entering in fall 2014) and courses will be offered for the first time in fall 2015 when the fall 2014 class will be sophomores and ready to begin meeting the proposed new GCCR requirements.

The Chair explained that the recommendation (positive) from SC was that the Senate adopt the changes to *Senate Rules 1.3.3.5.1*, as outlined in the proposal. Because the motion came from committee, no **second** was necessary. After one question, a **vote** was taken and the motion **passed** with none opposed.

The Chair said there was a second, associated motion. The recommendation (positive) from SC was that the Senate **move** to approve the proposed changes to *SR 5.4.3.1* and charge the Associate Provost for Undergraduate Education with reporting to the Senate on the success of the program at the end of the 2013-14 academic year with an implementation date of fall 2014. In response to Grossman, Withers clarified that freshman entering in fall .2014 will complete the GCCR while sophomores, which will give a year for implementation and informing students. Nagel asked about accommodations for a very smart student who might want to take hard courses in their freshman year. Withers said that the proposed language states that completion of the GCCR should take place during and after the sophomore year. The intent is to keep students writing throughout their college career. Courses taken during the freshman year can partially meet the requirements, since the 4,500 words do not have to be written in one course. In addition, some departments currently have their GWR courses at the 400- and 500-level. Withers said that when he read past sets of minutes regarding the UK Core implementation, flexibility was an important thread woven throughout. In response to another question from Nagel, Withers said that a student cannot complete a degree in two years, but could do so in three, and still meet the requirements of the GCCR, although exceptions can be made in exceptional circumstances.

Jones asked for clarification about what the Senate was being asked to approve, particularly what “success of the program” entailed. Withers said that the Senate was being asked to approve the GCCR with the caveat that the Associate Provost for Undergraduate Education return to the Senate to report on whether costs or anything else will prohibit implementation. Without the firm prescription from the Senate, it will be difficult to encourage units to gather information necessary to evaluate the GCCR. If there is a lot of desire for more English or WRD courses, that information will be presented to the Senate in spring 2014. Part of the feasibility success report is if problems can be solved.

Brion asked about the possibility that the incoming Provost will not have resources to support the GCCR. Withers said that faculty are in charge of the curriculum, so if the faculty feel the GCCR is important, then the Senate must make a statement about implementation and push it forward. Swanson **moved** to amend the motion to read, “reporting to the Senate on the ~~success of the program~~ implementation of the plan....”¹ Jones **seconded**. A **vote** was taken and the motion **passed** with none opposed.

There being no further discussion, a **vote** was taken on the motion that the Senate approve the proposed changes to *SR 5.4.3.1* and charge the Associate Provost for Undergraduate Education with reporting to the Senate on the implementation of the plan at the end of the 2013-14 academic year with an implementation date of fall 2014. The motion **passed** with none opposed.

8. President Eli Capilouto, University Senate Chair - End-of-Year Remarks

The SC Chair introduced President Eli Capilouto, University Senate Chair. President Capilouto said he wanted to drop by prior to the end of the semester to express his gratitude for everyone’s hard work. The President offered senators updates on his recent activities, including the items listed below.

- Evening with handful of PhD candidates, who each took 10 – 15 minutes to describe their research.
- Attended a biochemistry lecture with over 30 students from around the state and the world, where the faculty member translated the world of biochemistry into the fascinating research on Alzheimer’s disease conducted by the students in the class.

¹ Strike-through denotes deleted text and underlining denotes added text.

- A weekend presentation of research from students in the Colleges of Design, Education, Business and Engineering doing group work on sustainability aspects of UK's master campus plan, with oral, video and visual presentations on solutions.
- Watched UK's spring drama production of "Spring Awakening," which stimulated discussion on how issues from decades ago are still issues and how adults have things to learn from our children.

President Capilouto then talked about the accomplishments of the past year.

- Tuition increases were limited to a three per cent increase.
- Faculty and staff will receive merit raises as of July 1.
- Improvements to the campus infrastructure and strong recruitment of students.
 - For example, the proposed new Academic Science Building, renovations to the Gatton College of Business and Economics Building and renovations to the Nutter Training Facility and Commonwealth Stadium, all in addition to new residence halls

The President then showed senators a video of what the proposed new residence halls will look like. In response to a question from Prats about the new Academic Science Building, the President replied that once the infrastructure and utilities aspects are taken care of, it will be time to begin designing the building. There were no additional questions from senators.

The Chair thanked the President for attending. She also thanked Interim Provost Tim Tracy for his service during the year.

Noting that the next meeting will be on September 9, the Chair said she would entertain a motion for adjournment. Wasilkowski **moved** to adjourn and Christianson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed. The meeting was adjourned at 4:58 pm.

Invited guests present: Ken Calvert and Terry Lennie.

Absences: Adams, I, Allison, Anderson, H, Anderson, K, Anstead, Appiah, Atwood, Badger, Bailey, Ballard, Bathon, Bayliff, Bensadoun, Berry, Bilas, Blackwell, D, Bland, Branham, Brennen, Bruzina, Capilouto, Charnigo*, Coyne, Crampton, Dawson, de Beer, Deep, DeSantis, Durham, Eckman, Feist-Price, Fox, Graf, Hardin-Pierce, Hazard*, Hong-McAtee, Huffmyer, Jackson, J, Jackson, V, Johnson, Kaplan, Kellum, Kirschling, Kornbluh, Kovash, Larson*, Latham, Leahy, Martin, A, McCormick, McGill, McMahan, McNamara, Mehra, Michelman, Mock, Murthy, Noonan, O'Connor*, Osborn, Plamp, Pulliam, Rabel, Richey, Schroeder, Sexton, Smith, Speaks, Stanley, Steiner, Stombaugh, Tick, Tracy, J, Tracy, T, Truszczynski, Turner, Underwood, Voro, Walker, Walz, Wiseman, Witt, Wright, M, Wyatt, Yelowitz.

Prepared by Sheila Brothers on Tuesday, May 28, 2013.

* Denotes an absence explained prior to the meeting.



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To: Chair Blonder

From: Jeff Huber

Date: May 13, 2013

Re: Revised BA/BS ICT Program Proposal

Attached please find a table outlining issues identified by Dr. Calvert and how those issues were resolved. Those revisions are reflected in the following Information Communication Technology (ICT): Program Proposal document using Track Changes.

Brothers, Sheila C

From: Ken Calvert [calvert@netlab.uky.edu]
Sent: Monday, May 13, 2013 11:29 AM
To: Blonder, Lee
Cc: Brothers, Sheila C; O'Hair, Dan; Greissman, Richard; Lane, Derek R; Will Buntin; Huber, Jeffrey T
Subject: Re: Revised ICT Undergraduate Proposal

Dear Chair Blonder and all,

This is to let you know that Computer Science does not object to the proposal as revised. I will be at the Senate Council meeting to answer questions if you have any.

Regards,

Ken Calvert
Professor and Chair, Computer Science Department
Acting Director, Vis Center
University of Kentucky

PS. For Jeff - I did confirm that CS 115 has no prerequisites.

On 13 May 2013, at 11:17 AM, "Huber, Jeffrey T" <jeffrey.huber@uky.edu> wrote:

Dear Chair Blonder,

Attached please find a revised BA/BS ICT Program Proposal. A cover memo and table outline issues identified by Dr. Calvert and how the proposal was revised in response to those issues. The actual revisions are reflected in the proposal using Track Changes. Specific revisions in the proposal may be found on pages 2, 3, 13, 28, 46, and 47.

If you have any questions, please do not hesitate to contact me.

Thank you,
Jeff Huber

<ICT UG Proposal Full Post CS Revisions.pdf>

Summary of Changes

ICT Undergraduate Proposal

General: We are concerned that this program is aimed at becoming a kind of “Computer Science-Lite”, which teaches similar subjects that look similar to ours, but without the rigor required by our ABET-accredited program. We want the differences between the proposed program and our existing Computer Science program to be clear to all concerned.

Specific issues with the program proposal and possible resolution:

<p>Issue 1: The way the program is framed and marketed gives the distinct impression that students will be prepared for jobs involving programming or software development. This is misleading, since the proposal does not require any programming at all. We certainly agree that there are jobs in the IT field that do not require programming skills, but our experience is that programming and problem-solving ability—which are completely missing from the proposed program outcomes—are what employers are looking for.</p> <p>Program Objectives: The list of jobs starts with “software and programming” even though the proposal includes no programming requirement or outcome. Either remove all mention of “programming”, and change “software” to “application of software”, or require CS 115 (Intro to Programming and Problem Solving)</p>	<p>Program Objectives (5th page from the back) have now been revised to reflect the jobs listed in the Employment Outlook section with no reference to programming or software development. The following statement was also added to the form: Note that this degree is not equivalent to a degree in computer science and does not qualify students for positions which specifically require a degree in computer science.</p> <p>Additionally, the statement below has been added to page 8:</p> <p>Note that the Bureau’s category of ‘Software Developers and Programmers’ is not included below. The items listed below are general categories. Specific job descriptions may require other qualifications such as programming experience or a computer science degree. Note that this degree is NOT equivalent to a degree in computer science and does NOT qualify students for positions which specifically require a degree in computer science.</p> <p>Additionally, CS 115 is listed as a possible elective for students (p 23).</p>
<p>List of jobs and demand: remove jobs that are described by the BLS as requiring “a degree in Computer Science or related field”, or explicitly state that jobs requiring a CS degree or programming are excluded.</p>	<p>See above.</p>

<p>Issue 2: Accreditation. Please explain why ABET (which accredits programs titled both “Information Technology or similar” and “Information Science or similar”) is not the appropriate accreditation agency for this program, or why you do not intend to seek accreditation.</p>	<p>This program will not be accredited by ABET. This will actually serve as another distinction between the ICT program and the computer science program. According to ABET’s web site, they accredit programs “in the disciplines of applied science, computing, engineering, and engineering technology. “ This program does not fall into those areas. This program is similar to the ICT program at FSU. That program is also not accredited by ABET. Language to this effect has been added to #14 on the New Program Proposal Form.</p>
<p>Issue 3: Database course. Since this course has already been approved, we cannot require that it be changed. You could allow our CS 405 course as an equivalent substitute.</p>	<p>CS 405 is listed as a possible elective (p23).</p>
<p>Opportunities for Collaboration/Synergy:</p> <ul style="list-style-type: none"> • Faculty. You have already hired one Computer Science PhD, in the networking area, as a faculty member. (What will he teach?) In the future we hope you will contact us to explore possible joint hires, especially if you are contemplating hiring in networking, security or “big data”. • Joint program. We would like to explore the possibility of a joint Bachelor of Science program that is a hybrid of the proposed ICT program and our CS program. It would require less programming and mathematics than our existing program, and provide exposure to policy, management, and business aspects. (Involvement of B&E in the discussions may also be helpful.) 	<p>Yes on both counts. This program was developed intentionally to be multi-disciplinary.</p>

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: 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.



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*. Note that the Bureau's category of 'Software Developers and Programmers' is not included below. The items listed below are general categories. Specific job descriptions may require other qualifications such as programming experience or a computer science degree. Note that this degree is **NOT** equivalent to a degree in computer science and does **NOT** qualify students for positions which specifically require a degree in computer science.

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.bsu.edu/Academics/CollegesandDepartments/CICS.aspx> ; also has a 4-course certificate:

<https://sitecorecms.bsu.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.

Possible Electives:

CS 115 Introduction to Computer Programming*

CS 405 Introduction to Database Systems*

* Students are responsible for making sure any pre-requisites for the above courses are met.

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.

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>

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

Global Dynamics	_____	<u>3</u>
Total General Education Hours		<u>30</u>

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

NEW UNDERGRADUATE PROGRAM FORM

If so, describe, including credit hours: _____

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

If so, describe, including credit hours: _____

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

If so, describe, including credit hours: _____

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	
College of Public Health	8/14/2012	Dean Wyatt / 8-2247 / swwyat2@uky.edu	
College of Health Sciences	8/14/2012	Dean Stewart / 323-1100 / sharon.stewart@uky.edu	

External-to-College Approvals:

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

Comments:

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 but is not limited to computer 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 analysts, computer support specialists, technical writers, media and communications and instructional coordinators. 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. Note that this degree is NOT equivalent to a degree in computer science and does not qualify students for positions which specifically require a degree in computer science.

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

Description: Emphasis in technology management (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*.

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. While there is the Accreditation Board for Engineering and Technnology (ABET), according to its web site, ABET accredits programs “in the disciplines of applied science, computing, engineering, and engineering technology.” This program does not fall into those areas. We’ve also examined similar programs at other Universities; they are similarly not accredited by an agency.

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):

- Total number of hours required for degree: _____ (If this number exceeds 120, please explain) 120
- Number of hours in degree program core: 42
- Number of hours in concentration: 30
- Number of hours in guided electives: 0
- Number of hours in free electives: 24
- 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 (USDOL) 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.



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



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'.

Karen O. Skaff, Ph.D.
Chair and Division Director



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



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,

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



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,

Vince Kellen, Ph.D.
Senior Vice Provost, Academic Planning, Analytics and Technologies

cc: Dean Dan O'Hair

3.3.0 PROCEDURES FOR PROCESSING COURSES AND CHANGES IN COURSES [US: 11/14/88; US 10/11/99; US: 5/7/12]

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

This rule also applies to new or existing courses that bear the imprimatur of UK as an educational institution, are taught by UK faculty, and are offered to the public. This rule applies regardless of whether or not the course is recorded on an academic transcript and whether or not the course is eligible toward a certificate or degree. This rule does not apply to individual activities of a faculty member or other UK employee in which they may use the UK logo simply to indicate their status as UK employees.

3.3.1 Definitions [US: 5/7/12]

- A.** If changes to a course are being proposed as a part of a new academic program or change to an academic program, then those course changes shall be incorporated into the proposal for academic program change that is processed pursuant to SR 3.2.
- B.** A change in course content that does not affect (i) use of the course to satisfy program requirements; (ii) course number; (iii) course credit hours; or (iv) course title, is not considered as a change to an academic program and shall be processed according to SR 3.3.

3.3.2 Forms to be Used [US: 5/7/12]

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

3.3.3 Procedures to be Used [US: 5/7/12]

A. Course that Cannot be Used Toward a UK Degree or Certificate

If a proposed course will not be recorded on UK transcripts and cannot be used toward a Senate-approved certificate or degree, then final approval of the course is conducted pursuant to the Rules of the College of the originating educational unit and does not require approval above the level of the College. The College Rules may further delegate responsibility to department or program faculties (GR VII.A.4-6).

If the originating educational unit is not administratively housed in a college, then the department chair or director shall forward the proposal to the appropriate Academic Council, pursuant to 3.3.3.C.1 below.

B. Approval by the Educational Unit Faculty [US: 5/7/12]

1. The Faculty of the originating educational unit decides whether to approve proposals for new courses or changes to courses (including changes to courses in the educational unit's University Scholars program and in dual degree programs) (GR VII.A.6(b)); SR 3.2.A.3, below). For the Honors Program and UK Core, the "Faculty" within the meaning of this rule is the body identified by the University Senate to perform the educational policy-making functions of the respective program. [SREC 8/18/06; US: 5/7/12]

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

* For the purposes of this rule and graduate courses, "The Faculty of the originating educational unit" means the members of the graduate faculty of the program. [SREC: 10/25/12]

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

2. In cases of proposals concerning courses for undergraduate or professional certificates or degrees, the College Faculty decides whether to approve the proposal (GR VII.A.4(c)). The dean shall forward an approved proposal to the appropriate academic council of the Senate (SR 3.2.B), attesting thereby that the proposal has been approved in accordance with the College Faculty Rules. The dean may include a separate opinion on the academic merits or administrative feasibility of the proposal (GR VII.B.3).

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

3. UK Core Program. Changes in the UK Core Program are submitted by the college first to the Undergraduate Council, before action by the UK Core Education Committee. [US: 5/7/12]

* Under this rule the Undergraduate Council may opt to use a process in which a course must first be approved by the UK Core Education Committee before action by the Undergraduate Council [SREC: 8/23/12]

C. Approval by Academic Council [US: 10/11/99; SREC: 6/8/06; US: 5/7/12]

1. Jurisdiction. The dean shall forward the proposal to the appropriate academic council as provided in this subpart SR 3.3.B.1. Responsibility for the approval of new courses, changes in courses and deletion of courses (except for minor course changes as defined in SR 3.3.3.B.1.F, below), shall be vested in the appropriate academic council as follows: [US: 5/7/12]

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

(b) Other proposals arising from a health care college. Proposals for courses concerning an undergraduate certificate or degree shall be first forwarded to the HCCC if the program involves the students in health care practices. If approved by the HCCC, the chair of the HCCC shall forward the proposal to the Undergraduate Council (subpart (c), below). Proposals for graduate certificates or degrees from health care colleges are not processed by the HCCC but shall be processed as in subpart (d). [US: 5/7/12]

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

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

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

(f) Positive recommendations on proposals by an academic council, and all recommendations by the UK Core Education Committee, shall be forwarded by the chair of the council or committee to the Senate Council. [\(Exception: In the case of a proposed course that will not be recorded on](#)

UK transcripts and cannot be used toward a Senate-approved degree or certificate, the approval of the academic council is final).

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

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

University Senate
September 9, 2013

Proposed Changes to *Senate Rules 1.4.2.5* ("Senate Research Committee")

Background: At the Senate Council retreat in June, the SC supported adjusting the name of and charge to the Senate Research Committee (SRC) to include graduate education and policy making.

1.4.2.5 Senate Research and Graduate Education Committee (SRGEC)

The SRC shall be responsible for reviewing University research policies and their implementation. It shall also be responsible for reviewing graduate education policies and their implementation. In addition, it shall make recommendations to the University Senate regarding those policies and the priorities for them.

Recommendation (positive) from Senate Council: that the University Senate approve the proposed changes to Senate Rules 1.4.2.5.