

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, April 14, 2014

1. Minutes from March 10, 2014 and Announcements p. 2-10
2. Officer and Other Reports
 - a. Chair
 - b. Trustee
3. See tomorrow: Update on UK's Strategic Plan and Review of Recommendations - Provost
Christine Riordan
4. Committee Reports
 - a. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
 - b. Proposed Change to *Senate Rules 5.1.8.5.A* ("Retroactive Withdrawal") p. 11
 - c. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
 - i. Proposed New Undergraduate Certificate in Innovation and Entrepreneurial
Thinking p. 12-66
 - ii. Proposed Suspension of Graduate Certificate Public Health Nursing p. 67-69
 - iii. Proposed Suspension of Graduate Certificate in Nursing Studies p. 70-74
 - d. Senate's Academic Organization and Structure Committee (SAOSC) - Greg
Wasilkowski, Chair
 - i. Proposed Transfer of the MS in Manufacturing Systems Engineering from the
College of Engineering to the Department of Mechanical Engineering, within
the College of Engineering p. 75-86
5. Annual "State of the Libraries" Report - Dean of Libraries Terry Birdwhistell

Next Meeting: May 05, 2014

University Senate
March 10, 2014

The University Senate met in regular session at 3 pm on Monday, March 10, 2014 in the Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via a show of hands unless indicated otherwise.

Senate Council Chair Lee X. Blonder called the University Senate (Senate) meeting to order at 3:01 pm. She asked for a motion to waive *Senate Rules 1.2.3* to allow consideration of the agenda, because the agenda was not sent out six days in advance. Brion **moved** thusly and Anderson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

Senate Council Chair Blonder introduced President Eli Capilouto, chair of the University Senate (Senate).

1. President Eli Capilouto, University Senate Chair

President Eli Capilouto greeted senators and commented that he talks with students as often as he can and hears positive stories with faculty playing central roles. He spoke to senators in detail for about 40 minutes about a variety of topics.

In February 2014, Standard and Poor's (S&P) offered a positive change to its rating of UK. President Capilouto offered a few facts that were cited by S&P: the number of student applications for new housing, which exceeds the available beds by a considerable amount; the surge in applications for Living Learning Programs, indicating success in maintaining a residential campus; the financial progress (including philanthropy) for ongoing capital projects (Gatton College of Business and Economics Building, Commonwealth Stadium and Academic Science Building); and UK Healthcare admissions that have doubled since 2004. Standard and Poor's upgraded UK's outlook from "stable" to "positive" even while the outlook for higher education in general is rated at "negative." S&P noted some concerns, however: declining state financial support; and flat federal support. (The President clarified that UK's grant revenue from the National Institutes of Health is up more than 12% compared to this time last year.)

UK has a constant presence in Frankfort during the legislative session, particularly when the state budget is being discussed. President Capilouto and University of Louisville President James Ramsey jointly testified before the state's House of Representatives Appropriations and Revenue Subcommittee that oversees university budgets; he and University of Louisville President James Ramsey made a compelling case for why research universities must be properly supported. Additionally, Capilouto explained what effect the proposed 2.5% reduction in state funds (a decrease of approximately \$7.2 million) would mean for UK. UK already endured \$50 million in recurring cuts since 2008. State funds are unrestricted and provide flexibility in how to use those funds, whereas most other fund types are restricted for certain purposes or expenditures. Tuition dollars are somewhat flexible, but tuition is received in return for offering courses and degree programs, which have their own expenses. Although UK's financial numbers at the present time are preliminary, the President stated that on the top of his list is including another round of merit-based salary increases for faculty and staff, which cost approximately \$4.2 million for every 1% increase.

UK achieved considerable cost savings through efficient management practices and partnerships. Although steps in this direction were taken before President Capilouto arrived at UK, there are considerable annual savings, including a decrease in water usage by 37 million gallons and over \$3

million in utility savings. There have been administrative restructurings, institution of integrated business units, and creative partnerships with Education Reality Trust and the Athletics Department.

UK made capital requests for state-bond funding are for a renovated College of Law Building, a new Research Building and another round of Bucks for Brains / Bricks. In addition to those requests, UK made capital requests for self-funded projects through gifts and agency (UK) bonds for a renovated Student Center, fit-up of the Chandler Hospital (funded with clinical revenues) and a new parking structure (funded with parking revenues). When in Frankfort, the President gently reminds those he speaks with that UK's success in earning an "NCI-Cancer Center" designation from the National Cancer Institute began 10 years ago with state bonds for a new College of Pharmacy Building. That project led to a series of deliberate actions over the next 10 years, paid for by state bonds, which led to the NCI-Cancer designation. While the President may not know what UK's next success story will be, he suggests to legislators that UK is the best bet for their money.

When he was finished speaking, President Capilouto offered senators his deepest thanks for all they do; while he shares immense quantities of data with legislators, he said the most powerful moments are when a legislator can talk about the change that a faculty member has made for a farmer in the local community, help offered to a student on hard times or the contribution a student makes to the community. He thanked those present for giving him the great stories that allow him to be a strong and effective advocate on UK's behalf. The President solicited questions from senators.

Brion asked how much the proposed bonds will add to UK's payments on an annual basis. The President introduced Executive Vice President for Finance and Administration Eric Monday, and suggested he provide the response. Guest Monday explained that on the agency bond side, the Student Center is anticipated to be funded through student fees and philanthropy, so UK will not use agency bonds. The Chandler fit-up will be done through healthcare revenues, so UK also will not use agency bonds for that project. The University anticipates that renovations to the College of Law Building will be funded through new agency bonds and philanthropy, similar to the Gatton project. There could also be a call on agency bonds come from the requested new research building, specifically whatever portion UK funds.

Grossman asked for clarification about the student fees money that will pay for part of the renovations to the Student Center. President Capilouto replied that the goal was to greatly temper any increases in student fees with philanthropic gifts.

Wood asked the President to break down the numbers for undergraduate and graduate scholarships. The President said that \$9.7 million of the increase was for undergraduates and \$1.3 million was for graduate students; those numbers were tuition and did not include stipend support.

There being no further questions for the President, senators thanked him with a round of applause and he departed.

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.

2. Minutes from February 10, 2014 and Announcements

The Chair said that one correction was received for the minutes from February 10, 2014. There being **no objection**, the minutes from February 10 were **approved** as amended, by **unanimous consent**. The Chair reported a number of announcements, described below.

The SC approved a minor change to the 2013-2014 Academic Calendar to correct the dates for summer advising conferences.

The SC approved the use of a special form to facilitate an expedited process to change undergrad programs to accommodate the new Graduation Composition and Communication Requirement (GCCR). The form only allows for GCCR-related changes. The expedited process moves the program change from the college to the GCCR Advisory Committee, bypasses the Undergraduate Council, and goes directly to the Senate Council office for approval by lack of objection on a 10-day posting. In order to guarantee that SC has program changes in time to post them prior to the end of the semester, expedited forms must be received by GCCR Advisory Committee by March 24 in order to be sent to SC by April 7. New GCCR course proposals to be approved for a fall effective date must be received by the GCCR Advisory Committee by Monday, March 24.

The Senate's Academic Organization and Structure Committee (SAOSC) continues to receive proposals without appropriate documentation. As a result, the SC passed a motion that prior to review by the SAOSC, a proposal intended for SAOSC review must include answers to the SAOSC questions posted on the Senate site (<http://www.uky.edu/Faculty/Senate/forms.htm>).

The SC will again conduct a campuswide survey of faculty, to evaluate President Eli Capilouto and provide input to the Board of Trustees.

The National Conference on Undergraduate Research (NCUR) will take place on campus April 3 – 5. Many individuals from across the entire campus have been involved in the creation of this event. More information can be found at its UK website: <http://www.uky.edu/academy/NCUR>. Classes scheduled in impacted classrooms are being redirected to attend the conference; all other classes are invited to attend NCUR at the discretion of the instructor. For additional information, please contact David Timoney in the Registrar's office. The Chair encouraged faculty colleagues to release their classes, with an assignment, to participate in NCUR 2014. She offered some facts about the upcoming event, as well as noted that it was the largest NCUR to date, topping the number of NCUR's 2013 registrants by about 800 more participants.

The soft roll out of "Presentation U!" is underway. Over 50 faculty applied for the first cohort of Faculty Fellows, which includes 27 faculty who represent 11 different colleges and 22 disciplines. Over the next three semesters, the first cohort will attend workshops on topics focused on visual communication, written communication and oral communication, all delivered via flat print, face-to-face, and technology-enhanced channels. The second Faculty Fellows cohort will begin in fall 2014, with calls for applications widely distributed in April 2014.

3. Officer and Other Reports

a. Chair Report: Lee X. Blonder – Medicine

The Chair reminded senators that the SC meets with President Capilouto once or twice a year. The SC met with President Capilouto on February 25; topics discussed included:

- Budget efforts in Frankfort.
- Undergraduate population, and resources for same.
- Entrepreneurship.
- Campus infrastructure, historical buildings and the campus master plan.
- Participation of the Senate's Academic Facilities Committee in the process to hire a replacement for Vice President for Facilities Management Bob Wiseman, who will retire in a few months.

b. Vice Chair Report: Connie Wood – Arts and Sciences

Wood reported that nominations were being accepted for the Outstanding Senator Award (OSA), the plaque for which will be presented at the May Senate meeting. The OSA Committee members are Connie Wood (chair), Debra Anderson and Katherine McCormick. SC members are not eligible and nominees need not be currently serving a term in the Senate. Wood asked senators to forward their nominations to her via email by 5 pm on Tuesday, April 15.

The OSA is for a senator who:

- Has contributed to the University Senate by showing active and exemplary service on one or more Senate committees during his or her tenure.
- Has made notable substantive contributions in communicating with the Senate and while working with the faculty at large on important issues that impact the faculty as a whole.
- Has given strong voice to faculty issues in Senate meetings, public events, and/or local/regional news media and actively defended the principle of shared governance in University forums.
- Is effective in generating and effecting the Senate's larger agenda and goals.

c. Parliamentarian Report: J.S. Butler – Graduate School/Martin School of Public Policy and Administration

Butler explained the process and purpose of reconsidering a motion. Occasionally a body passes something and wants to revisit it. Perhaps an edit, word, number or something unintended occurs and the body finds it has made a mistake. Repealing is not the appropriate motion in this case, but reconsidering is. Reconsidering means the same as it does in ordinary life – reconsidering means the Senate voted and will go back and look at it again. Reconsidering is an ordinary, neutral, non-negative sentiment. In response to Grossman, Butler said that anyone can move to reconsider if that person voted with the winning side. Anyone who voted to successfully pass or defeat can move to reconsider and it requires a majority vote. All it does is bring the motion on back on the floor, exactly as it was, and undoes the vote. He added that the Senate would be presented with motions to reconsider later in the meeting.

4. Old Business

a. Proposed New BA/BS in Writing, Rhetoric, and Digital Studies

Hippisley, chair of the Senate's Academic Programs Committee (SAPC), explained the proposal for a new BA/BS in Writing, Rhetoric, and Digital Studies.

The Chair said that the recommendation from the SC was that the Senate **move** to approve the establishment of a new BA/BS in Writing, Rhetoric, and Digital Studies, in the Department of Writing, Rhetoric, and Digital Studies, within the College of Arts and Sciences. Because the motion came from committee, no **second** was necessary. There being no questions, a **vote** was taken and the motion **passed** with none opposed.

5. Two Honorary Degrees

The Chair noted that at the last meeting, the Senate voted to confer two honorary degrees, for two individuals to receive an Honorary Doctor of Letters. The degree, however, should have been an Honorary Doctor of Humanities because "Letters" is more specific, referring to literature and poetry. The Chair said the Senate would need to go through a series of motions to accomplish the change.

The Chair said the first motion was that the elected faculty senators reconsider the recommendation of an Honorary Doctor of Letters for HW. Wasilkowski **moved** thusly and Brion **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The Chair said the next motion was that the elected faculty senators amend the original motion concerning an honorary degree for HW, to be a Doctor of Humanities instead of a Doctor of Letters. Wasilkowski **moved** thusly and Anderson **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

Due to the previous motion, the current motion on the floor was that the elected faculty senators approve HW as the recipient of an Honorary Doctor of Humanities, for submission through the President to the Board of Trustees, as the recommended recipient of an honorary degree to be conferred by the Board. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The Chair introduced the next series of motions for the second candidate. The first was that the elected faculty senators reconsider the recommendation of an Honorary Doctor of Letters for PC. Ilahiane **moved** thusly and Wasilkowski **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

The next motion was that the elected faculty senators amend the original motion concerning an honorary degree for PC, to be a Doctor of Humanities instead of a Doctor of Letters. Christ **moved** thusly and Wasilkowski **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

Due to the previous motion, the current motion on the floor was that the elected faculty senators approve PC as the recipient of an Honorary Doctor of Humanities, for submission through the President to the Board of Trustees, as the recommended recipient of an honorary degree to be conferred by the Board. There being no discussion, a **vote** was taken and the motion **passed** with none opposed. The Chair thanked senators for their assistance.

6. Committee Reports

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

i. Proposed New JD/MHA Dual Degree Program

Hippisley, SAPC chair, explained the proposed new JD/MHA Dual Degree Program. The Chair noted that the recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new dual degree program between the Juris Doctor's degree, within the College of Law, and the

Master's in Health Administration degree, within the College of Public Health. Because the motion came from committee, no **second** was necessary. There were no comments so a **vote** was taken and the motion **passed** with none opposed.

b. Senate's Academic Organization and Structure Committee (SAOSC) – Greg Wasilkowski, Chair

i. Proposed New Department of Urology in the College of Medicine

Wasilkowski, chair of the Senate's Academic Organization and Structure Committee (SAOSC), explained the proposal to change the Division of Urology, within the Department of Surgery, into a separate Department of Urology. The Chair noted that the recommendation from the SC was that the Senate **move** to endorse the creation of the Department of Urology in the College of Medicine. Because the motion came from committee, no **second** was necessary. There were no comments so a **vote** was taken and the motion **passed** with none opposed.

c. Senate's Admissions and Academic Standards Committee (SAASC) - Greg Graf, Chair

i. Proposed Change to *Senate Rules 4.2.1.2* for BHS in Medical Laboratory Sciences

Graf, chair of the Senate's Admissions and Academic Standards Committee (SAASC), explained the proposal to change *Senate Rules 4.2.1.2* to allow students in the Medical Laboratory Technician to Medical Laboratory Sciences (MLT-MLS) track to transfer in 80 credit hours. This would be an exception to the rule that states a student can only transfer in 67 credits.

The Chair noted that the recommendation (positive) from SC was that the Senate **move** to make an exception in *Senate Rules 4.2.1.2* for the BHS in Medical Laboratory Sciences to allow the transfer of 80 credit hours toward this University of Kentucky degree. The Chair showed to senators via the PowerPoint presentation the proposed edits to *Senate Rules 4.2.1.2*, described below¹.

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

Applicants for admission must present evidence that they are in good standing in every respect in the institution they last attended. At no time shall college or university records be disregarded to admit an applicant solely on the basis of his/her high school records. Credit hours for courses accepted from a junior college, or other two year colleges or branches, shall be limited to a maximum of 67 semester hours, except for the programs listed below.

1. Students in the RN-BSN (Registered Nurse to Bachelor of Science in Nursing) program, for whom the limit shall be a maximum of 90 semester hours. Applicants must have maintained a grade point average of 2.0 or an average of C in all previous course work. [US: 12/13/82]

2. Students in the MLT to MLS (medical laboratory technician to medical laboratory scientist) track, of the Medical Laboratory Science program, for whom the limit shall be a maximum of 80 semester hours.

All collegiate level work taken at a fully accredited college or university is recognized credit hour for credit hour except that the dean of a college may require validation by appropriate means of course equivalencies or applicability toward degree requirements

¹Underline denotes added text, strikethrough denotes deleted text.

for more specialized courses. In order to be classified as fully accredited, a college or university must be a member of one of the six regional accrediting associations, such as the Southern Association of Colleges and Schools. Advanced standing from an unaccredited US college or university may be obtained by special subject examinations. [US: 12/13/82; US: 2/11/91]

Brion commented that both exemptions to *SR 4.2.1.2* were for healthcare colleges and wondered if this was setting a precedent that medical programs do not have to follow University regulations. Graf opined that it was not that the medical colleges were working under a separate set of rules, but rather that the training and education associated with the MLT field was a product of an associate's degree. Students who have already earned an MLT degree would be disadvantaged if they were prohibited from transferring in the totality of hours already earned. Brion replied that engineering students also have to take many credit hours; she expressed concern that a precedent was being set that program after program will request exemptions to the point where there is no rule anymore. Graf said that he had consulted with Jones, chair of the Senate's Rules and Elections Committee (SREC) so Jones offered additional information. Jones explained that there was nothing profound about the rule and that he was able to chase its origins back to the 1968-1968 period when President John W. Oswald led UK. The community college system had just begun and there were suspicions on main campus about the quality of instruction in that system. To keep their fingers on the content and quality of a degree, the Senate instituted the 67-hour rule. Brion asked about requirements from the Southern Association on Colleges and Schools - Colleges and Commissions and Jones replied that their requirement was a limit of 90 credits transferred, so UK's numbers were within that range. There were a couple more questions and comments.

The Chair reminded senators that the motion on the floor was that the Senate move to make an exception in *Senate Rules 4.2.1.2* for the BHS in Medical Laboratory Sciences to allow the transfer of 80 credit hours toward this University of Kentucky degree. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed and five abstaining.

7. University of Kentucky-University of Louisville Joint Conferral of Executive MBA Degree (One Diploma for Graduates)

The Chair explained that Jones would present the background information for the proposal for the University of Kentucky and the University of Louisville to jointly confer the Joint Executive MBA Degree (i.e. one diploma for graduates). Jones explained the situation in detail, noting that only the UK Board of Trustees (Board) had the authority to enter into an institutional agreement with another institution, so the role of the Senate in this case was to recommend UK's Board enter into an institutional agreement with the University of Louisville's Board of Trustees.

The Chair said that the recommendation from the SC was that the Senate **move** to recommend to the Board of Trustees that the Board approve an institutional agreement with the University of Louisville for joint conferral of the Executive MBA. Because the motion came from committee, no **second** was necessary. Porter asked about the organization of the institutions' names. Jones said that the content was not part of the day's discussion, but that it would come to the Senate in the near future. There being no further questions or comments, a **vote** was taken and the motion **passed** with none opposed.

8. Senate's Advisory Committee on Privilege and Tenure (SACPT) 2012-13 Annual Report - Stephen Testa, Chair

Guest Testa stated that the Senate's Advisory Committee on Privilege and Tenure (SACPT) hears from faculty who feel their privilege was negatively affected. The SACPT hears cases and makes recommendations to the President. In the past year and a half since Testa has served as chair, the SACPT has had three cases; just four years ago there were nine cases, so it might be a good sign that the number of appeals has decreased. Testa then offered senators a brief overview of the SACPT's 2012-2013 annual report. He ended by saying that the SACPT recommended that the Senate investigate a mechanism for faculty to appeal distribution of effort (DOE) forms, which has become a large problem for junior faculty, in particular.

Grossman commented that a little while ago the Senate recommended the formation of a faculty/staff Ombud and wondered if that would be an effective mechanism to consider DOE issues. In response to Jones, Testa said it was his impression that the problem (of junior faculty and DOEs) was primarily due to junior faculty having little knowledge about the rules that oversee the DOE and promotion and tenure process. That was unfortunate because most rules are pretty thorough and offer very specific instruction for most situations. Jones asked the Provost to comment on the matter. Provost Christine Riordan said that a workshop series had been started, which involved three or four sessions on promotion and tenure and associated regulations. She said she would continue to bring up the issue with college deans and department chairs during her twice-a-semester meetings with deans and chairs. The Provost said that all faculty have an obligation to help colleagues, although it is one's own responsibility to take charge of one's career. She said she was open to ideas on the matter.

Brion asked if the Provost was aware of any reconsideration of a faculty Ombud. The Provost replied that she had not heard that it was recommended by the University Senate, although she saw the recommendation from the Staff Senate. Anderson explained that the report recommending the establishment of an Ombud was a product of a joint faculty/staff committee. Grossman added that the President did not rule out the idea in the future, only saying that it could not be done at that time. Riordan said she was only aware of the issue being raised once and that it was turned down. Testa said he was not speaking for or against an Ombud, but by the time the SACPT sees people with a DOE problem, it is too late. Testa said there needs to be a mechanism for faculty to change or appeal their DOE, but he was not sure what that mechanism should be.

Provost Riordan noted that another initiative involved the review of DOEs by college and the start of drilling down into the department level. The goal is to look for patterns that may be out of the norm; the ability to look at the individual level will be available soon. She said that transparency was important. Jones said that historically a DOE has ended with a dean's signature. He said he was encouraged that the Provost was interested in the matter. Provost Riordan replied that professional development for faculty and staff continues to be regularly mentioned, and wondered how many faculty have professional development on their DOE. She said that more data would become available and it was a good conversation to have.

The Chair asked if the breakdown regarding DOEs was the fault of administrators and senior faculty not giving good guidance or of junior faculty, or both. Testa said that he has seen situations with junior and non-junior faculty, just about every scenario imaginable. Testa opined that it was a matter of education so that when junior faculty arrive and during orientations, they are told to look at the rules and who to talk to if they experience problems. A main issue is that some junior faculty feel the DOE discussion is a one-sided negotiation in which they may not agree with the DOE percentages, or may not have a chance to negotiate, but feel forced to sign the DOE anyway. Schoenberg said that when she served on her college's (Medicine) promotion and tenure committee, their recommendation was to offer better

training to department chairs and division chiefs so those individuals can articulate a clear vision of what DOEs are for. Ilahiane suggested cultivating a mentorship program within units. The Chair commented that some units do have mentor policies, but they vary from unit to unit. Brion suggested a change to the form so that a faculty member can sign to acknowledge receipt, but not have the signature mean the faculty member agrees with the way percentages were assigned. McCormick added that faculty going up for tenure need to understand the relationship between the DOE and the dossier. She served on an area committee and the DOE was reviewed very carefully. If a faculty member is allocated some amount of time for research but only produces two publications, it may be a case of the faculty member needing to be cognizant of the relationship between the two documents.

There being no further comments, the Chair thanked Testa for an inspiring conversation. Wasilkowski **moved** to adjourn and Anderson **seconded**. A **vote** was taken and the motion **passed** with none opposed. The meeting was adjourned at 4:47 pm.

Respectfully submitted by Connie Wood,
University Senate Secretary

Invited guests present: Michelle Butina, Julia Costich, Eric Monday, Roxanne Mountford, Steve Skinner and Stephen Testa.

Absences: Adams, Andrade, Arthur*, Atwood, Bailey, E., Bailey, P., Ballard, Bathon, Bishop*, Brennen, Bugg, Christianson, Cox, Crampton*, Day, de Beer, Debski*, Deep, Dickson, Dietz, Durham, Eckman, Evans, Feist-Price, Ferrier, Fox, Galloway, Harrison, Hertog*, Jackson, Johnson, Kaplan, Kirschling, Kraemer, Larson, Lewis, Martin, McCormick, McCulley*, Mock, Nagel*, Noonan, O'Hair, D., O'Hair, MJ., Palli, Prats, Richey, Rieske-Kinney*, Riordan, Rogers, Smyth, Spradlin, Tracy, T., Tracy, J., Turner, Valentin, Van Wie, Vasconez*, Voro, Walz, Watkins*, Webb, Wilson, Wiseman, Withers, Witt, Wyatt.

Prepared by Sheila Brothers on Monday, April 7, 2014.

* Denotes an absence explained prior to the meeting.

(Snippet from)

Senate Rules and Elections Committee
March 26, 2014
Minutes
Jones (Chair), Grossman, Pienkowski, Wood

2. Two year waiver rule for retroactive withdrawal

The SREC was tasked by the Senate Council to draft what the revised Senate Rule would look like if it were made to show that the Senate Retroactive Withdrawal Appeals Committee has the authority to waive the two year time limit on filing appeals. The language draft by the SREC is shown below

SR 5.1.8.5.A.3.

Requests for retroactive withdrawals shall be made of the Dean of the college in which the student was enrolled at the time the classes were taken. The complete request shall be made before a student has graduated and not later than two calendar years from the last day of classes for the semester for which the withdrawal is requested, [unless the SRWAC votes to waive the two year time limit](#). The fully complete request shall be submitted using the University Senate Retroactive Withdrawal Application, which includes a form on which an instructor can offer feedback, along with the documentation required by the University Senate as described on that form (<http://www.uky.edu/Faculty/Senate/forms.htm>). [US: 4/9/07; 5/7/07]

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, March 20, 2014 12:15 PM
To: Brothers, Sheila C
Subject: RE: Innovation and Entrepreneurial Thinking
Attachments: Final iNET 2013 Certificate Application.docx

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Innovation and Entrepreneurial Thinking, in the College of Communication & Information.

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

<http://linguistics.as.uky.edu/user/751>

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

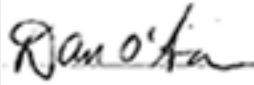
Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Undergraduate Certificate in Innovation and Entrepreneurial Thinking

Proposal Contact Person Name: Derek R. Lane Phone: (859) 257-9538 Email: Derek.Lane@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
859-257ci Faculty Council	9/24/2012	Dean Dan O'Hair / 218-0290 / ohair@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

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

Comments:

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

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

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

University of Kentucky Undergraduate Certificate Application Form

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

Name of Proposed Certificate Program: Innovation and Entrepreneurial Thinking

Sponsoring Academic Units: Communication & Information (ci)

Administering Unit, if different: NA

Primary Contact Name: Dr. Derek R. Lane

Campus Address : 310H LCLI

Phone Number: (859) 257-9538

Email: Derek.Lane@uky.edu

First Term the Certificate would be offered: Fall 2014

- 1. Describe the Certificate Curriculum, the rationale for developing and offering it, and why it is important to have this Certificate. Include here why this is proposed as a certificate rather than a minor.**

Small businesses currently generate the majority of innovations that come from the U.S., and innovations from universities are often the foundation of such companies. Today, more than ever, universities are the platform of innovation for America and the world. The **12-hour interdisciplinary undergraduate certificate program in Innovation and Entrepreneurial Thinking** is aimed at undergraduate students interested in developing specialized knowledge and research expertise in innovation and entrepreneurial thinking that can be applied within both academic and non-academic settings. The University of Kentucky owns important resources through its researchers, inventors, and creative students and faculty. Leveraging those resources with exciting education opportunities that invests students as key partners in this enterprise is long overdue on the UK campus.

The certificate program in Innovation and Entrepreneurial Thinking is designed to provide a coherent, integrated approach to helping ambitious undergraduate students develop and document the skills needed to become a successful innovator and entrepreneurial thinker. The certificate is multi-disciplinary but is hosted by the College of Communication and Information and includes four courses (12 credit hours) completed over a one- to two-year period. Courses include a mix of topics such as communication and leadership, two elective courses on innovation and entrepreneurial thinking from participating colleges, and a required capstone course (EXP 455) involving a project with the iNET entrepreneur-in-residence.

The undergraduate certificate also provides robust learning and teaching opportunities that will lead to enhanced employment and enterprise creation opportunities for University of Kentucky students. Additional outcomes include campus-wide college and department collaboration as well as potential revenue generation.

Each student who completes the program will be recognized as having completed a Certificate in Innovation and Entrepreneurial Thinking. Expected enrollment in the certificate program should be approximately 10-12 students each year—but is expected to scale to approximately 50 students by year 5.

2. Please provide the learning outcomes for this UG Certificate. What should students be able to do upon completion (use action verbs please, not simply “understand.”)

- Students will define entrepreneurial thinking and distinguish between *innovative*, *management*, and *social* entrepreneurial thinking using a multidisciplinary perspective; students will also be able to articulate how each type of entrepreneurial thinking can create economic and social value.
- Students will identify and describe the key drivers associated with innovation and entrepreneurial thinking as well as the process of how to effectively transform organizational culture.
- Students will document the risks and rewards associated with entrepreneurial thinking.
- Students will engage in a practical application of entrepreneurial thinking in a functional context.
- Students will cultivate strategic partnerships in local, regional, national, and international partnerships that will nourish innovation ecosystems.
- Students will demonstrate their abilities to privilege, leverage, and foster transformational leadership resulting in observable management, marketing, and communication competencies (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).
- Students will complete an innovative entrepreneurial thinking project that is designed to enhance overall quality of life issues (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).

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

Currently Enrolled Undergraduate Students

☒ **Post-baccalaureate Students**

The Undergraduate Certificate in Innovation and Entrepreneurial Thinking is designed to attract currently enrolled ambitious undergraduate students (who have completed at least 60 credit hours) and who are committed to changing their thinking about innovation and entrepreneurial thinking as a catalyst for creating social and economic wealth in Kentucky and across the globe. Post-baccalaureate students will also be encouraged to participate in the certificate program.

4. Will the Certificate Program be offered on campus, as a distance education program, or a combination? If so, please describe any distance education components in detail.

The certificate program will be offered on campus (though we anticipate that students may engage in internship opportunities that will require them to collaborate with entrepreneurs and investors at both national and international venues). A distance education component has been discussed and the curriculum will be revisited as additional interest in online and hybrid delivery is received. The use of technology will also make it possible to scale the program as student interest increases.

5. Provide specific courses and other requirements for the Certificate Program. A certificate must have at least 12 credit hours total, at least 12 hours at the 200 level or above, of which at least 6 credits must be at the 300 level or above. No more than 9 credits may be used to satisfy REQUIRED courses in a student's baccalaureate degree program, a minor, or another certificate. Separate listings of courses may be included with the proposal.

To earn the certificate, a student must complete four 3-hour courses.*

*See attached syllabi (note that the certificate program is constructed primarily from existing courses but **new course forms have been submitted for proposed new courses where appropriate**).

COM 381 Communication, Leadership, and Entrepreneurial Thinking

This course provides an introduction to the study and practice of leadership from an entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, innovation strategies, organizational dynamics, creative problem solving, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored. **Prerequisite: none.**

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

EXP 455: Capstone Experience in Innovation and Entrepreneurial Thinking

EXP 455 is designed as the required capstone course to earn the interdisciplinary Certificate in Innovation and Entrepreneurial Thinking at the University of Kentucky. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as part of the courses they have completed and provide experiences for students to focus on innovative processes that require entrepreneurial thinking. The course is based upon the National Science Foundation Innovation Corps program (NSF iCorps http://www.nsf.gov/news/special_reports/i-corps/) and Stanford's Lean Launch Pad developed by Steve Blank (<http://steveblank.com/2010/12/07/the-lean-launchpad-%E2%80%93-teaching-entrepreneurship-as-a-management-science/>). Students get out of the building as part of the customer development process, advance a value proposition, and test hypotheses related to the nine building blocks of the Business Model Canvas (<http://www.businessmodelgeneration.com/canvas>) as they complete a capstone project that draws on prior innovation and entrepreneurial thinking course work. The experience culminates with a strategic pitch. The course requires students to apply their critical thinking skills as they synthesize previous course work and extend and develop their own original ideas in innovation and entrepreneurial thinking. By integrating their knowledge and skills, students will also demonstrate that they possess them.

Thus, the major objective of the course is to integrate the student's course work related to innovation and entrepreneurial thinking through the development of a major project (e.g., written project that may include an SBIR grant application, formal business model, pitch, etc.).

and two **200 level (or above) elective courses** from participating colleges that focus on an innovation and entrepreneurial thinking to be approved by the iNET Academic Certificate Director.

Participating colleges have submitted several existing courses (listed below) to be included in the certificate program to fulfill the three-hour elective. ***Courses will also be added as they are developed and become available.***

SAMPLE ELECTIVES FROM A CHANGING LIST OF APPROVED ELECTIVES

AAD 310: Marketing for the Arts

This course offers an overview of marketing, advertising and promotion for visual and performing arts institutions. Students will learn practical strategies and solutions for building audiences for the arts through market research, marketing principles and communication techniques. Topics include identification and development of the audience, market segmentation, positioning strategies, marketing plans, media coverage and promotion techniques.

A-H 503: Art Through the Object: Theory and Practice for Engagement Strategies in the Museum

Museums first developed around private collections of objects that since have been made public. Today a museum's relationship with its public is paramount for success. Through the integration of theory and practice, this course will examine how museums employ various strategies to connect a multitude of audiences with their collections, these include: audio tours, theatrical performances, and social media. Case studies conducted in area museums will introduce students to past and present engagement strategies and encourage critical evaluation. Through a group project and formal presentations to community members the students will propose new methods that consider a range of tools now available to the museum including mobile technologies.

COM 591: Information Technology Strategy (Enterprise Management) Information, Strategy, and Information Technology.

This course examines the role of information and information technology in the formulation and the realization of organizational strategy. It is geared to aspiring professionals who need to understand what enables and prevents information from being maximally used to contribute to organizational sustainability and competitive advantage. This course covers advanced topics at the nexus of information, strategy and information technology including:

- Definitions and taxonomies that characterize and categorize information, strategy and information technology
- How information complexity and ambiguity influence business and IT strategy
- The role of information and information technology in organizational learning
- Cognitive biases and human defensive routines that affect organizational competitiveness
- The relationship between information and organizational culture
- Information flows across an industry value chain
- Information technologies' impact on markets and corporate competitiveness
- Methods for competing on information
- Future trends regarding information, information technology and strategy

EDU 300: Design Thinking in Education

Design Thinking in Education is a course in which students work on challenges facing the P-20 community. The class is focused on a participatory, design thinking approach, with particular attention to the needs of clients who offer real-life challenges for students to

work on. Students work in collaborative teams on semester-long projects in collaboration with client organizations, field liaisons, and a set of multi-disciplinary experts. Students are exposed to the process of human-centered design, and hone their skills in need finding, problem definition, brainstorming, prototyping, and user testing.

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.

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

Students may enroll in no more than nine credits (taken for a certificate) that may also be used to satisfy the requirements for the student's bachelor's degree. The certificate is designed as an interdisciplinary certificate program and is hosted by the College of Communication and Information.

7. Describe the admissions criteria for this Undergraduate Certificate in detail.

A student must be enrolled at the University of Kentucky and be in good standing at the time they declare their intent to complete the Undergraduate Certificate in Innovation and Entrepreneurial Thinking.

Students may declare their intent to complete the certificate program at any time. To do so they should contact the Student Services or Advising Office where their primary major is housed, but they are not required to see an advisor before adding the certificate. This is the same process a student would follow to add a minor or second program of study to their record. Certificates at UK are only awarded to students who successfully complete (or have completed) a baccalaureate degree. Ideally, a certificate can show a potential employer or graduate program's faculty a specific expertise that a UK graduate brings with them to their new career. There are no additional admissions criteria that must be met.

The Certificate of Innovation and Entrepreneurial Thinking is designed so as to comply with the following University of Kentucky standards for undergraduate certificates:

- A minimum of 12 credits of course work taken for a letter grade.
- **At least 12 credits must be 200 level or above**, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.
- To remain consistent with current UK policies, students must have and maintain at least a 2.0 GPA, have completed at least 60 hours of undergraduate course credit, and be in good standing with the university to be admitted into the certificate program.

8. Provide a projection of the Certificate Program's resource needs. Will this certificate require extra funding, classroom space, etc.?

A summer stipend will be provided by the Office of the Provost, for the faculty Director of the Certificate program. (\$5000, plus \$2000 in travel funds to be used to develop and enhance innovation and entrepreneurial thinking curriculum and networking opportunities). No additional resources are needed in terms of general coursework.

9. List below all faculty members who will be responsible for planning and participating in the Certificate, and designate who the director will be.

Dr. Derek R. Lane, Director (Associate Dean for Administrative and Academic Affairs, Associate Professor, College of Communication and Information; 2012 graduate of NSF Innovation Corps Program; Ph.D. University of Oklahoma)

Dr. Ikenna Uzuegbunam (Assistant Professor, Department of Management, MBA One Year Program, Gatton College of Business & Economics; Research focus on Social Entrepreneurship; Ph.D. Management (Strategy and Entrepreneurship), Rensselaer Polytechnic Institute)

Dr. David Blackwell (Dean, College of Business and Economics, Professor; University of Tennessee, Knoxville)

Dr. Michael Speaks (Dean, College of Design, Professor, Architecture; Ph.D. Duke University)

Dr. Dan O'Hair (Dean, College of Communication and Information; Ph.D. University of Oklahoma)

Dr. Michael Tick (Dean, College of Fine Arts, Professor, Theatre Ph.D. New York University)

Dr. John Nash (Associate Professor, College of Education; Director of the UK dLab: Laboratory on Design Thinking; Concentrating on tools and techniques to lead innovation and creativity, design thinking is a human-centered approach to understanding problems and creating solutions using extreme innovation and collaboration, Ph.D. University of Wisconsin)

Dr. Vince Kellen (UK, Chief Information Officer, Senior Vice Provost for Academic Planning, Analytics & Technologies, Areas of instruction include information, strategy, and information technology, Ph.D. DePaul University)

Dr. Phil Kraemer (Professor, Psychology, College of Arts & Sciences; Chellgren Chair for Undergraduate Excellence; Ph.D. University of Western Ontario)

Dr. Bruce Walcott (Associate Dean for new Economy Initiatives and Innovations Management, Professor, College of Engineering, Ph.D. Purdue University)

10. How will you know this Certificate is successful? An evaluation of the program is to be submitted in year five. Please describe the evaluation plans for the Certificate Program.

The overall effectiveness of the certificate program will be evaluated using two specific types of assessment: 1) individual student competency assessment and 2) program evaluation.

INDIVIDUAL STUDENT COMPETENCY ASSESSMENT

Student competency assessment will occur primarily during the capstone course and will incorporate two specific strategies: 1) **a capstone project** and 2) **a written exam** (modeled after the LSAT writing section).

The **capstone project** will be used to assess:

- **Actual student engagement** in a practical application of entrepreneurial thinking in a functional context. The final project, which is something like a brief senior thesis, will provide evidence of the student's ability to synthesize what they have learned as a function of the certificate program in entrepreneurial studies. The final project will vary by student and must be approved by the professor and the iNET Entrepreneur in Residence.
- The extent to which the project **enhances overall quality of life issues** (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).
- Students' **ability to cultivate strategic partnerships** in local, regional, national, and international partnerships that will nourish innovation ecosystems (these partnerships will be documented as part of the final iNET Term Project).

- Student competencies that reveal their ability to privilege, leverage, and foster transformational leadership. **Competencies include observable management, marketing, and communication competencies that are documented in the final pitch and final term project** (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).

The **written exam** will be used to assess the extent to which students can:

1. **Define entrepreneurial thinking and distinguish between innovative** (where entrepreneurial thinkers create and commercialize *new* products, services and business practices), **management** (where the focus is on *traditional* financial, legal, and marketing aspects of start-up businesses), **and social** (innovation in the services sector) **entrepreneurial thinking (using a multidisciplinary perspective) while describing how each type of entrepreneurial thinking can create economic and social value.** Student responses might include comparisons of historical articulations of entrepreneurship (i.e., Jean-Baptiste Say, William Baumol, Joseph Schumpeter, Peter Drucker, etc.), market-based-price-driven models, or relatively recent social entrepreneurship definitions (e.g., *“the social entrepreneur targets an unfortunate but stable equilibrium that causes the neglect, marginalization, or suffering of a segment of humanity; who brings to bear on this situation his or her inspiration, direct action, creativity, courage, and fortitude; and who aims for and ultimately affects the establishment of a new stable equilibrium that secures permanent benefit for the targeted group and society at large”* (Martin & Osberg, 2007)).

http://www.ssireview.org/articles/entry/social_entrepreneurship_the_case_for_definition
<http://knowledge.wpcarey.asu.edu/article.cfm?aid=711>

2. Identify the **key drivers** (i.e., opportunity, abilities, capital, incentives, culture; Gabr & Hoffman, 2006; talent, passion, mentorship, relationships, leadership, government action) **associated with innovation and entrepreneurial thinking** as well as the process of how to effectively transform organizational culture (including changes to goals, roles, processes, values, communication practices, attitudes, and assumptions—World Bank and Apple as examples).

<http://businessjournal.gallup.com/content/26068/four-drivers-innovation.aspx#1>
http://www.ipreg.org/IPREG_Final%20Report%20.pdf

3. Describe the **risks** (e.g., market, credibility, investor, security, sporadic income, stress, uncertainty) and **rewards** (i.e., passion, satisfaction, control, great boss, hours, location) **associated with innovation and entrepreneurial thinking.**

<http://entrepkills.hubpages.com/hub/entrepreneurskills>
<http://www.entrepreneurship.org/en/resource-center/risk-in-entrepreneurship.aspx>
<http://www.gaebler.com/Risks-and-Rewards-for-Entrepreneurs.htm>

PROGRAM EVALUATION

Program evaluation is based upon **several metrics**: 1) the number of students who complete the certificate requirements; 2) the visibility of students and faculty involved in innovation and entrepreneurial workshops, conferences, and competitions (including Idea State U); and 3) **summative qualitative assessment data** associated with the **exit interviews** administered at the end of each year to current students and certificate recipients to determine the effectiveness of the curriculum, instructors, and overall certificate program. Increased participation by additional faculty and departments will enhance the scalability of the certificate to at least the size of the current honors program by year 5.

- Student success will be measured, in part, by **retention metrics**. We will also track the ways in which students design the certificate program in their various majors, for purposes of ongoing refinement and assessment as well as enrollment management. Finally, we will track diversity among the student participants, in order to assess whether the program attracts a broad and representative spectrum of students.
11. Attach letters of support from department chairs and/or college deans indicating that their units are willing to participate in this certificate program. If no supporting letters are submitted, the proposal will be returned.

Support letters attached from:

Dr. David Blackwell, Dean (College of Business and Economics)
Dr. Dan O’Hair, Dean (College of Communication and Information)
Dr. Mary John O’Hair, Dean (College of Education)
Dr. Michael Speaks, Dean (College of Design)
Dr. Michael Tick, Dean (College of Fine Arts)
Dr. Bruce Walcott, Associate Dean (College of Engineering)

12. Submit the completed application, preferably electronically, to:

Associate Provost for Undergraduate Education
c/o Joanie Ett-Mims – joanie.ett-mims@uky.edu
113 Bowman Hall
Campus 0059



Gatton
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY



March 4, 2013

Dear Undergraduate Council:

I have had discussions with Dean Dan O'Hair and Associate Dean Derek Lane regarding the proposed undergraduate Certificate in Innovation and Entrepreneurial Thinking.

I am happy to offer my support for the certificate with the following caveats/understandings:

- The name change that reduces potential confusion with formal affiliation with the Von Allmen Center for Entrepreneurship.
- That the certificate will incorporate relevant courses from the Gatton College of Business and Economics as they are developed or as coordinated with the relevant department chairs/academic unit directors. We will continue to coordinate with iNet as relevant courses are developed and approved through the University Senate process.
- That iNet coordinate curriculum and student activities related to the certificate with the Von Allmen Center for Entrepreneurship.
- That the certificate be focused at the undergraduate level with the understanding that the Von Allmen Center for Entrepreneurship and the Gatton College of Business and Economics focus their efforts on graduate programs/certificates related to entrepreneurship.

I believe the undergraduate certificate has the potential to help undergraduate students develop important skills and knowledge that can help them in starting new businesses.

Sincerely,

A handwritten signature in blue ink that reads 'David W. Blackwell'.

David W. Blackwell
Dean



College of Communication
and Information
308 Lucille Little Library
Lexington, KY 40506-0224
859 218-0290
fax 859 323-4171
cis.uky.edu

November 20, 2012

Dear Undergraduate Council,

As dean of the College of Communication & Information, which hosts iNET, the University's Innovation Network for Entrepreneurial Thinking, I fully support the proposed Undergraduate Certificate in Entrepreneurial Studies. In addition, I have committed my college to teaching one of the two required courses for the certificate as well as the capstone course. This proposal and the ensuing program have been a long time in the making and the efforts of several colleges and dozens of individuals have resulted in an extraordinary success of collaboration and teamwork.

As the founder of iNET and Chair of the iNET Advisory Board, I am fully committed to iNET's mission to provide entrepreneurship education and meaningful entrepreneurial experience to all University of Kentucky students. The Undergraduate Certificate in Entrepreneurial Studies is the cornerstone of the iNET academic initiative and will attract creative students that might have studied elsewhere. Students will benefit from a rigorous curriculum, innovative programming, and a world-class advisory board composed of working innovators and entrepreneurs. The program outlined here has been judiciously benchmarked in order to offer our students an educational experience second to none.

We are delighted to submit this joint proposal to you. We hope that the supporting documentation in support of our proposal meets with your approval. Please let me know if I can provide any additional information, or be of further assistance.

Sincerely,

A handwritten signature in black ink that reads "H. Dan O'Hair". The signature is written in a cursive style.

H. Dan O'Hair
Dean



October 17, 2012

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

Dr. Karen Badger
Acting Chair
Undergraduate Council
University of Kentucky
Lexington, KY 40506

Dear Dr. Badger:

It is with pleasure that I write this letter of support for the Undergraduate Certificate in Entrepreneurial Studies. I join with my colleague, Dr. John Nash in the College of Education, in offering praise for the goals of the certificate program. We fully intend to support the program through our work on the Board of Directors of iNET and with the regular offering of EDU 300, *Seminar in Design Thinking*, which fits nicely with the curricular goals of the program.

Preparing our undergraduates in entrepreneurial studies is a laudable pursuit for our university given the outstanding opportunities associated with entrepreneurship, including design thinking, technology commercialization, creative problem-solving, and innovation strategies. We will be encouraging our education majors to seriously consider adding the certificate to their degree plans. Our interest in innovation and entrepreneurship in the profession of education is long-standing, although never more active than it is today. The certificate proposed here will add great value to UK and the College of Education.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mary John O'Hair".

Mary John O'Hair
Dean and Professor

CC: Dr. John Nash, Associate Professor, Educational Leadership Studies



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

September 26, 2012

Dear Undergraduate Council:

As the Dean of the College of Design and a member of the Board of Directors for iNET, I fully support the proposal for the Undergraduate Certificate in Entrepreneurial Studies.

I personally, and the college, are actively involved in the University's endeavors to encourage, support and nurture students toward entrepreneurial thinking. An Undergraduate certificate in Entrepreneurial Studies will certainly support those endeavors.

Additionally, the certificate will have the potential of drawing even more students from the Commonwealth, as well as outlying states, to the University, as they consider their future goals. And, acquiring the certificate at the University will encourage many of them to remain in Kentucky to start their businesses.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Michael Speaks".

Michael Speaks, Ph.D.
Dean and Professor, College of Design



College of Fine Arts
Office of the Dean
202 Fine Arts Building
Lexington, KY 40506-0047
office: 859 257-8146
fax: 859 323-1050

October 11, 2012

Ms. Deb Weis
Director of iNET
256 ASTeCC Building
Lexington, KY 40506-0286

Dear Deb,

As the Dean of the College of Fine Arts, and a member of the Board of Directors for iNET, I support without reservation the proposal for the Undergraduate Certificate in Entrepreneurial Studies.

As you can well imagine, visual, performing, and literary artists must continually focus on the professional and business side of their creative practice. From goal setting and creating a business plan to budgets and financial management, we attempt to teach our students about what it means to sustain careers in the commercial and nonprofit entertainment industry. A certificate program in Entrepreneurial Studies will augment our efforts in profound and exciting ways, especially since the curriculum will focus on helping students with grant or project applications, and also focus on strategies for expanding their visibility through the use of social media and other networking tools.

Although we have a highly recognized program in Arts Administration, the two-person faculty must devote most of their time to teaching and advising almost 100 majors. So, a certificate program in Entrepreneurial Studies to support CFA's "other" population, a number well over 1,000 if you include identified minors, is sorely needed.

Please don't hesitate to contact me should you have additional questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'M. Tick', with a long, sweeping horizontal line extending to the right across the top of the signature area.

Michael S. Tick, Ph.D.
Dean of Fine Arts and Professor of Theatre

September 24, 2012

Ms. Deb Weis
Director of iNET
256 ASTeCC Building
Lexington, KY 40506-0286

Dear Deb,

I am writing this letter to you in support of your proposal of an undergraduate certificate in entrepreneurship. The College of Engineering has a rich history of promoting entrepreneurship. We have a number of formal courses that align with your proposal such as our Engineering Enterprise course Senior Design courses, Leadership course and a brand new course offered for the first time this semester on how to start a new company.

In terms of activities outside the classroom, we have a well-established entrepreneurial engineer-in-residence in our entrepreneurial Living Learning Community in Ingels Hall. I should note that Ingels Hall is named after Margaret Ingels—who co-founded the HVAC industry with Willis Carrier. Think of how our world has changed as a result of her entrepreneurship!

In fact, as our world becomes “flatter”, it is very important to exposed our students to entrepreneurship—more specifically the creativity, innovative thinking, and problem solving skills developed when pursuing both areas—the more likely one is of having a long-term successful career. This semester, I am teaching EE101 with Dr. Rob Adams. This course focuses on creativity in the context of the engineering profession and is a perfect compliment to your proposal.

Of course, the College of Engineering also supports UK Entrepreneurship Club (Big Blue Starters) Club which was started in 2001 at the suggestion our then UK President, Lee Todd. Like iNet, all majors are welcome in this organization. In fact, Big Blue Starters has spearheaded the launching of a new spin-off of this organization that focuses on Video Game development. In the spirit of iNet, this new organization has brought together computer scientists and computer engineers with art majors and business majors. We hope to see the first product launched by the end of the semester.

As a final testament to the College’s support of entrepreneurship in our students,In conclulsion, let me relate to you an engineering entrepreneurial activity that I think is most relevant to your proposal. The goals of the iNet certificate program described in your narrative somewhat mirrors that of our UK Solar Car team in the early days of its formation when I worked with one of our enthusiastic co-ed engineering students, Ms. Carolyn Thornton. At that time, we had no experience in building solar cars and our expectations were decidedly low. We helped to fund the team in acquiring their electric motor (which the team still uses today!) and the UK solar car had its start. In the ensuing years, the UK solar car team benefitted from having very entrepreneurial student leaders and faculty advisors.

Slowly, the team grew in confidence and success inevitably followed. During the past few years, the team has finished 9th, 5th and 2nd in competitions featuring other university teams with vastly greater experience and budgets.

In summary, I hope I hope the review committee will reach the same conclusion as I have in reviewing your certificate proposal: entrepreneurship is applicable to all majors on campus including engineering majors and the College of Engineering will actively participate in this program.



Bruce L. Walcott, Ph.D.

Associate Dean for Commercialization and Economic Development

College of Engineering Alumni Professor of Electrical and Computer Engineering

Communication, Leadership, and Entrepreneurial Thinking

COM 381 Course Syllabus

GENERAL COURSE INFORMATION

COM 381-002 Class meets: 2:00 pm – 3:15 pm Tuesday and Thursday 303 LCLI Little Library

Portions of the course will be delivered online.

INSTRUCTOR CONTACT INFORMATION

Dan O’Hair, PhD

Email: ohair@uky.edu

Phone: 859.257.7805

Office Location: 308 LCLI Little Library

Office Hours: By appointment.

Jennifer Dupuis, MLS

Email: Jennifer.dupuis@uky.edu

Phone: 859.940.5662

Office Location: 310 LCLI Little Library

Office Hours: Tues & Thurs 1:00-2:00 pm

COURSE DESCRIPTION

This course provides an introduction to the study and practice of leadership from an entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, innovation strategies, organizational dynamics, creative problem solving, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored. **Prerequisite: none.**

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

As mentioned above, portions of the courses will be delivered and completed online.

STUDENT LEARNING OUTCOMES*

1. Be able to define and distinguish between leadership, innovation, entrepreneurship, and communication.
2. Describe the common leader and follower communication styles.
3. Be able to analyze and differentiate among trait, state, and functional leadership. Learn multiple leadership perspectives.
4. Be able to differentiate between transformational and charismatic leadership.
5. Understand the impact of power and influence as they relate to leadership and entrepreneurship in multiple contexts.
6. Participate in a functional group/team as part of a major course project.
7. Assess the characteristics of leadership and entrepreneurship style.
8. Develop skills in analyzing, and evaluating leadership and entrepreneurial activity.
9. Plan, design, execute, interpret, and critically evaluate the conclusions of original communication, entrepreneurship, and/or leadership research projects.
10. Clearly communicate and interpret the findings of original entrepreneurship, communication, and leadership research to a lay audience.

Objectives will be assessed using written, oral, and team-based assignments.

REQUIRED COURSE MATERIALS

Hackman, M. Z., & Johnson, C. E. (2009). *Leadership: A communication perspective* (6th ed.). Long Grove, IL: Waveland.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA Style Aid: <http://www.wou.edu/provost/library/instruct/citations/apa/>

Assigned articles and monographs on entrepreneurship, communication, and leadership.

All students are expected to have an active email account and to check email regularly.

In addition to the required textbooks and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the Blackboard course page.

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

PERFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Prepare individual assignments
2. Read and respond to required course readings
3. Participate in class discussions, problem solving, and decision-making exercises.
4. Complete exams.
5. Research, analyze, and synthesize leadership theories.
6. Successfully participate in a team-based research/writing project.

DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS

2 Exams (40%, [20% for each exam])

Two exams will be administered in which you will have some time to make a response online once the questions have been posed (approximately 48 hours). You will be given one class period as part of your writing/preparation period for completing the exam. The exam will cover all course material with appropriate review sessions to precede the exams. The exams will be open-ended format.

Participation & Response to Colloquium (20%)

The College of Communications and Information Studies hosts College Colloquium each semester for the benefit of students, faculty, and the local community. Part of your responsibility will be to attend four of these colloquia (in lieu of class attendance) and to participate in the Q & A of the Colloquium and to provide a brief reaction paper (approximately two double spaced pages) regarding the content of the Colloquium.

Wikipedia Project (25%)

You will join a team to provide content to Wikipedia in the areas covered in the course. You will be provided explicit instruction on how to appropriately research, edit, revise, and refine content that would be valid and reliable entries in the Wikipedia database.

Contribution to iNET Database (15%)

As part of the research component of the course, we are asking you to conduct research on the topics relevant to the course and assess and evaluate the research so that your contribution can become part of a database on the general topics associated with the course. The number of contributions you make will determine your grade in this area of evaluation.

MID-TERM GRADE

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

COURSE POLICIES

GENERAL CLASS REQUIREMENTS

Students are expected to:

1. Be on time for all class and team meetings.
2. Interact productively in class discussions, Blackboard discussions, and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully deliver several effective oral presentations.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

ATTENDANCE POLICY

Excused Absences

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

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

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

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

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

penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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

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

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

Accommodations due to disability

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

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom community. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.

In addition, all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

MISSED OR LATE EXAMS OR ASSIGNMENTS: Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and SREC: 11/20/87]

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities to improve on the silence.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by at least 10 percent. Please note that any assignment you turn in may be submitted to Turnitin (www.turnitin.com) for plagiarism comparison.

See Appendix A for more information on writing guidelines.

EMAIL & COMPUTER WORK: We will use electronic mail and Blackboard for on-line discussions and class updates. Please read your email and Blackboard regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier (http://www.uky.edu/Libraries/page.php?lweb_id=21<ab_id=1040).

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class combines a variety of instructional models, including, but not limited to: in-class discussion, Blackboard discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciate for leadership communication concepts, contexts, theory, and research.

The method of instruction to be employed is based on the following assumptions:

The major functions of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward leadership communication theory and research.

Consistent with this rationale, you will be given considerable freedom to select what you will study, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with an exposure to the knowledge claims and research methodologies that will allow you to become a stronger graduate of the University of Kentucky. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help.

HOW TO STUDY AND DO WELL IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course --

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises.
- Participate in-class and make use of web resources on Blackboard.
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - it *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. O'Hair or Instructor Dupuis outside of class as needed.

SYLLABUS REFERENCES

Watt, W. M. (1995). Teaching essential behaviors of leadership: A rationale and syllabus. *The Journal of Leadership Studies*, 2, 149-161.

TENTATIVE SCHEDULE

The following topics are part of what we hope to cover in the class. The actual schedule will likely vary, depending on the needs of the class. You will be responsible for checking Blackboard and attending class to know from week to week what we are actually covering in class.

Introduction and Overview	Leadership and Communication Fundamentals
Communication Styles	Traits, Situational, Functional, and Relational
Leadership Styles	Transformational and Charismatic
Leadership and Power	Leadership and Influence
Leadership in Groups and Teams	Leadership in Organizations
Leadership and Diversity	Ethical Leadership and Followership
Leadership Development	Leadership in Crisis
Team Building	Relationship Management
Social Marketing	Innovation Type and Strategy
Valley of Death	Boundary Spanning
Environmental Scanning	Machiavellianism
Creative Problem Solving	Influence
Negotiating	Goal Setting
Knowledge Management	Design Thinking
Organizational Dynamics	Intangible & Invisible Capital
Partnership Theory	Conflict Management

Appendix A

Writing guidelines

Active vs. passive voice

In general, the active voice (“*Chicago* won the Oscar for Best Picture”) is stronger than the passive voice (“The Oscar was won by *Chicago*”) because the passive shifts the agent of the sentence from the beginning of the sentence to the end, which is more likely to confuse readers. Of course, if your goal is to confuse the reader or to convey a sense of objectivity, then the passive voice is the way to go (e.g., “Mistakes were made” instead of “I made a mistake”).

Contractions

Avoid contractions in formal writing.

Voices

The first and third person voices (“I” and “he/she/it,” respectively) are commonly accepted in formal writing, although some controversy exists regarding the first person. A traditional social science study avoids the first-person voice because it compromises objectivity. The second-person “you” is to be avoided in all cases.

Word choice

A thesaurus can be your friend, but be careful not to unnecessarily alter the meaning of your sentences with fancier words. For instance, “notorious” and “famous” have similar dictionary meanings, but their different connotations require that writers not use them interchangeably. Also, a writer should not use a word without being certain of that word’s meaning. Consider the case of a student who wanted to explain that boys desired to emulate their fathers but wrote instead that boys desire to “immolate” their fathers.

Syntax and punctuation

Dictionaries are our friends. Check the spelling of difficult words (and not-so-difficult words, too, if you are uncertain of their spellings and/or definitions). Also, keep in mind that book and movie titles should be underlined or italicized, but not placed in quotation marks.

Proofreading

Need I explain this one?

Parsimony

In this context, parsimony refers to the use of precise, elegant language, whereby a good writer says as much as possible with as few words as possible. With parsimony in mind, be careful to avoid words that do not add to the meaning of a sentence. (“Really,” “actually,” and “basically” are common culprits.) Why use “at this point in time” when “now” will suffice? Also, watch out for “there is/are” constructions. Such statements often reflect lazy writing and can be rewritten more parsimoniously.

Fonts and margins

One-inch margins are standard for academic papers. Also, no font should be larger than 12-point.

Proofreading again (just in case I do need to explain this one)

A writer should never turn in a paper without proofreading it first. In case the last sentence was unclear, A WRITER SHOULD NEVER TURN IN A PAPER WITHOUT PROOFREADING IT FIRST. I recommend reading papers aloud, which allows the voice to catch errors that the eyes and ears might overlook.

EXP 455 Capstone Experience in Innovation and Entrepreneurship

General Course Outline

Spring 2014

EXP 455-001 Class meets: 1:00 - 2:15 p.m. Monday/Wednesday EGJ 225

Instructor: Dr. Derek R. Lane; Derek.Lane@uky.edu; 310H LCLI Little Library; 257-9538

Office Hours: Monday and Wednesday 10:00 a.m. -- 11:30 a.m.
Tuesday and Thursday 1:00 p.m. -- 2:00 p.m. (And by appointment)

Course Description:

EXP 455 is designed as the required capstone course to earn the interdisciplinary Certificate in Entrepreneurship Studies at the University of Kentucky. It is aimed at providing students with the opportunity to integrate the knowledge and skills they have acquired as part of the courses they have completed in entrepreneurship as well as provide experiences for students to focus on innovative processes that require entrepreneurial thinking. The course is based upon the National Science Foundation Innovation Corps program (NSF iCorps http://www.nsf.gov/news/special_reports/i-corps/) and Stanford's Lean Launch Pad developed by Steve Blank (<http://steveblank.com/2010/12/07/the-lean-launchpad-%E2%80%93-teaching-entrepreneurship-as-a-management-science/>). Students get out of the building, build a company, and test hypotheses related to the nine building blocks of the Business Model Canvas (<http://www.businessmodelgeneration.com/canvas>) as they complete a capstone project that draws on prior entrepreneurial course work. The experience culminates in a formal business plan and pitch. The course requires students to apply their critical thinking skills as they synthesize previous course work and extend and develop their own original ideas in entrepreneurial thinking. By integrating their knowledge and skills, students will also demonstrate that they possess them.

Thus, the major objective of the course is to integrate the student's course work related to innovative thinking and entrepreneurship studies through the development of a major project (e.g., written project (Business Plan), SBIR grant application, Formal Business Plan, Pitch, etc.).

This course provides real world, hands-on learning on what it's like to actually start a company. This class is *not about how to write a business plan*. It's *not an exercise on how smart you are in a classroom*, or how well you use the research library. The end result is *not a PowerPoint slide deck for a VC presentation*. Instead you will be getting your hands dirty talking to customers, partners, and competitors, as you encounter the chaos and uncertainty of how a startup actually works. You'll work in teams learning how to turn a great *idea* into a great *company*. You'll learn how to use a *business model* to brainstorm each part of a company and *customer development* to *get out of the classroom* to see whether anyone other than you would want/use your product. Finally, you'll see how *agile development* can help you rapidly iterate your product to build something customers will use and buy. Each week will be new adventure as you test each part of your business model and then share the hard earned knowledge with the rest of the class. Working with your team you will encounter issues on how to build and work with a team and we will help you understand how to build and manage the startup team.

Additional student learning outcomes are provided below.

Student Learning Outcomes:

- Students will define and distinguish among *innovative*, *management*, and *social* entrepreneurship from a multidisciplinary perspective and how each type of entrepreneurship can create economic and social value.
- Students will identify the key drivers associated with innovation and entrepreneurial thinking as well as the process of how to effectively transform organizational culture.

- Students will articulate in writing the risks and rewards associated with entrepreneurial thinking.
- Students will engage in a practical application of entrepreneurial thinking in a functional context.
- Students will cultivate strategic partnerships in local, regional, national, and international partnerships that will nourish innovation ecosystems.
- Students will learn to privilege, leverage, and foster transformational leadership resulting in observable management, marketing, and communication competencies (e.g., participation should create team builders, critical thinkers, information managers, innovative problem solvers, etc.).
- Students will complete an entrepreneurial project that is designed to enhance overall quality of life issues (e.g., improve health, reduce achievement gaps, improve technological infrastructure, etc.).

POLICIES AND PROCEDURES

1. Students are expected to take primary responsibility for the development of their capstone projects and to be active participants in the learning process. Students should come to class prepared to participate in discussions of assigned readings and topics presented in class. As is the case with a job, attendance is mandatory. A student's final grade will be affected by absences, lateness, and/or by lack of class participation—**each absence (after two) will be penalized 20 points.**
2. All written assignments for this class must be typed.
3. The University code for classroom behavior and academic misconduct will be upheld in this course. Special attention will be paid to the proper and improper use of source materials so as to avoid plagiarism.
4. Students *with* special academic or physical needs are asked to notify *the* instructor during the first week of class so that any necessary accommodations can be made promptly.

Required Course Materials

Blank, S., & Dorf, B. (2012). *The startup owner's manual: The step-by-step guide for building a great company*. Pescadero, CA: K & S Ranch, Inc.

Osterwalder, A. (2010). *Business model generation*. Hoboken, NJ: John Wiley & Sons, Inc.

There will also be several supplemental readings that will be provided throughout the course. Required reading material will be available on the course Blackboard website.

Recommended Course Materials

Guillebeau, C. (2012). *The \$100 startup: Reinvent the way you make a living, do what you love, and create a new future*. New York: Crown Business.

Moore, G.A. (2002). *Crossing the chasm: Marketing and selling disruptive products to mainstream customers*. New York: HarperCollins Publishers, Inc.

Moore, G.A. (2011). *Escape velocity: Free your company's future from the pull of the past*. New York: HarperCollins Publishers, Inc.

Murphy, B. (2010). *The intelligent entrepreneur: How three Harvard business school graduates learned the 10 rules of successful entrepreneurship*. New York: Henry Holt.

Ries, E. (2011). *The lean startup: How today's entrepreneur's use continuous innovation to create radically successful businesses*. New York: Crown Business.

The class meets for a total of three hours per week for the entire semester. During those three hours we'll do two things. First, I'll lecture on one of the 9 building blocks of a business model canvas. Secondly, each student team will present "lessons learned" from their team's experience getting out of the building learning, testing, iterating and/or pivoting their business model.

During the first week of class, students will form teams (optimally 4 people in a team—but I'm flexible) and a specific company. Their company can focus in any area— software, hardware, medical device or a **service** of any kind. Throughout the course, the company teams will share with the class answers to these "lessons learned" questions:

1. What did you initially think?
2. So what did you do?
3. Then what did you learn?
4. What are you going to do next?

At the course's end, each team will present their entire business model and highlight what they learned, their most important pivots and conclusions.

GRADED ASSIGNMENTS

The Final iNET Term Project: The final project, which is something like a brief senior thesis, should provide evidence of the student's ability to synthesize what they have learned as a function of the certificate program in entrepreneurial studies. The final project will vary by student and must be approved by the professor and the iNET Entrepreneur in Residence.

Company Oral Presentations on Lessons Learned: During the semester, students will give several 15-minute presentations related to the lessons they learned from getting out of the building. The presentations will be graded for content, organization, and delivery.

Team Presentations: maximum 15 minutes each (all teams)

- Slide 1: Cover slide
- Slide 2: Current business model canvas with any changes marked
- Slide 3: What did you learn about your value proposition from talking to your first customers?
 - Hypothesis: Here's What We Thought
 - Experiments: So Here's What We Did
 - Results: So Here's What We Found
 - Iterate: So Here's What We Are Going to Do Next

Final Pitch: The final pitch will follow the format of the lessons learned presentations but will also include four major components: traction (product/market fit), product, team, social proof. Additional information will be provided as the semester progresses but students can get started early by visiting: <http://venturehacks.com/pitching>.

Final Business Model Canvas: The final business model canvas will be the culmination of all lessons learned during a minimum of 100 customer contacts.

Class participation Credit **will be given for** participation in various in-class activities.

POINT DISTRIBUTION or GRADED ASSIGNMENTS

Individual iNET Term Project.....	400
Company Oral Presentations (5 X 50).....	250
Final Pitch	200
Final Business Model Canvas.....	150
Less 20 points for each absence (above 2).....	XX
Less points for missing, late, or unsatisfactory S/U graded work.....	XX
TOTAL POINTS	1000

Grade distribution: 900-1000=A 800-899=B 700-799=C; 600-699=D

I strongly encourage all of you to come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be expected to teach and/or facilitate a discussion about one weekly reading. The reason for asking you to assist with the instruction of the course is that the process will enhance your understanding of the course content.

CLASS FORMAT AND EXPECTATIONS:

Since this course is meant to function primarily as a place and occasion where each student develops his or her own integration of what he or she has learned as they studied innovation and entrepreneurial thinking, the course has no topic in the usual sense. The instructor will mostly provide resources for the term project (**the presentation and paper**). Sometimes this will be through lectures, but sometimes it will take other forms such as seminar-style discussions and exercises aimed at facilitating the students' own integration of what they, for the most part, already know. From time to time there will be lectures on topics that will facilitate work on the term project. The active participation of each student in class discussion is vital. We urge each student to volunteer suggestions and comments for the projects of others. Active engagement in a discussion of someone else's project is one of the "integrative" activities that this course provides. Furthermore, you may see something or know something that no one else in the class sees or knows, including your instructor.

COURSE ASSUMPTIONS

ATTENDANCE: You cannot do well in this class if you do not attend regularly. It is assumed that you will attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than two classes, you will be encouraged to withdraw from the course.

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

WRITING SKILLS: It is assumed that you have already developed good writing skills. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-

organized and coherent manner. In addition, you should use the APA (6th Edition) writing style using correct citation and notation.

ORAL PRESENTATION SKILLS: It is also assumed that you have already developed good oral presentation skills. You will be expected to make several brief presentations to your peers and to facilitate discussion of required course materials. You should be able to extemporaneously present your research findings in a clear and concise manner. Your objective will be to not only create understanding with your audience, but to also show the relevance of your applied research results.

ANALYTICAL SKILLS: It is assumed that you have some background in empirical research methods (quantitative and/or qualitative) that will allow you to analyze the results of your needs assessment (and the research literature you will be reading on a weekly basis. If your background remains minimal, please see me for suggested readings.

COMPLETION OF ASSIGNMENTS: It is assumed that you will submit assignments on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of an assignment grade. As a rule, late work will be reduced at least a letter grad. Excessively late work will not be accepted. Poor planning on your part does not constitute an emergency on my part OR a good reason for turning work in late. Also, please note that you are expected to complete reading assignments **before** due dates!

ACADEMIC INTEGRITY: Examination answers and written work for this course must be the original work of the student. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of "E" for the course. Such conduct may also constitute grounds for dismissal from the University.

FAIRNESS POLICY: The University of Kentucky is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. UK does not discriminate on the basis of race, color, national origin, age, sex, religion, or disability. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

University of Kentucky Policy on Intellectual Dishonesty/Academic Integrity:

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

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

Part II of Student Rights and Responsibilities

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

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

submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this experiential course with an appreciation for and the competencies related to entrepreneurial thinking. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	ACTIVITIES	ASSIGNMENT DUE
1.		Introduction to course; expectations explored	Team Introductions
2.		Business Model Canvas/Customer Development Team Presentations	Team Presentations
3.		Best Practices for Customer Discovery Customer Discovery	
4.		Value Proposition(s)/Customer Segments	Team Presentations
5.		Business Model Canvas Examples	
6.		Corporate Entrepreneurship Part 1	Team Presentations
7.		Channels / Get, Keep, Grow Customers Revenue Model	
8.		Business Model Canvas BEST PRACTICES	FINAL Term Project TOPIC DUE
9.		Corporate Entrepreneurship Part 2	Team Presentations
10.		<i>SPRING BREAK</i> <i>SPRING BREAK</i>	No Class No Class
11.		Partners, Key Resources, & Activities	
12.		Business Model Canvas Examples	
13.		Team Presentations	Team Presentations
14.		Costs and Metrics that Matter	
15.		The Lean Startup	FINAL Project/SBIR Application DUE
16.		FINAL Business Model & Pitch	EXIT INTERVIEWS

AAD 310: Marketing for the Arts

Course Syllabus

Course and Instructor Information

Term:	Fall 2011	Instructor:	Rachel Shane, Ph.D.
Classroom:	New North Residence Hall, Room 128	Office:	117A Fine Arts
Class Hours:	MWF 10:00 a.m. – 10:50 a.m.	Office Hours:	MW 1:00 p.m. –3:00 p.m.
		Phone:	859. 257.7717
		Email:	rachel.shane@uky.edu

Course Description

This course offers an overview of marketing, advertising and promotion for visual and performing arts institutions. Students will learn practical strategies and solutions for building audiences for the arts through market research, marketing principles and communication techniques. Topics include identification and development of the audience; market segmentation, positioning strategies, marketing plans, media coverage and promotion techniques.

Course Goals

The purpose of this course is to introduce students to marketing principles and practices. Students will:

- Learn market research methods;
- Gain exposure to the impact and importance of demographic changes in society on arts organizations;
- Learn how to expand an organization's impact and reach through audience development techniques;
- Learn the purpose and role of technology in arts marketing;
- Utilize select computer design and graphic software programs to make marketing materials;
- Learn how to conduct a marketing audit;
- Learn how to create a promotions plan; and
- Learn how to create effective marketing messages through advertising, public relations, direct marketing, and sales promotions.

Course Outcomes

Upon completion of this course, students will be able to:

- Identify, describe and utilize market research methods;
- Assess and analyze marketing strategies;
- Develop strategies for addressing demographic changes;
- Create a promotions plan that incorporates marketing research and marketing principles to promote an arts product;
- Compose effective marketing messages through advertising, public relations, direct marketing, and sales promotions; and
- Demonstrate skills in research and writing.

Required Texts

The following texts are required reading for the course:

- Scheff Bernstein, Joanne. *Arts Marketing Insights: The Dynamics of Building and Retaining Performing Arts Audiences*. San Francisco, CA: Jossey-Bass. 2007.
- Kotler, Neil. G., Philip Kotler, and Wendy I. Kotler. *Museum Marketing & Strategy*. San Francisco, CA: Jossey-Bass. 2nd Edition. 2008.

Course Schedule

The following schedule outlines the course topics, readings and assignments due for each class.

Dates	Topic	Assignments Due
Aug. 24	Introduction and Expectations	
Aug. 26	Marketing Overview	Readings Due: <ul style="list-style-type: none"> ❑ Scheff Bernstein, Joanne. <i>Arts Marketing Insights: The Dynamics of Building and Retaining Performing Arts Audiences</i>. Prologue (pg. 1-4). ❑ Kotler, Neil. G., Philip Kotler, and Wendy I. Kotler. <i>Museum Marketing & Strategy</i>. Chapter 1 (pg.3-20).
Aug. 29	Marketing Overview	Readings Due: <ul style="list-style-type: none"> ❑ <i>Arts Marketing Insights</i>. Chapter 1 (pg. 5-23). ❑ <i>Museum Marketing & Strategy</i>. Chapter 1 (pg. 3-20).
Aug. 31	Marketing Research	Readings Due: <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 2 (pg. 21-39).
Sept. 2	Marketing Research	Readings Due: <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 2 (pg. 21-39).
Sept. 5	No Class – Labor Day	
Sept. 7	Community Profile	Readings Due: <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 3: Undertaking a Marketing Audit (pg. 69-82). Assignment Due: <ul style="list-style-type: none"> ❑ Organizational Overview and Background (via Blackboard submission)
Sept. 9	Group Project: Community Profile	Readings Due: <ul style="list-style-type: none"> ❑ <i>Arts Marketing Insights</i>. Chapter 7 (pg. 143-161).
Sept. 12	Competitive Analysis	Readings Due: <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 4: A Museum Chooses its Mission (pg. 83-100).

Sept. 14	Marketing Audit: SWOT Analysis	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 4: Human Resources (pg. 100-113). <p>Assignment Due:</p> <ul style="list-style-type: none"> ❑ Community Profile (via Blackboard submission)
Sept. 16	Group Project: Competitive Analysis	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Arts Marketing Insights</i>. Chapter 2 (pg. 25-47).
Sept. 19	Market Segmentation	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Arts Marketing Insights</i>. Chapter 3 (pg. 49-64).
Sept. 21	Target Marketing	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 5: Approaches to Markets (pg. 114-129). <p>Assignment Due:</p> <ul style="list-style-type: none"> ❑ Competitive Analysis (via Blackboard submission)
Sept. 23	Group Project: SWOT Analysis	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 5: Targeting Specific Market Segments (pg. 129-149).
Sept. 26	Audience Development	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 6: Attracting and Retaining an Audience (pg. 153-168). <p>Assignment Due:</p> <ul style="list-style-type: none"> ❑ SWOT Analysis (via Blackboard submission)
Sept. 28	Audience Development	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 6: Attracting New Audiences (pg. 168-187).
Sept. 30	The Four “Ps”: Product	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Arts Marketing Insights</i>. Chapter 5 (pg. 89-118). ❑ <i>Museum Marketing & Strategy</i>. Chapter 9: Museum Services (pg. 307-321).
Oct. 3	The Four “Ps”: Product	<p>Readings Due:</p> <ul style="list-style-type: none"> ❑ <i>Museum Marketing & Strategy</i>. Chapter 9 (pg. 287-307). <p>Assignment Due:</p> <ul style="list-style-type: none"> ❑ Marketing Research and Analysis FINAL (Printed and bound copy in class and pdf via

		Blackboard submission)
Oct. 5	The Four "Ps": Place/Distribution	Readings Due: <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 10 (pg. 322-346).
Oct. 7	The Four "Ps": Price	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 6 (pg. 117-141). <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 12 (pg. 409-430).
Oct. 10	The Four "Ps": Promotion, Advertising	Readings Due: <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 11: Advertising & Sales Promotion (pg. 347-371).
Oct. 12	The Four "Ps": Promotion, Advertising	
Oct. 14	STPA Conference	Attend a minimum of one conference session of your choice.
Oct. 17	The Four "Ps": Promotion, Sales Promotion	
Oct. 19	Class Presentations: Print Ad	Assignment Due: <input type="checkbox"/> Print Ad Draft (in-class presentations for pre-assigned students and Blackboard Discussion Board Posting for all students)
Oct. 21	Class Online	Assignment Due: <input type="checkbox"/> Print Ad Online Peer Review: Please follow online instructions.
Oct. 24	The Four "Ps": Promotion, Direct Marketing	Readings Due: <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 11: Direct Marketing (pg. 371-384).
Oct. 26	The Four "Ps": Promotion, Direct Marketing	
Oct. 28	Class Presentations: Direct Marketing	Assignment Due: <input type="checkbox"/> Direct Marketing Draft (in-class presentations for pre-assigned students and Blackboard Discussion Board Posting for all students)
Oct. 31	Class Online	Assignment Due: <input type="checkbox"/> Direct Mail Online Peer Review: Please follow online instructions.
Nov. 2	The Four "Ps": Promotion, Public Relations	Readings Due: <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 11: Public Relations (pg. 384-398).
Nov. 4	Class Online	Assignment Due: <input type="checkbox"/> Press Release Draft (Blackboard Discussion Board Posting for all students) <input type="checkbox"/> Press Release Online Peer Review: Please follow online instructions.
Nov. 7	The Four "Ps": Promotion, eCommunication	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 8 (pg. 163-

		182).
Nov. 9	The Four “Ps”: Promotion, eCommunication	Readings Due: <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 11: Museums and E-Communication (pg. 398-408).
Nov. 11	Class Presentations: eCommunications	Assignment Due: <input type="checkbox"/> eCommunications Draft (in-class presentations for pre-assigned students and Blackboard Discussion Board Posting for all students)
Nov. 14	Class Online	Assignment Due: <input type="checkbox"/> eCommunications Online Peer Review: Please follow online instructions.
Nov. 16	Branding	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 9 (pg. 193-199).
Nov. 18	Branding	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 9 (pg. 199-208).
Nov. 23	No Class – Thanksgiving Holiday	
Nov. 25	No Class – Thanksgiving Holiday	
Nov. 28	Consumer Loyalty	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 10 (pg. 209-234). <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 11 (pg. 235-248).
Nov. 30	Film: <i>The Greatest Movie Ever Sold</i> One-on-One Meetings	Assignment Due: <input type="checkbox"/> Draft Promotional Plan and Marketing Campaign for one-on-one meeting
Dec. 2	Film: <i>The Greatest Movie Ever Sold</i> One-on-One Meetings	Assignment Due: <input type="checkbox"/> Draft Promotional Plan and Marketing Campaign for one-on-one meeting
Dec. 5	Film: <i>The Greatest Movie Ever Sold</i> One-on-One Meetings	Assignment Due: <input type="checkbox"/> Draft Promotional Plan and Marketing Campaign for one-on-one meeting
Dec. 7	Marketing Operations and Customer Service	Readings Due: <input type="checkbox"/> <i>Arts Marketing Insights</i> . Chapter 12 (pg. 249-261). <input type="checkbox"/> <i>Museum Marketing & Strategy</i> . Chapter 13 (pg. 431-456).

- ❑ *Museum Marketing & Strategy*. Chapter 14 (pg. 459-467).
- ❑ *Arts Marketing Insights*. Epilogue (pg. 263-265).

- ❑ Final Promotional Plan and Campaign (Printed copy in class and pdf via Blackboard submission)
-

Course Policies

Attendance

Attendance for the course is mandatory. Unexcused absences will impact a student's attendance grade (5% of final grade) according to the following criteria:

Number of Unexcused Absences	Grade
0-1	100
2	90
3	80
4	70
5	60
6	50
7	0

SPECIAL ATTENDANCE NOTES

- Students having eight (8) or more unexcused absences will automatically fail the course.
- Arriving to class on time and being prepared to begin on time is expected. Arriving to class late (after role has been taken or after the attendance sheet has been passed around) is equivalent to an absence.

Excused absences will be accepted for the following reasons:

- a. serious illness;
- b. illness or death of family member;
- c. University-related trips;
- d. major religious holidays;

Excused absences require written documentation. Students anticipating an absence for a major religious holiday are responsible for providing notification in writing of anticipated absences due to their observance of such holidays no later than **August 31, 2011**. Any notification provided after that date will not be accepted and the absence will be unexcused.

Assignment Submissions

Assignments should be submitted via Blackboard under the Assignments tab. All assignments must be submitted **before the start of class on the due date** in order for it to be considered on time.

Late Submissions

Assignments that are submitted anytime after class starts on the due date are considered late. There is a 10-point deduction for each day an assignment is late. Assignments that are seven or more days late will receive a grade of "0."

Number of Days Late	Late Penalty	Highest Grade Possible
1	-10	90%
2	-20	80%
3	-30	70%
4	-40	60%
5	-50	50%
6	-60	40%
7 or more days late	0	0%

There are no late grades for tests or quizzes. If a student misses a test or quiz (except for a qualifying excused absence), he or she will receive a grade of "0" for the test/quiz.

Grading

Each student's overall course grade will be computed according to the following breakdown:

Assignment	Weight
Attendance	5
Participation	5
Group Project Sections (4 at 5% each)	20
Final Group Project	10
Peer/Self Assessment	5
Promotion Plan Draft	5
Presentation of Promotional Material	5
Online Peer Reviews	10
Final Promotion Plan and Campaign Portfolio	25
Reading Quizzes	10
TOTAL	100%

Students can find their current overall grade at any time, including their midterm evaluation, on Blackboard utilizing the My Grades tab.

Assignment Guidelines

Guidelines for each assignment will be distributed in class. These guidelines can also be found in Blackboard under the Course Content tab.

Assessment Criteria

The assessment criteria for each assignment can be found in the form of a rubric in Blackboard under the Course Content tab. Students are encouraged to review and utilize the grading rubric to guide their completion of the assignments.

Academic Integrity

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Plagiarism, quoting another person or using another person's ideas without giving them credit, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in of *Student Rights and Responsibilities*. The minimum punishment for plagiarism or cheating is an E for the course.

Classroom Behavior, Decorum and Civility

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; not silencing of cell phones and/or texting in class; repeatedly talking in class without being recognized; talking while others are speaking; or disparaging another person's opinion.

Accommodations

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

A-H 503: Art Through the Object: Theory and Practice for Engagement Strategies in the Museum

Section 001 (3.0)

R 2:00 pm - 4:30 pm

Fine Arts Bldg Fine Arts Bldg-Rm.308A-FA

INSTRUCTOR: Christine Huskisson
Phone: (859) 753-7306
Email: chuskisson@uky.edu christine.huskisson@gmail.com
Mailbox: 207 Fine Arts Building

OFFICE HOURS: By appointment, call or email and we will set up a time

COURSE DESCRIPTION:

A-H 503:001 Art History Through the Art Object: Theory and Practice for Engagement Strategies in the Museum.

Museums first developed around private collections of objects that since have been made public. Today a museum's relationship with its public is paramount for success. Through the integration of theory and practice, this course will examine how museums employ various strategies to connect a multitude of audiences with their collections, these include: audio tours, theatrical performances, and social media. Case studies conducted in area museums will introduce students to past and present engagement strategies and encourage critical evaluation. Through a group project and formal presentations to community members the students will propose new methods that consider a range of tools now available to the museum including mobile technologies.

Pre-req: major in art history or arts administration (w/ art historical emphasis), or consent of the instructor.

LEARNING OUTCOMES:

- Demonstrate a broad understanding of the functions of a museum as they relate to the public.
- Explain the role of various professionals working in the museum.
- Demonstrate hands-on knowledge of the types of museum work related to those functions.
- Identify various engagement strategies used by museums in general.
- Facilitate creative problem solving and team-working skills with fellow students to evaluate and propose new strategies.
- Evaluate effectiveness of engagement strategies.
- Locate the core museum studies literature, principal museum organizations, and museum reference sources including on-line resources.
- Identify the position of various museums as they relate to this community.
- Present outcomes of evaluations to community museums.
- Speak and write about current trends in museum practice.
- Explain current issues that effect museums and their publics.
- Speak and write broadly about the art museum as it relates to the preservation and advancement of our culture.
- Practice what is required for internship within art community.
- Understand why professionalism is essential in the arts community.

ASSESSMENT OF SEMESTER GRADE:

Students' grades will be based on a scale of 100 points weighted in the following manner:

Participation in class discussions and museum visits	30 pts.
Assignment One - Communication Modalities and Case Studies	10 pts.
Assignment Two - Research Effective Engagement Strategies	10 pts.
Assignment Three - Evaluation of Case Studies and Engagement Strategies	10 pts.
Final presentation - Case Studies	<u>40 pts.</u>
Total possible points	100 pts.

The grading scale:

100-98 = A+	73-77 = C
93-97 = A	70-72 = C-
90-92 = A-	68-69 = D+
88-89 = B+	63-67 = D
83-87 = B	60-62 = D-
80-82 = B-	0-59 = E
78-79 = C+	

CLASS ATTENDANCE:

Class attendance is a critical element of this course. Absences are assumed if you neglect to receive or pick-up any assignments during class. Three unexcused absences will result in failure. Assignments may not be turned in late. Due to the number of guest speakers, coming late to class will constitute an absence. No cell phones.

READING ASSIGNMENTS:

In order to do well in this class, you will need to come to each class prepared to discuss various topics. The reading assignments are critical to thoughtful participation. Please keep in mind that they are subject to change; alternate or additional reading assignments may be given at the end of each class period.

BLACKBOARD:

The open discussion portion of Blackboard will be used in this class. Everyone must have an active account in order to use this online tool. This tool is also very helpful when planning for discussion in class. This ensures everyone is reading and asking questions before we meet for class each week.

DATE

CONTENT/LOCATION

R. 1 - 12	Introductions and Expectations
R. 1 - 19	Introduction to Museology and Case Studies
R. 1 - 26	Meeting at the Headley-Whitney Museum - Guest Lecturers: Shayna Shia, Amy Grundrum-Green
R. 2 - 4	Meeting at the Speed Art Museum - Guest Lecturer: Mindy Johnson
R. 2 - 9	Meeting at the International Museum of the Horse - Guest Lecturer: Travis Robinson
R. 2 - 16	Meeting at UKAM - Guest Lecturer: Dorothy Freeman
R. 2 - 23	Summaries of Engagement Strategies
R. 3 - 1	MIDTERM PREP
R. 3 - 8	MIDTERM
R. 3 - 15	Spring Break
R. 3 - 22	Web 2.0 Technologies - Theory and Practice for Engagement
R. 3 - 29	Mobile Technologies - Theory and Practice for Engagement
R. 4 - 5	Independent Work, no formal class meeting
R. 4 - 12	Student Presentations
R. 4 - 19	Students Presentations
R. 4 - 26	Student Presentations - Last Class

COM - 591 Section 001
SPECIAL TOPICS IN COMMUNICATION
Information, Information Technology and Strategy
College of Communications and Information Studies
Course Syllabus – Spring 2012

INSTRUCTOR AND COURSE INFORMATION

Instructor: Vince Kellen, CIO, UK	Class Hours: MW 11:00 am-12:15 pm
Office: Hardymon Building, 301 Rose	Class room: Grehan Bldg, Room 223
Phone: 859.257.3609	Office Hours: by appointment (email me to suggest a time)
E-Mail: vkellen@uky.edu	
Course Credit: 3 semester hours of credit	
Class Web: http://www.uky.edu/google and log in with your Google Apps account. Then click on the OpenClass link near the bottom of the page	

COURSE DESCRIPTION:

This course examines the role of information and information technology in the formulation and the realization of organizational strategy. It is geared to aspiring professionals who need to understand what enables and prevents information from being maximally used to contribute to organizational sustainability and competitive advantage. This course covers advanced topics at the nexus of information, strategy and information technology including:

- Definitions and taxonomies that characterize and categorize information, strategy and information technology
- How information complexity and ambiguity influence business and IT strategy
- The role of information and information technology in organizational learning
- Cognitive biases and human defensive routines that affect organizational competitiveness
- The relationship between information and organizational culture
- Information flows across an industry value chain
- Information technologies' impact on markets and corporate competitiveness
- Methods for competing on information
- Future trends regarding information, information technology and strategy

Prerequisites: COM 351 and COM 365; or consent of instructor.

COURSE OBJECTIVES

- A. Gain an advanced understanding of the definitions for and the components of:
 - a. Information, information technology, strategy
- B. How information is shared in an organization, between organizations and across industries
- C. How information flows and information technology affect companies' competitiveness
- D. How information can influence corporate culture
- E. The role of individual and organizational biases, errors and defensive routines in managing information
- F. How organizations compete using information
- G. What are the emerging trends in information, IT and strategy

TEXTBOOK:

No text books are required. A variety of industry articles and research papers that are available through the university's library or the general Internet will be provided.

How to succeed in this class:

To do well in this course it is essential that you (1) attend class on a regular basis, (2) complete the assigned homework, (3) do not fall behind, and (4) seek help when you are confused. Equally, you need to be aware that skipping classes or homework, and studying last-minute for exam do not help. You should expect to spend an average of **4 to 8 hours per week outside class on reading course content, preparation for class discussions, and preparing for tests, quizzes, finals and assignments.**

The course will be conducted as a combination of lecture, discussion, class exercises, and homework assignments. Participation in class room discussion is highly encouraged as it will enhance your understanding of the material.

GRADING POLICIES AND PROCEDURES:

Test 1 (online)	100	Assignments & quizzes (4) (online)	100
Test 2 (in class)	100	Class Participation (in class and/or online)	100
Research Paper	100	Final	100
TOTAL Points			600

Grading Scale:

540-600 points	A
480-539 points	B
420-479 points	C
360-419 points	D
0-360 points	F

General Grading Policies:

1. **All assignments and lab exercises are individual works unless otherwise specified.**
2. All assignments should be submitted electronically via the Learning Management System (OpenClass) at the date and time indicated for the assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**
3. Please make every effort to make it to class on time. It is disruptive to the class to have members arriving late.
4. Attendance is encouraged. If you are unable to attend a class, you need to **turn in assignments electronically on time.** You are also responsible for finding out what was covered in class and what announcements were made as well as obtaining handouts.
5. The instructor will assign NO incompletes in lieu of a regular grade.

Papers, Exams, Tests, and Quizzes

1. There will be 4 quizzes/assignment, two tests, 1 paper and a final exam.
2. There may be unannounced quizzes.
3. Test dates are a part of the class schedule. Failure to appear for an in-class test or quiz will result in the assignment of a zero points for that test.
4. If you are going to miss a test with a legitimate reason (e.g., scheduled surgery, official University business, etc.), contact the instructor **PRIOR** to the administration of that test. A make-up test may be allowed only for convincing reasons and proper documentations (such as a doctor's note in case of a surgery/illness) are given for the absence.
5. All in-class quizzes and tests are closed books and closed notes unless otherwise specified.

Research Paper

Please choose a topic in the area of information, strategy and information technology. The paper is to include a title page, introduction/abstract, headings where appropriate throughout the paper, conclusion, and a section on references at the end of the paper. The entire paper (excluding references) needs to be 3,500 to 4,000 words. Work with the instructor on the paper subject and concept, securing the instructor's approval before starting or turning in the paper.

GENERAL COURSE POLICIES:

Lateness:

Normally, the instructor will be in class on time. However, if the instructor is late by more than fifteen minutes, students should check with the College whether the class will be canceled. Students are expected to be in class on time.

Student Academic Rights and Responsibilities:

Every student is expected to be thoroughly familiar with the University's Code of Student Conduct which can be found in the Collected Rules and Regulations of the University

(<http://www.uky.edu/StudentAffairs/Code/part1.html>). Every student is responsible for abiding by such regulations. Along with preparing for and attending class, each student has the responsibility to promote high academic standards. Students are expected to cooperate in all classes with instructors to achieve an optimal learning environment. Academic dishonesty, such as cheating, plagiarism, or sabotage, will not be tolerated and will be dealt in accordance with the University regulations. In all cases of academic dishonesty, the instructor is required to report the alleged academic dishonesty to the appropriate administrative officer.

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

Course Schedule*

Week 1 (1/11, 18):	Introduction, definitions
Week 2 (1/23, 25):	What is strategy?
Week 3 (1/30, 2/1):	Taxonomies of information technology
Week 3 (2/6, 8):	Does IT Matter?
Week 4 (2/13, 15):	Data, information, knowledge
Week 5 (2/20, 22):	The I-Space framework
Week 6 (2/27, 29):	Knowledge creating in organizations
Week 7 (3/5, 7):	Decision-making in organizations
Week 8 (3/12, 14):	Break, no class
Week 9 (3/19, 21):	Emergence of knowledge in organizations
Week 10 (3/26, 28):	IT and competition: an economic perspective
Week 11 (4/2, 4):	IT and firm performance: a CISR perspective
Week 12 (4/9, 11):	IT and organizational capital
Week 13 (4/16, 18):	John R. Boyd: Patterns of conflict & OODA loops
Week 14 (4/23, 25):	Knowledge, practice and expertise
Week 15 (4/30, 5/4):	Course summary and final

***Note:** It is possible, due to a variety of circumstances, that exact coverage and sequencing of course content will change. Also, course assignments, weights and grading may change. Students will be notified as far in advance of such changes.

Learning Management System

OpenClass: This semester we will be using OpenClass for our course Learning Management System (LMS) instead of Blackboard. OpenClass is a new LMS developed by Pearson that enjoys heavy integration with Google Apps.

In order to use this collaborative tool, you will be required to have a University of Kentucky Google Apps account (username@g.uky.edu). Most of you will have acquired this account when you transitioned to cloud email last summer. For those of you who have not, please go to <https://ukam.uky.edu/manager/>, log in with your LinkBlue ID and password and set up your Google Apps account there. You may create a Google Apps account even if you chose to create a Microsoft WindowsLive account during the cloud email transition.

To enter our OpenClass course site, please go to <http://www.uky.edu/google> and log in with your Google Apps account. Then click on the OpenClass link near the bottom of the list of available apps. You will then be taken to your OpenClass dashboard. Select our course from the list on the left and you will be taken to our course website.

The University of Kentucky is engaged in an OpenClass pilot this semester as a design partner with Pearson to help improve OpenClass for future use. OpenClass is what is often referred to as a “beta release,” meaning that the product is not as finished or flawless as a final release. As a result, we may, from time to time, encounter issues or quirks in OpenClass. Pearson and UKIT are providing close support to our course this semester for the pilot, so any issues should (hopefully!) be resolved quickly. Rest assured, you will not be penalized due to any failure or error on the part of Pearson or OpenClass. If you have an issue with OpenClass, please let me know and contact the UK Help Desk immediately.

**EDU300-003
Syllabus**

Design Thinking in Education

Instructor:	John Nash, Linda France and Eve Proffitt
Office Location	Dickey Hall Room 125
Phone Number	257-4145 and 257-4771
Email	John.Nash@uky.edu ; Linda.france@uky.edu ; eve.proffitt@uky.edu
Virtual Office Hours	Mon-Wed 9am-12:00pm and by arrangement
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&lilib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	To be announced

Course Description

Design Thinking in Education is a course in which students work on challenges facing the P-20 community. The class is focused on a participatory, design thinking approach, with particular attention to the needs of clients who offer real-life challenges for students to work on.

Students work in collaborative teams on semester-long projects in collaboration with client organizations, field liaisons, and a set of multi-disciplinary experts. Students are exposed to the process of human-centered design, and hone their skills in need finding, problem definition, brainstorming, prototyping, and user testing.

The course will consist of hands-on labs, guest speakers, and a guided design process.

Course Goals:

- To develop prototype solutions to heretofore intractable challenges in education
- To practice design thinking in a real-world context
- To learn the tenets of human-centered design
- To learn how to create hands-on prototypes
- To develop problem solving and critical thinking skills
- To recognize the potential impact of creative thinking, design thinking and innovation in the world

Prerequisite:

Approval by instructor.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Self-assess dispositions and standards related to develop personal goals for growth.	Self assessment
Demonstrate skills in knowledge of design process for innovation.	Classwork and Final Presentation

Course Delivery

This proposed course is designed as a face to face, field study, and online.

Senate Bill 1 Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts

All PDFs available online at no cost

- 2010 Bootcamp Bootleg
- Design Thinking for Educators
- IDEO Human Centered Design Field Guide
- IDEO Human Centered Design Toolkit

Other texts may be assigned.

Grades

Grades will be assigned as follows:

Process Grade: 40%

Product Grade: 40%

Final Presentation: 20%

Late Assignments

Expectations are that all assignments will be completed on time. Late assignments accepted only upon permission of instructor. A late penalty of 5-10% may apply.

Attendance

Students are expected to be on time and attend all sessions.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;

5) other circumstances you find to be "reasonable cause for nonattendance."

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

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The EDU 300-002 class requires field work in school settings. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. Education Department is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national

origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the XXX program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult instructors if you have questions regarding this requirement.

Statement on Plagiarism

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The EDU 300-002 Class is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's College of Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in design thinking that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The EDU 300-002 class aligns itself with the positions of the College of Education regarding cultural and linguistic diversity in education.

Commitment to Technology

The EDU 300-002 class is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by Senate Bill 1 (March 2009), Kentucky Core Academic Standards, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description	Standards Alignment
Demonstrate competence in empathy and needfinding	Develop an empathy and understanding of client issue from their point of view	
Demonstrate competence in problem definition	Narrow client issue to salient problem from which a design challenge can be formed	
Demonstrate competence in brainstorming and ideation	Develop an abundance of solutions to a design challenge	
Demonstrate competence in prototyping	Create fast, low resolution, usable prototypes of a solution to the design challenge to show to the client for feedback	
Demonstrate competence in testing and feedback integration	Test prototypes with clients and integrate feedback from their use to iterate new versions of the solution	

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline

Because this course is heavily dependent on the outcomes of fieldwork, some on campus meeting dates may change. Please check the course Moodle for the most recent announcements regarding the schedule.

Class Number and Date	Topics, Agenda, and Readings
Aug 23	Kickoff
Aug 28	Wallet Project
Aug 30	Creativity tools
Sep 6	Needfinding begins
Sep 25	Problem definition begins
Oct 9	Brainstorming begins
Oct 23	Prototyping begins
Nov 6	Testing and Feedback begins
Nov 29	Thanksgiving
Dec 6	Presentations (Innovation Summit)

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 02, 2014 10:30 AM
To: Brothers, Sheila C
Subject: RE: Graduate Certificate in Public Health Nursing

Graduate Certificate in Public Health Nursing

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

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

<http://linguistics.as.uky.edu/user/751>

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	College of Nursing	Department:	_____
Major Name:	_____	Degree Title:	_____
Formal Option(s), if any:	Public Health Nursing Graduate Certificate	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	51.3811	Today's Date:	10292013
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ¹ : _____
Contact Person in the Dept:	Sharon Lock	Phone:	323-6332
		Email:	selock0@uky.edu

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input type="checkbox"/> Deletion
Rationale for suspension/deletion:	See attached document	
What provisions are being made for students already in the program?	See the attached document for explanation	
Will another degree program replace the one suspended/deleted?	NO	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

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

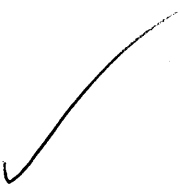
Dr. Blackwell,

We are requesting that the following certificate options be deleted from the graduate school. Students were last admitted/completed the Public Health certificate in 2006-2007 and no students have ever been admitted to the Health Administration certificate. All students enrolled in the Nursing Studies certificate have completed and a new professional certificate has been created in the College of Nursing as courses in this option are now offered through the DNP program.

Please advise if there are any other steps we need to take to have these removed from the inventory and removed from the Graduate School website.

HLAD	Health Administration	CERTG	HAC	51.0701	8/22/2005
NUST	Nursing Studies	CERTG	NUT	51.3802	6/9/2005
PHNU	Public Health Nursing	CERTG	PHN	51.3811	6/9/2005

Sharon E. Lock, PhD, APRN
Associate Professor and
Interim Associate Dean for Masters (MSN) and Doctor of Nursing Practice (DNP) Studies
Coordinator of Primary Care Nurse Practitioner Track
University of Kentucky
College of Nursing
Email: selock0@uky.edu
Office: (859) 323-6332
FAX: (859) 323-1357



Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Wednesday, April 02, 2014 10:32 AM
To: Brothers, Sheila C
Subject: RE: Graduate Certificate in Nursing Studies

Graduate Certificate in Nursing Studies

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

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English
1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA
1-859 2576989

<http://linguistics.as.uky.edu/user/751>

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	College of Nursing	Department:	_____
Major Name:	_____	Degree Title:	_____
Formal Option(s), if any:	Nursing Studies	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	51.3802	Today's Date:	10292013
Requested Effective Date:	<input type="checkbox"/> Semester following approval. OR		<input type="checkbox"/> Specific Date ¹ : _____
Contact Person in the Dept:	Sharon Lock	Phone:	323-6332
		Email:	selock0@uky.edu

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension <input type="checkbox"/> Deletion
Rationale for suspension/deletion:	See attached document
What provisions are being made for students already in the program?	See the attached document for explanation
Will another degree program replace the one suspended/deleted?	NO
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/> No <input type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.	

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

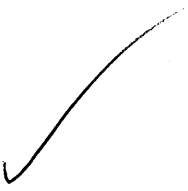
Dr. Blackwell,

We are requesting that the following certificate options be deleted from the graduate school. Students were last admitted/completed the Public Health certificate in 2006-2007 and no students have ever been admitted to the Health Administration certificate. All students enrolled in the Nursing Studies certificate have completed and a new professional certificate has been created in the College of Nursing as courses in this option are now offered through the DNP program.

Please advise if there are any other steps we need to take to have these removed from the inventory and removed from the Graduate School website.

HLAD	Health Administration	CERTG	HAC	51.0701	8/22/2005
NUST	Nursing Studies	CERTG	NUT	51.3802	6/9/2005
PHNU	Public Health Nursing	CERTG	PHN	51.3811	6/9/2005

Sharon E. Lock, PhD, APRN
Associate Professor and
Interim Associate Dean for Masters (MSN) and Doctor of Nursing Practice (DNP) Studies
Coordinator of Primary Care Nurse Practitioner Track
University of Kentucky
College of Nursing
Email: selock0@uky.edu
Office: (859) 323-6332
FAX: (859) 323-1357



Brothers, Sheila C

From: Collins, Kathy A
Sent: Tuesday, April 08, 2014 3:33 PM
To: Brothers, Sheila C
Cc: Lock, Sharon E
Subject: Fwd: Graduate Certificate in Nursing Studies

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

From: Holsinger, James
Sent: Tuesday, April 08, 2014 2:54 PM
To: Wyatt, Stephen W; Lock, Sharon E
Subject: RE: Graduate Certificate in Nursing Studies

Dear Sharon: Suspending admissions to the Graduate Certificate in Nursing Studies will not impact on the programs of the College of Public Health as long as the Graduate Certificate in Health Administration is not affected. Although these two certificate programs were proposed at the same time, there does not appear to be a direct connection between them, since the Graduate Certificate in Nursing Studies was proposed by the College of Nursing and the Graduate Certificate in Health Administration was proposed by the Martin School (subsequently transferred to the College of Public Health).

Sincerely,

J. W. Holsinger

James W. Holsinger Jr., MD, PhD
Senior Associate Dean for Academic and International Affairs Wethington Endowed Chair in the
Health Sciences College of Public Health
111 Washington Avenue, Suite 107
Lexington, Kentucky 40536-0003
859-218-2041 (O)
859-257-2821 (FAX)
jwh@uky.edu

On Apr 7, 2014, at 6:36 PM, "Lock, Sharon E" <sharon.lock@uky.edu> wrote:

Steve,

We're trying to clean up some things and discovered that we've have a graduate certificate in Nursing Studies since 2004 that was intended to "provide MHA graduates with preparation in clinical sciences as the basis for the practice of health administration." Attached is the paperwork that originally went through the system for approval. As you can see, the certificate was originally developed in collaboration with the Martin School where the Masters in Health

Administration was housed at the time. We have not had any students enrolled in the certificate program and we don't even teach the courses listed anymore. We would like to suspend admissions to the Graduate Certificate in Nursing Studies and since the MHA program is now in the College of Public Health we want to make sure that it won't impact the MHA program. I don't see the certificate listed on your web site, so I'm thinking not. If you can respond to this email saying that suspending admissions to the Graduate Certificate in Nursing Studies will not impact your program, I'll forward it on to Senate Council. Let me know if you have questions.

Thanks,
Sharon

Sharon E. Lock, PhD, APRN
Associate Professor
University of Kentucky
College of Nursing

Brothers, Sheila C

From: Grzegorz Wasilkowski [greg@cs.uky.edu]
Sent: Monday, March 17, 2014 2:42 PM
To: Blonder, Lee
Cc: Brothers, Sheila C; Grzegorz Wasilkowski
Subject: MSME proposal

Dear Lee,

This is a recommendation from Senate Advisory Organization and Structure Committee that the University Senate endorse the move of the MS in Manufacturing Systems Engineering to the Department of Mechanical Engineering in the College of Engineering.

Greg Wasilkowski,

=====
Grzegorz (Greg) W. Wasilkowski greg@cs.uky.edu
Department of Computer Science <http://www.cs.uky.edu/~greg/>
301 Davis Marksbury Building office: 859-257-8029
University of Kentucky department: 859-257-3961
Lexington, KY 40506-0633 fax: 859-257-1505
=====

RECEIVED

OCT 30

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

859 257-1687
fax 859 257-5727

www.engr.uky.edu

October 29, 2013

Dr. Christine Riordan, Provost
University of Kentucky
105 Main Building
Campus 0032

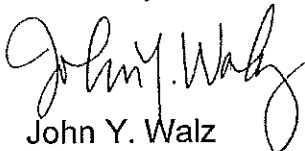
Dear Dr. Riordan,

I am requesting your approval to change the administrative reporting structure of the M.S. degree program in Manufacturing Systems Engineering (MS-MSE) from the Dean of the College of Engineering to the Department of Mechanical Engineering. This proposed change, which would take effect July 1, 2014, would not have any impact on the educational course offerings of the program.

The attached proposal to change the administrative reporting structure of the MS-MSE degree program was approved by the Manufacturing Systems Engineering graduate faculty (7 in favor, 3 opposed), by the Mechanical Engineering full-time faculty (21 in favor, 6 opposed) and by the Engineering Graduate Education Team (9 in favor, 0 opposed). The proposal also has my strong support.

By copy of this letter, I am routing this proposal concurrently to Dr. Lee Blonder, Senate Chair, for Senate endorsement.

Sincerely,



John Y. Walz
Dean

Attachment

✓ Cc: Dr. Blonder

**Proposal to Change Administrative Reporting Structure of M.S. Degree
Program in Manufacturing Systems Engineering to the
Department of Mechanical Engineering**

Proposal:

It is proposed that the administrative reporting structure of the M.S. degree program in Manufacturing Systems Engineering (MS-MSE) be changed from the Dean of the College of Engineering to the Department of Mechanical Engineering. This change, would take effect from July 1, 2014.

The following sections provide a detailed discussion of the points raised in the SAOSC 'Guidelines for Preparing a Proposal for Change in Organization' and items *a* through *h* in the 'Changes to Academic Organization or Structure of an Educational Unit' form, as they relate to this proposal.

Impetus for the proposed change

The interdisciplinary MS-MSE program provides graduate-level education in the field of manufacturing which is a critical discipline for the Commonwealth of Kentucky. It is thus important that this program continue to succeed and grow.

At the same time, having the program administered directly by the Dean of Engineering is not an effective arrangement for several reasons. First, it requires an inefficient allocation of resources from the academic departments. Second, the supervision and oversight of the program can best be handled by the Mechanical Engineering Department Chair (possibly through a Director of Graduate Studies) who is more familiar with the specific needs of the program. Third, the College of Engineering cannot provide the same level of associated support (e.g., graduate student recruiting, staff support, student advising, etc.) as could be provided by an academic department.

Current Structure vs. Proposed Structure: Benefits and Weaknesses

Under the current structure, the MS-MSE program resides within the College of Engineering and is managed by a designated Director of Graduate Studies for MS-MSE. A committee consisting of senior faculty involved in the MS-MSE program provides advisory support for the DGS and is involved with strategic

decision making for the program. Administrative support for the program is provided by staff from the Institute for Sustainable Manufacturing and before that, its predecessor, the Center for Manufacturing. With the proposed change, the MS-MSE program will reside in the Department of Mechanical Engineering with the supervision of the program handled by the Department Chair. A separate Director of Graduate Studies will oversee the administration of the MS-MSE program. The MS-MSE advisory committee will be maintained to provide direction on strategic issues pertaining to the program. Staff support for the program will be provided by the Mechanical Engineering department. It is anticipated that the Mechanical Engineering department can provide better support for the program than is available with the current structure as the department has the mechanisms and resources in place for graduate student recruiting, student advising, etc.

In the proposed arrangement, all credit for students enrolled in the MS-MSE program would be assigned to the Department of Mechanical Engineering. This will result in additional funds for the department from the college. Likewise, funds generated by MS-MSE education activities that extend beyond the standard, academic year course offerings, such as distance learning efforts (both academic year and summer), regular summer course offerings and/or short courses, will flow back to the Department of Mechanical Engineering for use throughout the fiscal year in support of the MS-MSE program. These funds will roll-over from one fiscal year to the next. At present, there appears to be no funds returned to the College based on distance learning efforts during the academic year. The Associate Dean of Outreach and External Partnerships will actively work with the Provost's office to enable financial policies that incentivize distance learning in support of the programs generating the revenue, including the MS-MSE program.

Implications due to Change on Program Faculty

The proposed change in the administrative reporting structure of the MS-MSE program involves only the College of Engineering. The faculty involved in teaching courses and advising students in the MS-MSE program have primary appointments in their respective academic departments. Almost all courses in the Manufacturing Systems Engineering program (MFS prefix) are also cross-listed in the home departments of those faculty where they will continue to receive credit for teaching. The faculty appointments will continue in their home departments as before and the change in the administrative structure of the MS-

MSE program will not require those educational units to release faculty or any transfer of faculty from one unit to another. Also, the change will not affect the DOE of any faculty engaged in teaching/advising students in the program. Program faculty will also have access to Mr. Peter Hayman, a staff person for graduate programs in Mechanical Engineering who will be able to assist with any number of graduate program related issues and questions. The addition of this program to his responsibilities is within his present JAQ and will have minimal impact on his work.

Personnel Associated with Program, their Qualifications and Selection

The key personnel associated with the program administration when transferred to the Mechanical Engineering department are the Department Chair and the Director for Graduate Studies for the MS-MSE program.

Prof. Scott Stephens (Chair of Mechanical Engineering): Dr. Stephens is a Professor and Chair of Mechanical Engineering. He is charged with oversight for all of the programs within the department which include three separately accredited undergraduate programs and a MS and PhD graduate program in ME. Prior to serving as Chair, Dr. Stephens was DGS for three years.

Prof. Fazleena Badurdeen (DGS, MS-MSE Program): Prof. Badurdeen is an Associate Professor in Mechanical Engineering and has been involved with the MS-MSE program since joining the University of Kentucky in 2005. As one of the core faculty members in the program, she regularly teaches courses in Manufacturing Systems Engineering and has also served as the faculty advisor to fourteen students since 2005. She was appointed as the DGS for the MS-MSE program in October 2013.

A Mechanical Engineering faculty member has served as the DGS for the MS-MSE program in the last few years. The appointment was made for a three year term at the college level by the Dean with consultation from the faculty and from the relevant Chair. With the proposed change in administrative reporting structure, this practice will continue with the appointment of a Mechanical Engineering faculty member as DGS to serve a three year term, as is the case with all such DGS appointments. The suitable candidate will be identified by the Mechanical Engineering Chair, in consultation with the MSE program Advisory Committee and recommended for appointment to the Dean of Engineering.

Implications of the proposal for accreditation by SACS

Changing the administrative structure of the MS-MSE program to be under the Mechanical Engineering department will benefit the program. The established procedures and practices used in Mechanical Engineering, which has a much larger graduate enrollment than MS-MSE, for SACS accreditation will be available for the MS-MSE program.

Financial Viability of the Program

To ease the transition to this new arrangement, and to also assist the program in developing additional sources of revenue, the College of Engineering will provide \$10,000 per year in additional resources to the Department of Mechanical Engineering for the first two years to support a Director of Graduate Studies (DGS), separate from the Mechanical Engineering DGS and specifically for this MS-MSE program. It is anticipated that the program will be capable of generating enough income beyond this two-year period that such support would not be required. However, beyond the initial appointment period, the DGS for the MS-MSE program may be the same as that for the ME department. Appointment of the DGS will follow the usual Graduate School process (consultation with the Graduate Faculty and Graduate Studies Committee, recommendation of the Chair of Mechanical Engineering and recommendation of the Dean of Engineering). Staff support for the DGS and the program will be the responsibility of the Department of Mechanical Engineering. Finally, Teaching Assistant support for the MFS courses should be roughly consistent with the enrollment in MFS or cross-listed courses, relative to other ME courses assigned TA's.

All other operational processes for the program, as outlined in the approved degree proposal of 1991 and current Graduate School policies for graduate programs will remain in effect. The Graduate Studies Committee for MS-MSE will continue as the entity responsible for administering the program and curriculum, and will be distinct from other Graduate Studies Committees in the department. Because of the interdisciplinary nature of the program, it is expected that one or more members will be from outside the department. Appointments will be by the Chair of the respective department, upon recommendation of the DGS for MS-MSE.

Approval of this proposal is contingent on the assumption that the program will generate sufficient funding through student enrollment and educational activities. As an interdisciplinary program, the College of Engineering will remain a primary steward for the program.

More recently, the Manufacturing Systems engineering program was awarded a grant (PI – Prof. Fazleena Badurdeen) by the eLearning Innovation Initiative (eLII) at UK to convert courses for on-line delivery where students can receive the entire degree (non-thesis option only) on-line. The on-line delivery of MFS courses is expected to increase accessibility of the program to a large number of working professionals in need of continuing education to add to their professional knowledge. The first set of online courses developed through this grant is scheduled for delivery in Spring 2015, followed by another two in Fall 2015.

Summary of Votes and Viewpoints of Faculty

On the issue of the proposed change in the administrative reporting structure of the M.S. degree program in Manufacturing Systems Engineering (MS-MSE) from the Dean of the College of Engineering to the Department of Mechanical Engineering effective July 1, 2014, a proposal offering the rationale for this administrative change was distributed to affected unit faculty - Manufacturing Systems Engineering Graduate Faculty and Mechanical Engineering (ME) Faculty - during the Fall 2013 semester for review and discussion. The issue was discussed at ME faculty meetings in September and October. An electronic vote was then conducted of each group through use of a voting web site.

The results of the ballot by Manufacturing Systems Engineering Graduate Faculty on this issue are:

Favor: 7

Oppose: 3

The results of the ballot by Mechanical Engineering Faculty on this issue are:

Favor: 21

Oppose: 6

Because voting by each group was conducted using a web site, we are unable to identify those who voted against the proposal to determine the reason for their negative vote.

The proposal was considered in late October by the Engineering Graduate Education Team. The Team reviewed the proposed Change in Administrative Reporting Structure of the MFS program both individually and at its meeting on October 23, 2013. At that meeting, Dr. Badurdeen led a discussion on the proposal and answered questions from team members. The Engineering Graduate Engineering Team voted 9 – 0 to approve the proposed change.

Favor: 9

Oppose: 0

Impact of Proposed Change on Department, College and/or University Objectives/Priorities

The change in reporting structure from the college to the Department of Mechanical Engineering is aligned with the objectives of the unit, the college and, as such, strengthens the university priorities. In particular, Mechanical Engineering has had a focus area of manufacturing within the department at the graduate level for more than 20 years. Moving the MFS degree to Mechanical Engineering strengthens that commitment to manufacturing and supports the many faculty that are associated with manufacturing through their research programs. The college had traditionally housed the program because the Center for Manufacturing Systems, which is no longer in existence, had been administering it on the college's behalf. Since that center has closed and since the clarification that no degree programs can be housed in centers, the program was left without a home, as the remaining college staff did not have the expertise in the Manufacturing area to provide effective support. As a result, the enrollment numbers have dwindled in recent years. It is in the interest of the college to strengthen manufacturing as this has been selected as a focus area for the college by the new Dean. As a result, the best move to strengthen the program is to house it in a department that has the area expertise to help it grow. This projected growth in numbers is consistent with the university's objectives.

Impact of Change on Program's/UK's Position Relative to Benchmark Institutions

UK has been a leading university in manufacturing for more than 25 years. The growth and development of this program through moving to ME will help us

maintain that reputation, especially in the areas of advanced manufacturing including lean manufacturing and sustainable manufacturing. Plans for the program include placing a large part of it on-line for distance delivery as well as the traditional classroom delivery. This will be a first of its kind program online, as it will include experimental classes as well as straight informational classes. This will help us maintain our leadership role in these areas.

Timeline for Key Events in the Proposed Change (Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.)

The table below summarizes the revenue projections, primarily based on the increased accessibility due to online delivery of the MFS program, based on a steady-state cohort of 20 full-time students and 60 part-time students. These numbers are reasonable given that the MFS program has had 30+ full-time students in the past. A 3-4 year lead time will be required to develop the program to that level of enrollment. The computations also consider that a percentage of students from both cohorts will be out-of-state (with a higher % of online students being out-of-state); summer offering of online courses, too, is considered. As shown, with the estimated enrollment during a six year period, the program will generate approximately \$500K in tuition revenue. This does not include tuition revenue generated due to the relatively large undergraduate students who take (mostly 500-level) MFS courses as electives: for example, MFS 503 and MFS 505 have ~ 35 and 20 students, respectively.

Table 1: Projected Revenue from MFS MS Online Degree Program (Years 1-6)

Year	No. Full-time students enrolled	No. part-time students enrolled	% Full-time out-of-state	% Part-time out-of-state	Percent SCH in summer classes	SCH for full-time students	SCH for part-time students	Total SCH per year	Equivalent Student_F TE	Tuition Revenue (Full-time)	Tuition Revenue (Part-time)	Total Tuition Revenue
Rate						18 hr/year	6 hr/year			100%	100%	
1	5	5	20%	30%	20%	90	30	120	6.67	\$63,198	\$17,040	\$80,238
2	10	20	30%	50%	20%	180	120	300	16.67	\$138,474	\$68,160	\$206,634
3	20	40	30%	50%	20%	360	240	600	33.33	\$276,948	\$136,320	\$413,268
4	20	60	30%	50%	20%	360	360	720	40.00	\$276,948	\$204,480	\$481,428
5	20	60	30%	50%	20%	360	360	720	40.00	\$276,948	\$204,480	\$481,428
6	20	60	30%	50%	20%	360	360	720	40.00	\$276,948	\$204,480	\$481,428

The Mechanical Engineering department has tentative plans to add one more faculty line in the manufacturing area in the next year. Additional staff will be added at a threshold of approximately 50-60 students in the program.

CHANGE MASTERS DEGREE PROGRAM FORM

1. GENERAL INFORMATION

College: Engineering

Department:

Current Major Name: Manufacturing Systems Engineering

Proposed Major Name:

Current Degree Title: Master of Science in Manufacturing Systems Engineering

Proposed Degree Title:

Formal Option(s):

Proposed Formal Option(s):

Specialty Fields w/in Formal Option:

Proposed Specialty Fields w/in Formal Options:

Date of Contact with Associate Provost for Academic Administration¹: 6-4-2013

Bulletin (yr & pgs):

CIP Code¹: 14.3601

Today's Date: 10-29-13

Accrediting Agency (if applicable):

Requested Effective Date: Semester following approval. OR Specific Date²: 7-1-2014

Dept. Contact Person: Fazleena Badurdeen

Phone: 3-3252

Email: badurdeen@uky.edu

2. CHANGE(S) IN PROGRAM REQUIREMENTS

N/A

Current

Proposed

1. Number of transfer credits allowed
(Maximum is Graduate School limit of 9 hours or 25% of course work)
2. Residence requirement (if applicable)
3. Language(s) and/or skill(s) required
4. Termination criteria
5. Plan A Degree Plan requirements³ (thesis)
6. Plan B Degree Plan requirements³ (non-thesis)
7. Distribution of course levels required
(At least one-half must be at 600+ level & two-thirds must be in organized courses.)
8. Required courses (if applicable)
9. Required distribution of courses within program (if applicable)
10. Final examination requirements

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

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

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

CHANGE MASTERS DEGREE PROGRAM FORM

11. Explain whether the proposed changes to the program (as described in sections 1 to 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).
12. List any other requirements not covered above?
13. Please explain the rationale for changes. If the rationale involves accreditation requirements, please include specific references to those requirements.

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Change Administrative Reporting Structure of M.S. degree program in Manufacturing Systems Engineering from the College of Engineering to the Department of Mechanical Engineering


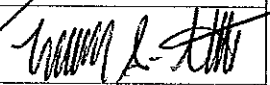
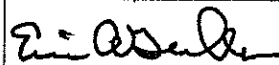
Proposal Name¹ (course prefix & number, pgm major & degree, etc.):

Proposal Contact Person Name: John Y. Walz Phone: 7-1687 Email: john.walz@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
Manufacturing Systems Engineering graduate faculty	8-30-13	Fazleena Badurdeen, DGS / 3-3252 / badurdeen@uky.edu	
Mechanical Engineering full-time faculty	10-14-13	L. Scott Stephens, Chair / 7-6336x80649 / l.stephens@uky.edu	
Engineering Graduate Education Team	10-29-13	Eric Grulke / 7-6097 / eric.grulke@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

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

Comments:

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

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