

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, May 5, 2014

1. President Eli Capilouto, University Senate Chair: End-of-Year Remarks
2. Minutes from April 14, 2014 and Announcements pg. 2-8
3. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
4. UK's May 2014 Degree List
5. UK's Early August 2014 Degree List
6. Committee Reports
 - a. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
 - i. Proposed New Master of Science in Information Communication Technology pg. 9-53
 - ii. Proposed New Bachelor of Public Health pg. 54-137
 - iii. Proposed New Dual Degree Program: PharmD and MS Pharmaceutical Sciences pg. 138-150
 - iv. Proposed New Undergraduate Certificate in Leadership Studies pg. 151-177
 - v. Proposed New BA in Health, Society and Populations pg. 178-251
 - b. Senate's Academic Organization and Structure Committee (SAOSC) - Greg Wasilkowski, Chair
 - i. Proposed Name Change from Department of Theatre to Department of Theatre and Dance pg. 252-280
 - c. Senate's Admissions and Academic Standards Committee (SAASC) - Greg Graf, Chair
 - i. Proposed Change to College of Health Sciences Probation and Suspension Policy pg. 281-284
 - d. Senate's Rules and Elections Committee (SREC) - Davy Jones, Chair
 - i. In Memoriam Honorary Degree Diploma Language pg. 285-
 - ii. Proposed Revision to Governing Regulations XI ("University Appeals Board") pg. 286-308
7. Update on Graduation Composition and Communication Requirement pg. 309-313

Next Meeting: May 5, 2014

University Senate
April 14, 2014

The University Senate met in regular session on Monday, April 14, 2014 at 3 pm 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) to order at 3:04 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. Wasilkowski **moved** thusly and Smyth **seconded**. There being no discussion, a **vote** was taken and the motion **passed** with none opposed.

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.

The Chair reminded senators of the importance of signing in upon arrival to ensure a quorum.

1. Minutes from March 10, 2014 and Announcements

The Chair reported that no changes to the minutes were received. Therefore, the Senate **approved** the minutes from March 10, 2104 as distributed by **unanimous consent**. There were a few announcements.

Faculty Trustee Irina Voro completes her term on June 30, 2014. The term for the newly elected faculty trustee will be July 1, 2014 – June 30, 2017. The nominating petition round is complete; next is the first round of voting. The top three vote getters in the preliminary round of voting will progress to the second and final round of voting. The Chair told senators to lookout for email announcements about the election. She urged senators to vote in the election and to encourage their colleagues to do the same.

The Graduate School recently informed the Senate Council (SC) of a change to the exam attendance policy for the Graduate School. The revisions clarify the procedures for remote participation in doctoral qualifying and final exams, and for master's final exam. The Graduate School also added language because it previously did not encompass master's final exams.

The SC recently reviewed language to expand UK's non-discrimination policy to include gender expression and gender identity. The SC endorsed the addition of the two new terms. Revised language will be placed on Senate agenda after being developed by Regulation Review Committee.

A revised "new undergraduate program" form being finalized. The form will be longer than in the past, in part due to incorporating questions from the Council on Postsecondary /Education (CPE); the intent is to capture all needed information from the outset.

The SC is again conducting a campuswide survey of faculty, to evaluate President Eli Capilouto and provide input to the Board of Trustees in their annual review of the University President. The electronic survey was emailed on Tuesday, April 8; the survey is available for three weeks and closes on Tuesday, April 29th. The Chair urged senators to complete the survey and also to encourage their colleagues to do the same. The response rate last year was about 32%; the desire was to achieve almost a 50% response rate to improve validity.

April being the month to recognize departing senators who will not return after the May meeting, the Chair asked them whose Senate terms ends to stand and be recognized. The Chair thanked them for all they do. Those departing stood and senators honored them for their University service with a round of applause.

2. Officer and Other Reports

a. Chair Report

The Chair said that Richard Greissman, Assistant Provost in the office of Faculty Advancement and Assessment, will retire from UK on June 30. Greissman very ably served as the Provost's Liaison to the SC from 2004 through 2013. Greissman performed an invaluable service to faculty via that role, and in his past and current positions. The SC will host a reception to honor him immediately prior to the May 5 Senate meeting. The reception will be in the W. T. Y. Library Gallery (meeting room adjacent to the Auditorium) at 2 pm on May 5. She asked senators to attend and to please also invite colleagues who worked with Greissman – non-senators welcome to attend. Greissman will also be honored during the May Senate meeting.

b. Trustee Report

Faculty Trustee John Wilson said he was present to give senators an opportunity to ask questions as well as offer a few comments about the last Board of Trustees (Board) meeting. He said much of the discussion pertained to the budget, Frankfort and the legislature, but trustees also discussed diversity, Dining Services and the [developing] Strategic Plan. He said there was a student demonstration from Students Against Sweatshops, as well as a presentation from an alumni trustee that highlighted some issues regarding Dining Services. The demonstration and the remarks addressed concerns that UK is not a bottom line corporation and that social justice issues matter. The two actions highlighted for trustees the importance of understanding the implications of any arrangement that is developed with Dining Services. Wilson said there was a simple vehicle for presenting and talking to the Board; he expressed surprise that it was not used more often. The demonstration, as documented on YouTube, was effective at raising issues, but he suggested that coming and talking to the Board.

Wilson also urged senators to fill out the evaluation of the President. He said the results of the evaluation will be shared with trustees and then publicly posted; the results were not a secret in any way, shape or form. There were no questions from senators.

3. See tomorrow: Update on UK's Strategic Plan and Review of Recommendations - Provost Christine Riordan

Provost Christine Riordan offered a few lighthearted remarks to senators prior to giving a detailed presentation on the collaborative effort to create UK's 2014 – 2020 Strategic Plan, "see tomorrow." She gave an overview of the process and the six key initiatives guiding the discussions:

- Create a Vibrant Undergraduate Learning Community;
- Advance a High Quality Graduate and Professional Education Portfolio;

- Cultivate a Robust Research Environment;
- Develop a Strong and Sustainable UK Infrastructure;
- Create a Positive Work Environment for Faculty and Staff; and
- Have a Meaningful Impact on the Community and the Commonwealth

Provost Riordan also described the timeline for the strategic planning process; the depth of community involvement; the strengths, challenges and opportunities for UK; and how UK will facilitate further input and planning. When she was finished speaking, the Provost solicited questions from senators, but there were none. Provost Riordan then said all the information she had mentioned (and more) was available at www.uky.edu/strategic-plan. She said she invited the co-chairs from two high interest working groups to offer in-depth information about their activities and high-level principles. The Provost introduced the co-chairs from the 2014-2020 Strategic Plan Working Group # 1 (“Create a Vibrant Undergraduate Learning Community”): Kimberly Anderson (EN, Associate Dean of Administration and Academic Affairs) and Jane Jensen (ED, Associate Professor). Guest Anderson talked to senators about plans for the undergraduate community and then she and Guest Jensen answered questions.

Grossman asked about the state of advising and whether their work might shed some light on the balance between professional advisors and faculty advisors. Jensen commented that Grossman was referring to a change to advising structure, but what has been occurring nationally is a change in the purpose of advising. UK has systems to take care of the logistical aspects of traditional academic advising, so advising in the near future can concentrate more on self-discovery and experience a shift in what is done within the confines of advising.

Allison asked about the statistic given regarding the percentage of students who are unprepared for college. Anderson clarified that the figure of 8% of students being unprepared was a national number, but that it was similar to the number of unprepared students who arrive at UK. Pfeiffer commented on a suggestion that UK reach deeper into high schools, saying that UK really has no control over what happens outside of UK. He asked what can be done to prevent situations where graduating college seniors are unable to do simple math. Jensen said that reading down to high schools, as well as addressing remediation issues on campus is the best approach. UK is improving its ability to use analytics to recognize when a student is struggling. There is a vision for connecting all the various source/pieces of information to promote cross-communication.

Webb suggested improving the hand-off of students from one major (and college) to another college. Both Anderson and Jensen said that communication across campus needs to be improved. Hsain asked for additional information about internationalization and how it differs from the old model of just studying abroad. Jensen said that internationalization still involves study abroad, but also address things such as encouraging a professor in class to incorporate examples from the international community into the classroom. Internationalization also includes working to prevent self-segregation between local and international students. The working group wants to ensure that UK is more purposeful about internationalization.

Provost Riordan then introduced the co-chairs from the 2014-202 Strategic Plan Working Group # 3 (“Cultivate a Robust Research and Creative Environment”): Rodney Andrews (EN, Associate Professor and Director, Center for Applied Energy Research) and Lisa Cassis (ME, Professor and Chair of the Department of Pharmacology and Nutritional Sciences). Guest Cassis talked to senators about plans for research and a creative environment and then she and Guest Andrews answered questions from senators.

Lewis asked for the rationale behind a reference in one slide to “maintain a focus on the needs of rural Kentuckians.” Cassis said that the work group discussed the number and nature (health, economic, etc.) of problems in Appalachia. Guest Nancy Schoenberg (ME/Behavioral Science), a member of Work Group #3, explained that the focus is on all Kentuckians regardless of where inequities exist. However, UK is about 65% rural, so because of that alone the rural population warrants a great deal of attention. Andrews emphasized that it did not exclude other Kentuckians.

Hippisley asked if something like the best philosophy department in the world, which may not have a translational or community impact or rural Kentuckian focus, would continue to be a source of pride to UK, or if UK was not really interested in that type of research. Andrews said that individual metrics to track achievements in various disciplinary fields must be developed by the faculty in those areas. The metrics should measure excellence however excellence is measured. Cassis added that the working group had already expressed a desire for better data to better describe the impact of research. Hsain commented that with UK’s land grant mission, UK has an obligation to publicly offer its research to citizens of Kentucky. Sometimes wording in research contracts does not meet the spirit of free, public dispensing of ideas and research results. Cassis said his point was well taken. She said the work group tried to document that. Cassis suggested that when the initial draft of language comes out, Hsain should contact her if he does not think the issue was addressed well.

Hulse asked if the work group gave any consideration toward strengthening areas that are currently weak, in addition to strengthening the clusters of excellence, as mentioned in the presentation. Cassis explained the work group opted to use the metrics that were available and there are examples of areas that have succeeded. As an institution, UK needs to look at investments and the return on its investments. She said they were trying their best to develop transparent processes for programs of excellence.

Provost Riordan wrapped up the presentation with a few closing remarks. Christ asked if the timeline, which included implementation in June, was going to take place while nine-month faculty members are away from campus. The Provost assured her that given the pace of work now, and the necessity for some vacations in June and July, it was probable that she would send invitations to an implementation team in June or July with intent to begin the conversation anew in August.

4. Committee Reports

a. Senate’s Rules and Elections Committee (SREC) – Davy Jones, Chair

i. Proposed Change to *Senate Rules 5.1.8.5.A.3* (“Retroactive Withdrawal”)

Jones explained that the Senate’s Retroactive Withdrawal Appeals Committee (SRWAC) used to petition the Senate Council (SC) on a regular basis to waive the Senate Rule pertaining to the time period within which a student must file a request for a retroactive withdrawal (two years from the last day of classes of the semester for which the withdrawal is requested) for particular students. After the SC became accustomed to ad hoc approval of those requests, the SC opted to delegate to SRWAC for one-year a standing delegation of a waiver to the rule. The Senate’s Rules and Elections Committee (SREC) thought it best to simply change the Senate Rules to permanently give SRWAC the authority to vote to waive the rule.

The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the change to Senate Rules 5.1.8.5.A.3 to add the phrase, “, unless the SRWAC votes to waive the two-year time limit.” Because the motion came from committee, no **second** was necessary. Charnigo asked for

some examples or situations involving waivers of the two-year rule. Neither Jones nor the Chair was able to provide him with any; Jones commented that it did not happen very often. Jones confirmed for Yost that the language did not affect a student's inability to request a retroactive withdrawal after graduation.

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

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

i. Proposed New Undergraduate Certificate in Innovation and Entrepreneurial Thinking

Hippisley explained the proposal for a new Undergraduate Certificate in Innovation and Entrepreneurial Thinking. The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the establishment of a new of Undergraduate Certificate in Innovation and Entrepreneurial Thinking in the College of Communication and Information. Because the motion came from committee, no **second** was necessary.

Grossman asked for clarification about the proposed membership in the faculty of record. After some discussion between Grossman, Hippisley and Guest Derek Lane (CI), Grossman suggested that the answers implied that the deans who serve as members of the program faculty are acting as individual faculty members, not by virtue of their dean title. Christ spoke in favor of the interdisciplinary nature of the program, but the proposal was a shell for what could otherwise be a good interdisciplinary program. She added that there were a couple problems with courses from her department which were added, and removed (due to no longer being offered). She wondered why the College of Communication and Information (CI) was the only place where a student could learn entrepreneurship. Webb commented that within the College of Agriculture, Food and Environment (AG), there were some particular concerns within the Community and Leadership Development areas. Ultimately, the sense is that the certificate structure is broad enough to support the addition of AG courses in the future. In response to Christ, he clarified that AG was not currently involved in the proposed new certificate, but would be in the near future. Christ suggested voting against the motion to approve.

Wasilkowski also expressed concern about housing the certificate in CI, wondering if another college would be a more appropriate home unit. Lane said that work on the certificate began some time ago, by virtue of the National Science Foundation. The guiding principle was development of a program that could be famous for UK. He said the certificate included probably more faculty than any other multidisciplinary certificate. It could have been housed in Undergraduate Education, but the easiest way to move it forward was to house it in CI.

Grossman suggested that if a senator was opposed to the administrative home, it would be more appropriate to move to table the proposal as opposed to voting it down. He said it seemed like there was a sentiment that the proposal could use a few fixes, not that it was a disaster. College of Education Dean Mary John O'Hair spoke in favor of approving the proposal, saying it was supported by a number of colleges, including faculty in ED. Wood asked Lane to explain how courses would be added or removed from the certificate. After a brief exchange between Lane and Wood, Grossman commented that the given response should have been that changes in required courses would be approved by a vote of the program faculty. A vote by the program faculty is also the way to admit new faculty to the faculty of record.

There being no further discussion, a **vote** was taken and the motion **passed** with 31 in favor and 23 opposed.

ii. Proposed Suspension of Graduate Certificate Public Health Nursing

Hippisley explained the proposal to suspend the Graduate Certificate Public Health Nursing. The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the suspension of the Graduate Certificate Public Health Nursing. Because the motion came from committee, no **second** was necessary. Grossman asked how long the certificate would be suspended. Hippisley responded that it was his understanding that any suspension over five years means it is automatically deleted. There being no further questions, a **vote** was taken and the motion **passed** with none opposed.

iii. Proposed Suspension of Graduate Certificate in Nursing Studies

Hippisley explained the proposal to suspend the Graduate Certificate in Nursing Studies. The Chair said that the recommendation (positive) from SC was that the Senate **move** to approve the suspension of the Graduate Certificate in Nursing Studies. Because the motion came from committee, no **second** was necessary. There being no discussion or questions, a **vote** was taken and the motion **passed** with none opposed.

c. 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

Wasilkowski explained the proposal to transfer of the MS in Manufacturing Systems Engineering from the College of Engineering to the Department of Mechanical Engineering, within the College of Engineering. The Chair said that the recommendation (positive) from SC was that the Senate **move** to endorse the proposal to transfer of the MS in Manufacturing Systems Engineering from the College of Engineering to the Department of Mechanical Engineering, within the College of Engineering. Because the motion came from committee, no **second** was necessary. There was a brief discussion about the inability to know the rationale for "no" votes regarding the transfer of the degree, due to secret ballots. There being no further discussion or a question, a vote was taken and the motion **passed** with none opposed.

5. Annual "State of the Libraries" Report - Dean of Libraries Terry Birdwhistell

Libraries Dean Terry Birdwhistell gave an in-depth report to senators regarding the current state of UK's libraries. Afterwards, he answered questions from senators with the assistance of Senior Associate Dean for Collections and Technical Services Mary Beth Thomson. Christ asked about digital access to media that is currently in the form of tapes or recordings or transparencies. After a brief exchange, Dean Birdwhistell suggested they talk in more detail after the meeting.

Debski asked about what future library models will look like. The Dean responded that one way forward is through open access; the current model involves universities who hire faculty to teach and produce academic work for placement in academic journals that sell it back to the universities. Birdwhistell said the issue was not easily solvable. DeSantis asked if Libraries had experienced a reduction in cost due to reliance on digital resources over print resources. Thomson explained and summarized that costs have not gone away, but merely moved elsewhere in the model.

Nagel asked about models that involve setting aside money to help researchers cover the costs of paying to have research published. Thomson replied that some places have created open-access funds to offset the open access publisher fees, sometimes through grants and through other mechanisms. She said that UK's UKnowledge resource is an open access resource without any fees attached. Bailey said it was important for senators to understand the difference between open access and online access. Open

access involves self-pay by researchers, whereas online access was free. There being no further questions, the Chair thanked Dean Birdwhistell for his presentation.

Due to the time and there being no further agenda items, Wasilkowski **moved** to adjourn and Wood **seconded**. The meeting was adjourned by acclamation at 5:03 pm.

Respectfully submitted by Connie Wood,
University Senate Secretary

Invited guests present: Kim Anderson, Rodney Andrews, Lisa Cassis, Jane Jensen and Derek Lane.

Absences: Adams; Andrade; Atwood; Bailey; Ballard; Bayliff; Bellot; Blackwell, D.; Brennan; Brion; Bugg; Capilouto; Conners¹; Crampton*; Day; de Beer; Deep; Dickson; Doolen; Eckman; Evans; Feist-Price; Firey; Fox; Graf; Gross; Hazard*; Jackson; Kaplan; Kilgore; Kirschling; Kornbluh; Lowry*; Martin; McCamy; McCormick; McCulley*; Mehra; Mock; Noonan; Palli; Prats; Rabel; Rey-Barreau; Richey; Rogers; Spradlin; Stewart; Tick; Tracy, T; Tracy, J.; Tracy, S.; Turner, S; Valentine; Van Wie; Vasconez; Voro; Walz; Wiseman; Witt; Wyatt; and Yelowitz.

* Indicates an absence explained prior to the meeting.

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Friday, April 18, 2014 9:38 AM
To: Brothers, Sheila C
Subject: MS in ICT

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new graduate program: MS in Information Communication Technology, in the School of Library & Information Science within 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>

NEW MASTERS DEGREE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"¹)

GENERAL INFORMATION

College:	College of Communication and Information	Department:	School of Library and Information Science
Major Name:	Information Communication Technology	Degree Title:	MS
Formal Option(s):	Health Technology and Analytics Policy and Regulation	Specialty Fields w/in Formal Option:	
Date of Contact with Associate Provost for Academic Administration ¹ :	7/30/2012		
Bulletin (yr & pgs):	CIP Code ¹ :	Today's Date:	9/17/2012
Accrediting Agency (if applicable):			
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² :
Dept. Contact Person:	Will Buntin	Phone:	7-3317
Email:	will.buntin@uky.edu		

CHANGE(S) IN PROGRAM REQUIREMENTS

1.	Number of transfer credits allowed	9
	(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	Student must maintain a 3.0 GPA; if a student earns a third grade of C or lower, student may be dismissed from program
5.	Plan A Degree Plan requirements ³ (thesis)	
6.	Plan B Degree Plan requirements ³ (non-thesis)	This is a Plan B degree; exit requirement will be a portfolio
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)	ICT 600, ICT 602, ICT 668, CJT 726 ICT 596 (repeated for total of 6 hours)
9.	Required distribution of courses within program (if applicable)	Students are expected to complete twelve hours of required course work (600, 602, 668 and CJT 726) within the first 18 hours of their program of study with the exception of ICT 596 Practicum (to be taken after completion of 18 hours). The core courses (except for 596) are basic courses that will introduce fundamental content, themes, and issues. Elective courses will build on these foundational concepts and incorporate increasing

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

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

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

NEW MASTERS DEGREE PROGRAM FORM

		<p>levels of complexity in the master's curriculum. Electives will also allow students to specialize their studies based on their areas of interest (and in consultation with program faculty). The intent of ICT 596 Practicum is to allow students to apply concepts from the classroom in real world environment and gain practical experience.</p>
10.	Final examination requirements	<p>The ICT master's degree program requires successful completion of 36 hours (18 hours of electives along with required courses described) and a program portfolio. With the faculty adviser's prior approval, as many as 6 elective hours may be taken in a cognate area of study.</p> <p>Candidates for the master's must produce a satisfactory program portfolio which is used to evaluate the candidate's ability to discuss significant aspects of Information Communication Technology in an integrated and coherent manner. A student who has an I grade or who is on academic probation is not permitted to submit a portfolio. A final evaluation is required of all master's students at the University of Kentucky. Ultimately, it is the student's responsibility to see that all School and Graduate School requirements are met prior to submitting a program portfolio.</p> <p>The program portfolio provides the student with the opportunity for self-reflection, formative self-evaluation, and synthesis of desired learning outcomes. Students have the opportunity through the portfolio to holistically examine their program of study and highlight their accomplishments in the studies, reflect on their learning in the context of core competencies, and reflect on how their work in the program has prepared them for their career goals. The portfolio consists of a professional resume or vita, personal statement on overall program experience, summary list of course artifacts or other materials selected for inclusion in the portfolio, actual artifacts selected for inclusion, and a learning outcomes essay. Program portfolios are assessed on a pass/fail basis using an evaluation rubric. Final grades of pass/fail will be submitted to the Graduate School by the Exam Committee.</p>
11.	Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).	
		<p>Programs in the College of Education, College of Public Health, College of Health Sciences and other departments within the College of Communication and Information have all agreed to offer some of their courses as electives.</p>
12.	What is the rationale for the proposed new program?	

	<p>Information Communication Technology (ICT) programs strive to educate students to assume leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. The broad cluster of occupations within the ICT arena includes, but is not limited to: computer analysts, computer support specialists, technical writers, media and communications, and instructional coordinators. ICT is a growing field with growth exceeding projected growth in several categories (see full proposal). Currently, there is not a UK program focused on the practical application of technology. This proposal serves to address this. Note that this degree is NOT equivalent to a degree in computer science and does not qualify students for positions which specifically require a degree in computer science. This graduate program will allow students to focus on advanced areas of study related to ICT. The</p>
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NEW MASTERS DEGREE PROGRAM FORM

<p>curriculum introduces increasing levels of complexity that reflect the realities of various practice settings. Students who successfully complete this graduate program will be qualified to assume leadership positions in ICT that require an advanced degree beyond the undergraduate level.</p>
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NEW MASTERS DEGREE PROGRAM FORM

Signature Routing Log

General Information:

Program Name: Master's in Information Communication Technology

Proposal Contact Person Name: Dr. Jeffrey Huber Phone: 7-2334 Email: jeffrey.huber@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Library Science Faculty	8/24/2012	Dr. Jeff Huber / 7-2334 / jeffrey.huber@uky.edu	
College of Communication and Information	9/24/2012	Dean O'Hair / 218-0290 / ohair@uky.edu	
College of Education	8/14/2012	Dean O'Hair / 7-2813 / mjohair@uky.edu	
College of Public Health	8/14/2012	Dean Wyatt / 8-2247 / swwyat2@uky.edu	
College of Health Sciences	8/14/2012	Dean Stewart / 323-1100 / sharon.stewart@uky.edu	

External-to-College Approvals:

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

Comments:

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

PROPOSAL FORM

General Information

1. Degree Level and Designation: Master of Science
(Ex. Master of Arts, PhD, Bachelor of Science, etc.)
2. Title of Proposed Major: Information Communication Technology
(Ex. Linguistic Theory, International Finance, Rhetoric and Writing, etc.)
3. CIP Code: _____
4. College and Educational Unit Proposing This Program: College of Communication / School of Library and Information Science
5. Effective Date: Sem following approval OR Other _____
6. Anticipated Date for Granting First Degree: Fall 2017 (estimate)

Contact Information

7. Who is submitting this proposal and overseeing its completion?

Name: Dr. Jeffrey Huber Title: Director

Email: jeffrey.huber@uky.edu Phone: 859-257-2334

8. Who will be the Program Director for this Degree?

Name: Jeffrey Huber Title: Director

Email: jeffrey.huber@uky.edu Phone: 859-257-2334

MISSION

9. **Provide a brief description of the program:** (130 word limit)

The Information Communication Technology (ICT) master's program will provide further education for graduate students seeking leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. The graduate program will build on and extend the skills and content covered in the undergraduate program.

10. **List the Objectives of the Proposed Program:** Note: this is not the place to list student learning outcomes. The question refers to the program itself. Program objectives should deal with the specific institutional and societal needs that this program will address. (200 word limit)

This graduate program will allow students to focus on advanced areas of study related to ICT. The curriculum introduces increasing levels of complexity that reflect the realities of various practice settings. Students who successfully complete this graduate program will be qualified to assume leadership positions in ICT that require an advanced degree beyond the undergraduate level. Information Communication Technology (ICT) programs strive to educate students to assume leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. The broad cluster of occupations that fall within the ICT arena includes, but is not limited to computer analysts, computer support specialists, technical writers, media and communications, and instructional coordinators. ICT is a growing field with actual growth exceeding projected growth in several categories (see full proposal). Currently, there is not a UK program focused on the practical application of technology. This proposal serves to address this. Note that this degree is NOT equivalent to a degree in computer science and does not prepare a student for a job in software development or programming. The objectives of the proposed program include educating and preparing students for a successful career in the ICT field in a global economy ever more dependent upon technology. This will be accomplished by exposing students to theoretical underpinnings of ICT as well as practical applications of technology.

11. **Does this program allow for academic options?** __Yes__ (NOTE: be aware of the new CPE naming conventions) If yes, list below:

Undergraduate options = Tracks

Master's options = Concentrations

Doctoral options = Specializations

a. Name: Health Track

Description: Concentration in Health ICT (20 word limit)

b. Name: Technology and Analytics Track

Description: Concentration in Technology and Analytics (20 word limit)

c. Name: Policy and Regulation Track

Description: Concentration in Policy and Regulation (20 word limit)

(include more options as needed)

QUALITY

12. Describe how the proposed curriculum will achieve the program objectives. (100 word limit)

Broadly stated, students will learn how to use technology to enhance communication and the use of information in organizations. Using an interdisciplinary curriculum, students will gain an understanding of the application of ICT in a variety of settings. Students at the graduate level will have the option to focus their studies in three areas – *health, technology and analytics* or *policy and regulation*.

13. What are the intended student learning outcomes of the proposed program? (100 word limit)

- Explain the historical context for studying ICT, contrast it with other computing-related academic disciplines, and understand the impact of information technology on individuals, organizations, and society.
- Identify the role of information systems in solving specific problems within the student's emphasis area with a focus on software applications and the tasks and techniques for developing computer-based information systems.
- Apply the central concepts of management and organizational theory as they apply to organizational settings and the technology marketplace.
- Identify and assess information technology infrastructures and systems that support corporate and organizational goals.
- Evaluate how people process and use information in the context of information systems with emphasis on ways to manage the technology associated with information systems.
- Assess relevant aspects of government policy governing information and communication technologies in the United States with a focus on standards of moral and ethical conduct associated with management of information systems, as well as issues and challenges faced in developing and implementing policies within organizations and companies.
- Apply concepts and characteristics of standard database structure.
- Identify the foundational concepts of information retrieval, analyze the performance of retrieval systems, and will be able to apply these concepts in practice.
- Evaluate an organization's information technology system, including hardware, computer networks, software, data, processes and people.
- Generate new knowledge by applying audience analytics to a data set.

14. Is there a specific accrediting agency related to this program? If so, identify and indicate if you plan to seek accreditation: No. Master's level programs in this area are not accredited.

15. How will the program support or be supported by other programs within the institution? (50 word limit) (Ex. shared faculty, shared courses, collaborative research, etc.) This program will share courses across the College of Communication and Information and the colleges of Education, Public Health and Health Sciences.

16. Will this program replace or enhance any existing program(s) or options within an existing program? If so, please specify. No

17. Give an estimated faculty/student ratio in the major: .095

18. Highlight any distinctive qualities of this proposed program. (150 word limit)

- Are any of your faculty nationally or internationally recognized for expertise in this field?
- Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution?
- Do you have any specialized research facilities or equipment that are uniquely suited to this program?

This program will be the only one of its kind in the state. It will build on existing strengths within the School of Library and Information Science and the College of Communication and Information. This program will be interdisciplinary, including courses from the colleges of Education, Public Health and Health Sciences. Whereas existing programs in the state focus on the development of IT resources, the proposed ICT program will focus on the application of IT within a variety of settings reflective of today's global workplace. The Dean's Office has set aside funds to refurbish space for an ICT lab to support the program. Refer to page 44 for list of existing CCI faculty members qualified to teach ICT courses.

19. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Students will be able to apply directly to the graduate program, or, for UK undergraduates, enter through the University Scholars Program.

Admission to the ICT MS degree program requires 1) a bachelor's degree from an accredited institution; 2) a grade point average of 3.0 or higher on any prior undergraduate or graduate work, in both cases on a scale with A = 4.0; and 3) Graduate Record Exam scores, verbal: new exam 150 or higher OR old exam 140 or higher, quantitative: new exam 140 or higher OR old exam 450 or higher, and analytical writing 4.0 or higher. Applicants for whom English is not the native language must achieve a TOEFL score of 550 (paper-based test) 213 (computer-based

test) or 79 (internet-based test. Students will be required to complete Microsoft Certification exams, but not as an entrance requirement.

Undergraduate students enrolled at the University of Kentucky will have the option of beginning the master's program in Information Communication Technology through the established University Scholars Program and will follow standard Graduate School admission policies for that category. Applicants to this program will be expected to meet all admission criteria as set forth by the University of Kentucky Graduate School (for more detail, please refer to [Admission Categories](http://www.research.uky.edu/gs/ProspectiveStudents/admission_categories.html) (http://www.research.uky.edu/gs/ProspectiveStudents/admission_categories.html) and the [University Scholars Program Application](http://www.research.uky.edu/gs/Forms/UnivScholarsPgmApp.pdf) (<http://www.research.uky.edu/gs/Forms/UnivScholarsPgmApp.pdf>) Note that GRE scores are not required by the Graduate School for USP students. The program will follow Graduate School requirements for all USP students.

20. Clearly state the degree completion requirements for the program, other than completion of coursework. (Ex. projects, presentations, internships, capstone projects, etc.) Students will be required to complete an internship and practicum during the program. All students will be required to complete a program portfolio as well.

21. Provide the following information for the program and for each option (some categories may not apply to all programs):

- a. Total number of hours required for degree: _____ (If this number exceeds 120, please explain) 36
- b. Number of hours in degree program core: 18
- c. Number of hours in concentration:
- d. Number of hours in guided electives: 12
- e. Number of hours in free electives: 6
- f. Total number of hours required by level:

100 __ 200 __ 300 __ 400 __ 500 _0-15__ 600 _21-36__ 700 ____ 800 ____ 900 ____

22. Will this be a 100% distance-learning program?

No

23. Does a significant portion of this program use distance-learning technologies? If so, please describe. No.

24. Will there be any collaboration with other institutions required or utilized in this program? No

DEMAND, NEED, and RATIONALE FOR PROGRAM

- 25. Show evidence to support the need and demand for this proposed program.** (Ex. student demand, career opportunities, recent trends in the discipline, etc.) The U.S. Department of Labor (USDL) projected growth rates for employment in the ICT sector trends favorably for the ten-year forecast period. Employment projections in most job categories reflect double-digit percentage increases over that term. Employment availability in two categories (Information Security Analysts, Web Developers, and Computer Network Architects (107%); Media and Communication Workers, All Other (148%)) already exceeds the projected numbers for 2020.
- 26. Are you aware of any similar programs already being offered in Kentucky?** There are very few similar programs in the state. Other Kentucky based programs are highly computer science focused. Our proposed program will emphasize the practical application of technology, in a variety of settings, to connect people, organizations, and communities to enhance their ability to succeed
- 27. Identify the applicant pool, primary feeders, and how potential students will be recruited.** It is believed that this program will recruit new graduate students who may not have previously considered the University of Kentucky. Additionally, it will attract students from the ICT undergraduate major now at the University of Kentucky. Prospective students will be recruited through traditional means – web site, UK student recruitment events, direct mail. In addition, the department may explore the possibility of online advertising as well.

REVIEW AND ASSESSMENT

28. How will the Student Learning Outcomes for the program be assessed? Artifacts from the program portfolio will be assessed in comparison to student learning outcomes.
29. What are the plans to evaluate students' post-graduate success? The program faculty will administer surveys to graduates to assess student success (employment or further graduate study). Employers will also be surveyed to determine how well the program prepares students for employment.
30. What are the plans for evaluating achievement of the Program Objectives, consistent with the institutional mission?
Faculty will survey ICT program alumni to determine how well the ICT curriculum prepared them to either work or continue their education in a technology driven global economy. Faculty will also survey employers to determine how employers view the effectiveness of the ICT curriculum in preparing graduates to enter the workforce. The survey results will then be used for iterative refinement of ICT curriculum.

NOTE: In addition to these questions, please complete the indicated portions of the appropriate form posted at the [Senate web site](#) :

NEW UNDERGRADUATE PROGRAM FORM – Please include Questions 2-13, and 15.

NEW MASTERS DEGREE PROGRAM FORM – Please include Questions 1-11.

NEW DOCTORAL DEGREE PROGRAM FORM – Please include Questions 1-12.

NEW GRADUATE AND PROFESSIONAL CERTIFICATE FORM: Questions 1-11 of the New Master's Degree Program Proposal form.



**MASTER'S PROGRAM PROPOSAL
INFORMATION COMMUNICATION
TECHNOLOGY (ICT)**

Summary of Recent Changes:

The following changes have been made to this proposal in line with recommendations from the Senate Council

- Require a leadership class (CJT 726 Communication Leadership Studies)
- Indicate that an ICT leadership course is forthcoming (see Suggested Curriculum Maps)
- Include in narrative any pre-requisite courses for electives outside the ICT program (see Suggested Curriculum Maps)
- Corrected typographical errors

The following changes have been made to this proposal in line with recommendations from the Senate Academic Program Committee

- Distinguish the master from the bachelor degree
- Address how the program will handle admitting students who do not have an undergraduate degree in Information Communication Technology into the master's program

Both of these issues are addressed in this document. This text is also included below for easy reference.

Distinguishing the MS from the BS

Although in the undergraduate program students may choose one of two tracks, the BS degree is geared toward offering students a broad educational experience in information communication technology. In contrast, students in the master's program will begin to focus on a certain area or aspect of information communication technology. Students admitted to the master's program may concentrate their studies into three tracks: health, technology and information management or policy and regulation. Or, students may choose to create a program of ICT that best suits their educational and professional goals.

While the undergraduate curriculum is designed to prepare students to assume positions that require basic knowledge and skills commensurate with bachelor's level preparation, the master's curriculum is designed to prepare students to assume positions that require more in-depth knowledge of the field. The curricula reflect the knowledge and skill sets necessary to compete in the ICT job market. Concentration areas in the graduate curriculum reflect available positions that require a master's degree. The ICT curriculum includes courses from other Colleges to support these areas of specialization as well as those courses offered within the College of Communication and Information.

It is perhaps worth noting that while there are similarities of the content covered in both the undergraduate and graduate program, this is not at all unusual in other disciplines offering both a bachelors and masters. For example, many English programs will have undergraduate courses discussing Shakespeare and include similar type courses in their master's program. As is expected in an advanced degree, while there are similarities of content, the focus in a graduate level course will be at a higher level, progress in topic complexity, involve more theory and be at a higher level of detail.

Admitting Students: Without ICT BS

The decision to not require a degree in technology for entrance into the program was purposeful. To allow for the broadest range of possible students and to further the interdisciplinary goals of the program, we thought it best to allow for a diverse range of students. We do expect students without an actual degree in ICT or related fields may well have life and work experience sufficient enough to begin the program upon admission. And while we believe most students who would be attracted to this program will have appropriate skills, it is possible we may have students who enter the program without a degree or sufficient background/experience with technology. These students will be prescribed up to one remedial semester after consultation with her/his adviser. After completing the first round of prescribed remedial courses, students will once again meet with their adviser to discuss next steps – taking additional courses outside the ICT master’s program or, if ready, beginning the ICT master’s core curriculum.

Example: James is accepted to the graduate program in ICT. He has excellent GRE scores and a good undergraduate GPA of 3.4. Though he graduated with a degree in Marketing, he has worked the last 10 years managing the web site where he works. He is very interested in technology and how it impacts communication. He is very comfortable with HTML, CSS, Web2.0, Internet technologies, etc. However, he has had little to no experience with databases and does not understand what a relational database is. After meeting with his adviser, the decision is made for James to take ICT 301 Introduction to Databases. He is also a little nervous about coming back to school after being out for 10 years and is concerned about his writing skills. It is also suggested he take ICT 300 Information and Communication Technology in Society which has a strong written component. At the end of that semester, James meets with his adviser again. He did very well in both courses and feels much more confident in the areas where he was weak. After talking with his adviser, they both decide James is ready to begin the graduate program. The suggestion is made for James to start with no more than 6 hours so he can continue to adjust to being back in school and in a master’s level program.

Program Overview

Introduction

Information Communication Technology (ICT) programs strive to educate students to assume roles where the application of information technology (IT) is concerned, with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed.

Our School has proposed two ICT programs – an undergraduate degree (which received final UK BOT approval 12/17/12 and CPE approval 02/14/14) and a master’s degree. The undergraduate degree is well suited to prepare students for entry level positions. The master’s program is focused on advanced study of similar concepts to give graduates the skills needed to assume leadership positions. Students in the master’s program will also have the option to focus their studies in any of three major focus areas: policy and regulation, technology and analytics and health.

This proposed master’s program focuses on providing students with the knowledge and skills to assume leadership positions charged with effectively applying, using, and managing technology when solving problems specifically related to information and communication. It provides a human and organizational focus on technology – teaching students how to be effective users of technology, as opposed to teaching students how to program in C++. While other Kentucky-based programs exist, they are either based largely on computer science or are discipline specific, rather than focusing on the application of information technology across disciplines. In general, the proposed ICT program focuses on the intersection of technology, the people who use that technology, the policies and regulations governing or affecting use of that technology, and the community or environment in which that technology is used, in order to facilitate communicating information in meaningful ways.

The proposed ICT program enhances the University’s existing initiatives related to Science, Technology, Engineering, and Mathematics (STEM) by providing the opportunity for students to pursue academic degrees focused on the application of information technology. It reflects sentiments expressed by the National Conference of State Legislatures suggesting that education systems consider strategies that prepare students for jobs in a 21st Century workforce. In a knowledge-driven global economy, the ability to apply, use, and manage technology is key to the success of the 21st Century workforce. The broad cluster of occupations that fall within the ICT arena include software and applications specialists, computer network professionals, database and systems administrators, IT security officers, ICT business and systems analysts, telecommunications professionals, multimedia specialists, Web developers, technical support, and quality assurance and testing professionals.

The ICT program proposal was developed in consultation with the other units in the College, including the School of Journalism and Telecommunication (JAT), the Department of Communication (COM) and the Division of Instructional Communication (CIS). The proposed ICT program has met with a great deal of interest on campus with multiple units agreeing to include their courses in the ICT curriculum (College of Education, College of Public Health, College of Health

Sciences). Additionally, other units contacted have expressed no objection to this program (including Business and Economics and Computer Science). Furthermore, College support is extremely strong with funding already set aside for two new faculty lines (one at the Associate level in the Regular Title series, one at the Assistant level in the Regular Title series) beginning Fall 2013. In addition, Dean O'Hair has dedicated funding to build new faculty offices. For more details, see the "Resources and Staffing" section below.

Dean O'Hair was part of the UK delegation to China early 2013. While there, he spoke with representatives from two colleges who were primarily interested in the proposed ICT program. Similarly, in a recent conversation, the CEO of the National Association of State Chief Information Officers expressed his interest to Dean O'Hair in the proposed ICT program due to the large (and growing) number of jobs in state governments requiring applied IT skills. The 2012 State CIO Survey "Advancing the C4 Agenda: Balancing Legacy and Innovation" considers such issues as IT mobility, transparency and accountability, IT consolidation, health information exchange, big data, cloud computing, IT personnel, IT procurement, public safety broadband, and the use of social media.

ICT Master's Program

The ICT curriculum is delivered primarily face-to-face. This program is a 36 credit hour ICT master's degree.

Distinguishing the MS from the BS

Although in the undergraduate program students may choose one of two tracks, the BS degree is geared toward offering students a broad educational experience in information communication technology. In contrast, students in the master's program will begin to focus on a certain area or aspect of ICT. Students admitted to the master's program may concentrate their studies into one of three tracks: health, technology and information management, or policy and regulation. Or, students may choose to create a program of ICT that best suits their educational and professional goals.

While the undergraduate curriculum is designed to prepare students to assume positions that require basic knowledge and skills commensurate with bachelor's level preparation, the master's curriculum is designed to prepare students to assume positions that require more in-depth knowledge of the field. The curriculum reflects the knowledge and skill sets necessary to compete in the ICT job market. Concentration areas in the graduate curriculum reflect available positions that require a master's degree. The ICT curriculum includes courses from other colleges to support these areas of specialization as well as those courses offered within the College of Communication and Information.

It is perhaps worth noting that while there are similarities of content covered in both the undergraduate and graduate program, this is not at all unusual in other disciplines offering both a bachelors and masters. For example, many English programs will have undergraduate courses discussing Shakespeare and include similar type courses in their master's program. As is expected in an advanced degree, while there are similarities of content, the focus in a graduate level course will progress in topic complexity, involve more theory and be at a higher level of detail.

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The decision to not require a degree in technology for entrance into the program was purposeful. To allow for the broadest range of possible students and to further the interdisciplinary goals of the program, we thought it best to allow for a diverse range of students. We do expect students without a degree in ICT or a related field may well have life and work experience sufficient enough to begin the program upon admission. And while we believe most students who would be attracted to this program will have appropriate skills, it is possible we may have students who enter the program without a degree or sufficient background/experience with technology. These students will be prescribed up to one remedial semester after consultation with her/his adviser. After completing the first round of prescribed remedial courses, students will once again meet with their adviser to discuss next steps – taking additional courses outside the ICT master's program or, if ready, beginning the ICT master's core curriculum.

Example: James is accepted to the graduate program in ICT. He has excellent GRE scores and a good undergraduate GPA of 3.4. Though he graduated with a degree in Marketing, he has worked the last 10 years managing the web site for his workplace. He is very interested in technology and how it impacts communication. He is very comfortable with HTML, CSS, Web2.0, Internet technologies, etc. However, he has had little to no experience with databases and does not understand what a relational database is. After meeting with his adviser, the decision is made for James to take ICT 301 Introduction to Databases. He is also a little nervous about coming back to school after being out for 10 years and is concerned about his writing skills. It is also suggested he take ICT 300 Information and Communication Technology in Society which has a strong written

component. At the end of that semester, James meets with his adviser again. He did very well in both courses and feels much more confident in the areas where he was weak. After talking with his adviser, they both decide James is ready to begin the graduate program. The suggestion is made for James to start with no more than 6 hours so he can continue to adjust to being back in school and in a master's level program.

ICT Curriculum

Students are expected to complete twelve hours of required course work (600, 602, 668 & CJT 726) within the first 18 hours of their program of study with the exception of ICT 596 Practicum (to be taken after completion of 18 hours). The core courses (except for 596) are basic courses that introduce fundamental content, themes and issues. Elective courses build on these foundational concepts and incorporate increasing levels of complexity in the master's curriculum. Electives also allow students to specialize their studies based on their areas of interest (and in consultation with program faculty). The intent of ICT 596 Practicum is to allow students to apply concepts from the classroom in real world environments and gain practical experience.

Each student will develop an individualized learning plan in conjunction with her/his adviser based on the student's background and career aims. While there will be proposed concentration areas, students will be able to customize electives more broadly as best suits their goals. However, these decisions will be made in conjunction with their academic adviser. Students will take all required courses (except ICT 596 Practicum) within the first eighteen hours of the program. The remaining hours will be comprised of electives based on the student's interests and six hours of ICT 596 Practicum.

Once the student has entered the final semester of course work, she/he will begin work on the program portfolio (program exit requirement). The program portfolio provides the student with the opportunity for self-reflection, formative self-evaluation, and synthesis of desired learning outcomes. Students have the opportunity through the portfolio to holistically examine their program of study and highlight their accomplishments, reflect on their learning in the context of core competencies, and reflect on how their work in the program has prepared them for their career goals. The portfolio consists of a professional resume or vita, personal statement on overall program experience, summary list of course artifacts or other materials selected for inclusion in the portfolio, actual artifacts selected for inclusion, and a learning outcomes essay.

Graduate School Admission and Student Status for MS Degree Program

Students pursuing the ICT MS degree will apply to the Graduate School for admission to the ICT MS degree program. As with many academic programs related to information science, there is no preferred undergraduate degree program. While completing the ICT undergraduate degree program would be helpful, it is not required. Admission to the ICT MS degree program requires 1) a bachelor's degree from an accredited institution; 2) a grade point average of 3.0 or higher on any prior undergraduate or graduate work, in both cases on a scale with A = 4.0; and 3) Graduate Record Exam scores, verbal: new exam 150 or higher OR old exam 140 or higher, quantitative: new exam 140 or higher OR old exam 450 or higher, and analytical writing 4.0 or higher. Applicants for whom English is not the native language must achieve a TOEFL score of 550 (paper-based test) 213 (computer-based test) or 79 (internet-based test). Students that find themselves hampered by a lack of technical ability may take 500-level undergraduate courses, with the advice of faculty or staff, to remedy any deficiencies.

Students entering the ICT graduate program must complete online Microsoft Office trainings, available through the University at no charge, for Word, Access, Excel, and PowerPoint by the end of their second semester. These trainings serve a leveling function and help to ensure that students entering the graduate program directly possess sufficient skills with Microsoft products. In addition, basic concepts included in required courses in the undergraduate curriculum are re-

introduced in required courses at the graduate level with more in-depth coverage, placing them in philosophical and theoretical contexts.

Conditional Admission to the ICT Graduate Program

For applicants to the ICT graduate program who do not meet the admissions requirements, conditional admission may be recommended by the Director of Graduate Studies. For example, conditional admission might be recommended in cases where an applicant has a marginal undergraduate grade point average, but excellent GRE scores, strong recommendations, and especially relevant experience.

ICT Graduate Program Required Grade Point Average and C Grades

A grade point average of 3.0 (B) must be maintained for continued enrollment in the ICT graduate program. Failure to do so results in academic probation, and will result in dismissal, if, in the prescribed time, the grade point average is not raised to a 3.0 or higher. A student who earns a third C (or lower) is dismissed from the program.

I (Incomplete) Grades

For graduate students, any I (incomplete) grade must be replaced by a regular final letter grade within 12 months of the end of the semester or term in which the I grade was assigned, or prior to the student's graduation, whichever occurs first. If at that time the I grade has not been changed to some other regular final letter grade, it will be changed to a grade of E.

ICT Graduate Program Final Exam and Exit Requirements

The ICT master's degree program requires successful completion of 36 hours (18 hours of electives along with required courses described below) and a program portfolio. With the faculty adviser's prior approval, as many as 6 elective hours may be taken in a cognate area of study.

Candidates for the master's must produce a satisfactory program portfolio which is used to evaluate the candidate's ability to discuss significant aspects of Information Communication Technology in an integrated and coherent manner. A student who has an I grade or who is on academic probation is not permitted to submit a portfolio. Ultimately, it is the student's responsibility to see that all School and Graduate School requirements are met prior to submitting a program portfolio.

The program portfolio provides the student with the opportunity for self-reflection, formative self-evaluation, and synthesis of desired learning outcomes. Students have the opportunity through the portfolio to holistically examine their program of study and highlight their accomplishments, reflect on their learning in the context of core competencies, and reflect on how their work in the program has prepared them for their career goals. The portfolio consists of a professional resume or vita, personal statement on overall program experience, summary list of course artifacts or other materials selected for inclusion in the portfolio, actual artifacts selected for inclusion, and a learning outcomes essay. Program portfolios are assessed on a pass/fail basis using an evaluation rubric. Final grades of pass/fail will be submitted to the Graduate School by the Exam Committee.

ICT Graduate Learning Outcomes

1. Explain the historical context for studying ICT, contrast it with other computing-related academic disciplines, and understand the impact of information technology on individuals, organizations, and society.
2. Identify the role of information systems in solving specific problems within the student's emphasis area with a focus on software applications and the tasks and techniques for developing computer-based information systems.
3. Apply the central concepts of management and organizational theory as they apply to organizational settings and the technology marketplace.
4. Identify and assess information technology infrastructures and systems that support corporate and organizational goals.
5. Evaluate how people process and use information in the context of information systems with emphasis on ways to manage the technology associated with information systems.
6. Assess relevant aspects of government policy governing information and communication technologies in the United States with a focus on standards of moral and ethical conduct associated with management of information systems, as well as issues and challenges faced in developing and implementing policies within organizations and companies.
7. Apply concepts and characteristics of standard database structure.
8. Identify the foundational concepts of information retrieval, analyze the performance of retrieval systems, and will be able to apply these concepts in practice.
9. Evaluate an organization's information technology system, including hardware, computer networks, software, data, processes and people.
10. Generate new knowledge by applying audience analytics to a data set.

ICT Graduate Level Learning Outcomes

1. Explain the historical context for studying ICT, contrast it with other computing-related academic disciplines, and understand the impact of information technology on individuals, organizations, and society.
2. Identify the role of information systems in solving specific problems within the student's emphasis area with a focus on software applications and the tasks and techniques for developing computer-based information systems.
3. Apply the central concepts of management and organizational theory as they apply to organizational settings and the technology marketplace.
4. Identify and assess information technology infrastructures and systems that support corporate and organizational goals.
5. Evaluate how people process and use information in the context of information systems with emphasis on ways to manage the technology associated with information systems.
6. Assess relevant aspects of government policy governing information and communication technologies in the United States with a focus on standards of moral and ethical conduct associated with management of information systems, as well as issues and challenges faced in developing and implementing policies within organizations and companies.
7. Apply concepts and characteristics of standard database structure.
8. Identify the foundational concepts of information retrieval, analyze the performance of retrieval systems, and will be able to apply these concepts in practice.
9. Evaluate an organization's information technology system, including hardware, computer networks, software, data, processes and people.
10. Generate new knowledge by applying audience analytics to a data set.

ICT Graduate Learning Outcomes Mapping

Core course	Learning Outcomes									
	1	2	3	4	5	6	7	8	9	10
ICT 600	✓		✓			✓			✓	✓
ICT 602					✓		✓	✓	✓	
ICT 668	✓	✓		✓			✓		✓	✓
CJT 726			✓	✓						
ICT 596		✓	✓			✓		✓		✓

Suggested Curriculum Maps

Course	Req/Elective	Notes	Concentration
ICT 600	Required	ICT in Society	
ICT 602	Required	Information Representation and Access	
ICT 596	Required	Practicum, 3 credit hours repeated (6 total)	
CJT 726	Required	Communication Leadership Studies <i>Note that this course will be taken as a cognate course until such time as ICT 607 Introduction to Leadership in Information Professions has been approved. At that time, ICT 607 will replace CJT 726.</i>	
ICT 668	Required	Information Systems Design, CL with LIS 668	
ICT 552	Elective	Cybercrime and Digital Law Enforcement	Policy & Regulation
LIS 605	Elective	Information Policy & Regulation	Policy & Regulation
ICT 630	Elective	Proseminar in Mass Media Law and Public Policy, CL with CJT 630	Policy & Regulation
CJT 730	Elective	Seminar in Mass Media and Public Policy	Policy & Regulation
ICT 651	Elective	Technology Security	Technology & Analytics
ICT 630	Elective	Information Retrieval, CL with LIS 630	Technology & Analytics
ICT 550	Elective	Security Informatics	Technology & Analytics
ICT 638	Elective	Advanced Web Design	Technology & Analytics
ICT 658	Elective	Knowledge Management, CL with LIS 658	Technology & Analytics
LIS 634	Elective	Information Architecture	Technology & Analytics

ICT 610	Elective	Participatory Communication, CL with CJT 610	Health
LIS 539	Elective	Introduction to Medical Informatics	Health
ICT 640	Elective	Health Information Resource Services, CL with LIS 640	Health
ICT 626	Elective	Electronic Information Resources in the Health Sciences CL with LIS 626	Health
ICT 627	Elective	Consumer Health Information Resources CL with LIS 627	Health
CJT 771	Elective	Seminar in Health Communication	Health
CJT 775	Elective	Seminar in Health Communication Campaigns	Health
CPH 752	Elective	Leadership in Public Health (3 hrs)	
ELS 602	Elective	Leadership in Professional Learning Communities (3 hrs)	
EDL 665	Elective	School Technology Leadership for Digital Citizenship	
ICT 607	Elective	Introduction to Leadership in Information Professions (3 hrs, in progress)	

The following courses have been approved by the home unit for inclusion in the ICT curriculum. Unless otherwise noted, these courses do not have pre requisites.

- HSM 601 Overview of US Healthcare
- HSM 602 Organizational Change and Strategic Planning (pre req HSM 601)
- HSM 624 Information Systems in Health Care (pre req HSM 602)
- EDC 547 Technology in Instructional Practice
- EDC 548 Instructional Technology Leadership

The following courses are being offered by our College in support of the ICT curriculum:

- CJT 671 Proseminar in Health Communication
- CJT 726 Communication Leadership Studies
- JOU 531 Media Law and Ethics
- JOU 541 The First Amendment, Internet and Society
- MAS 535 Telecommunications and Network Management

The following courses are other suggested University courses:

- CPH 752 Leadership in Public Health
- ELS 602 Leadership in Professional Learning Communities
- EDL 665 School Technology Leadership for Digital Citizenship
- STA 580 Biostatistics I (pre req MA 109 College Algebra or equivalent)

PA 621 Quantitative Methods of Research

PA 623 Decision Analysis and Decision Support Systems (pre req PA 621)

PA 624 Government Information Systems

Students are expected to complete twelve hours of required course work (600, 602, 668 & CJT 726) within the first 18 hours of their program of study with the exception of ICT 596 Practicum (to be taken after completion of 18 hours). The core courses (except for 596) are basic courses that will introduce fundamental content, themes and issues. Elective courses will build on these foundational concepts and incorporate increasing levels of complexity in the master's curriculum. Electives will also allow students to specialize their studies based on their areas of interest (and in consultation with program faculty). The intent of ICT 596 Practicum is to allow students to apply concepts from the classroom in real world environments and gain practical experience. Concentration areas at the graduate level are based on available ICT jobs that require a master's degree. Concentration areas at the graduate level provide knowledge and skills beyond that provided at the undergraduate level.

Course Descriptions

Advanced Undergraduate/Graduate

JOU 531, Media Law and Ethics

A study of the legal and ethical issues facing the mass media. The course will focus on the rights, constraints and responsibilities under the U.S. Constitution, federal and state statutes, administrative law, common law and voluntary codes of ethics. Specific topics include libel, privacy, contempt, copyright, broadcast regulation, the court systems, commercial speech, prior restraint, access, the civil and criminal judicial processes and obscenity.

MAS 535, Telecommunications Network Management

The primary focus of this course is the design and management of telecommunications networks and resources. In a framework that includes both the technical and business aspects of telecommunications, the course examines the capabilities and limitations of a wide range of data network technologies in the context of needs assessments, design, implementation, and evaluation; the relative advantages and disadvantages of various technological configurations for specific business purposes; and the impact of human and organizational factors in network design.

Prereq: MAS major or minor status, or consent of the instructor.

LIS 539, Intro to Medical Informatics

Provides an overview of health care information systems, legal and ethical issues in health care, compliance and regulatory requirements, coding of health care data, quality management, HL7, data security, and HIPAA. Explores major applications and commercial vendors, decision support methods, evaluation of health-care information systems; and new opportunities and emerging trends.

EDC 547: Instructional Computing I

Students use instructional computing applications and understand the roles and uses of computers in instruction. Students select and use instructional computing hardware and software appropriate to instructional goals and settings. Students use electronic networks for instructional purposes. Students demonstrate skill using basic productivity software through structured assignments and collaborative projects.

EDC 548 Instructional Computing II

Students develop skill in advanced aspects of the operation and use of the range of instructional technologies from desktop to distributed computing environments. Students use operating systems, learn network administration, do technology planning, and work with basic authoring tools. Skill is demonstrated through a series of projects including development of a technology plan for a specified work setting and authorship of a prototype program.

Prereq: EDC 547, or consent of instructor.

*ICT 550, Security Informatics

This course introduces students to policy concerns relating to security informatics, and highlights theoretical and practical approaches to designing secure information and communication technology (ICT) systems. It addresses key issues such as authentication, risk analysis, access control, database and network security, and information assurance.

***ICT 552, Cybercrime and Digital Law Enforcement**

The global reach of the Internet, the low marginal cost of online activity, and the relative anonymity of users have contributed to a wide escalation in cybercrimes. Consequently, information and communications technologies (ICT) are being increasingly employed to instigate threats to global civil society. This course provides an overview of cybercrime and the digital law enforcement practices put in place to respond to them. The course will focus on the types and extent of current cybercrimes, how the justice system responds to these crimes, the various constitutional protections afforded to computer users, the law and policies that govern cybercrime detection and prosecution, and related technologies.

MAS 555, The Internet and Social Change

A critical examination of the political, cultural, technological, social, and behavioral aspects of Internet-mediated communication. Emphasis on research literature and theory on emerging platforms of new media technologies and applications.

Prereq: MAS 300 or consent of instructor.

STA 580, Biostatistics I

Descriptive statistics, hypothesis testing, paired and unpaired tests, ANOVA, contingency tables, log rank test, and regression with biostatistics applications.

Prereq: MA 109 or equivalent.

***ICT 596, Internship in ICT**

Supervised lab work in ICT with meetings for evaluation of student's work, technique and review of issues.

Graduate

ICT 600/LIS 600, ICT in Society

An introduction to the nature of information (both utilitarian and aesthetic) in contemporary society, and to the role played by libraries and other information organizations in disseminating that information. Emphasis is on developing perspective.

HSM 601, Overview of U.S. Healthcare

An introduction to the health care delivery system in the United States, including its composition, functioning, the interrelationships of organizations and professional groups within the system in various settings, health care terminology, and major problems and issues in the delivery of health services.

Prerequisite: MHA/MPA program status.

***ICT 602/LIS 602, Information Representation and Access**

An introduction to the theory and practice of how information is represented and accessed in electronic systems. Topics may include information description, access, control and organization; formulation of effective search strategies and evaluation of information sources.

HSM 602, Organizational Change and Strategic Planning

This course is designed to focus on the future needs of the health care organization as contrasted to day-to-day operational management. Strategies for the design and

implementation of organizational change including techniques of quality and process improvement will be addressed. The strategic planning components of needs assessment, demands analysis, generation of alternative, priority setting and evaluation form the basis of the course. Several health care trends such as restructuring, innovation in health care delivery and financing, and performance measurements will be illustrated through case analysis in a variety of provider settings.

Prereq: HA 601 and HA 621.

ICT 605/LIS 605, Information Policy & Technology Regulation

Examination of the three models of regulation by which society govern communication and information, and the problems and opportunities brought about by technological changes to media.

Prereq: ICT 600 or consent of instructor.

ICT 607 Introduction to Leadership in Information Professions (3 hrs, in progress)

An introduction to leadership concepts in the context of information communication technology organizations and structures.

ICT 610/CJT 610, Participatory Communication

This seminar will provide students with a state of the art account of the underlying philosophical, theoretical, and methodological premises of participatory communication. This will help students gain a deep understanding of participatory communication theory and research, and their implications for such contexts as management and organizational communication, health communication, international development, journalism, democracy and civic engagement, public policy, and communication with marginalized groups.

Prereq: At least one year of graduate study in communication or consent of instructor.

HSM 624, Information Systems in Health Care.

This course will focus on the life cycle approach to information systems development. Phases of this approach include systems analysis, design, implementation, maintenance and evaluation. This approach has a technological, financial, and human factors component. The decision making and planning role of administration as well as the need on how to maximize the utilization of current systems is stressed. Topics include the information needs of the strategic planning process, administrative function and clinical care. The course will involve site visits.

Prereq: HA 602 and 642.

ICT 626/LIS 626, Electronic Information Resources in the Health Sciences*

Survey of electronic information resources in the health sciences, including databases and Web sources. Discussion of relevant controlled vocabularies and their use in formulating and executing search strategies. The course also includes an evidence based health care component whereby students learn to analyze critically the biomedical literature and determine reference and research relevancy.

ICT 627/LIS 627, Consumer Health Information Resources*

History and development of consumer health information resources; role of professional and governmental agencies in provision of consumer health information; policy issues related to provision of consumer health information. Consumer health professional literature, user information needs, user resources, and information services. Identification, selection,

utilization, and evaluation of consumer health information for special populations within specialized educational and healthcare settings. Trends and issues in consumer health informatics.

CJT 630, Proseminar in Mass Media Law and Public Policy

Study of mass communication law and policy-making. Intensive review of court decisions, statutes and administrative rules and regulations regarding libel, privacy, public access to government meetings and documents, intellectual property, broadcast regulation, commercial and corporate speech, obscenity and protection of news sources.

Prereq: CJT 601 and graduate standing in communication or consent of instructor.

ICT 630/LIS 630, Info Retrieval

This course examines online information retrieval processes and services. It emphasizes searching commercially available online retrieval systems and databases and focuses on two major components of electronic searching strategies: the knowledge about system structure of electronic databases and the various strategies, models and approaches to online searching. The course contents cover the pre-search interview, query analysis, database selection, search strategy development, online protocol, and evaluation of search results. Current status of and future trends in the online industry are also discussed.

Prereq or concurrent: LIS 601, LIS 602 or ICT 601 or consent of instructor

LIS 634, Information Architecture*

The course introduces the concepts and practices of information architectures (IA) for a Web site within the context of the organization it serves. It aims to acquaint students with principles and process of information architecture for user-centered design of websites. It also provides students the opportunity to develop practical skills related to the design of information organization and navigation systems. The course prepares students for the companion technical course of "content management systems" where they will apply the theories and techniques studied in this course to the implementation of a fully functional website.

ICT 637/LIS 637, Information Technology

Study of computer and communication technology used in modern information storage and retrieval systems. Consideration also given to managing microcomputer services, hardware evaluation and selection, and system security.

Prereq: Consent of instructor.

*ICT 638, Advanced Web Design (this course will be based off an existing course in Library Science and tweaked for Information Communication Technology)

This course serves as a hands-on introduction to advanced web design techniques. Topics include the web development process, creating dynamic content, advanced layout and design, client-side and server-side scripting languages, graphic file types and optimization, web forms, multimedia, and web servers and databases.

ICT 640/LIS 640, Health Information Resource Services

A survey of information agencies and health science libraries, including topics related to: the healthcare community and their information needs, information resources in the health sciences, controlled medical terminologies and classification systems, search and retrieval of information resources, issues in the management of collections and access to health libraries.

***ICT 651, Technology Security**

An introduction to information security including vocabulary and terminology, threats to information systems, cryptology, ethics, the legal environment, and risk management. Identification of exposures and vulnerabilities and appropriate countermeasures are addressed. The importance of appropriate planning, policies and controls is also discussed. It is expected that each student will possess some knowledge of programming, operating systems, and networking, although advanced knowledge in those areas is not necessary.

ICT 658/LIS 658, Knowledge Management

Organizational knowledge is a valuable strategic asset. Knowledge management refers to the systematic management of an organization's knowledge assets so that they can be leveraged for sustainable advantage. This course examines how knowledge is created, captured, organized, diffused, and implemented in an organization. Topics covered include knowledge management processes and practices, corresponding technologies, collaboration tools, and people and cultural issues.

ICT 668/LIS 668, Information Systems Design

Study of concepts and methods of information system design and development with particular relevance to library and information center applications. Emphasis is given to modeling of system functions, data, and processes of computer-based information systems including the development of small scale information systems.

CJT 671, Proseminar in Health Communication

This course is designed to provide a broad introduction to communication in a health care context. Topics addressed are patient-provider communication, small group communication, communication in health care organizations, intercultural communication in health care, and health images in the mass media.

Prereq: Graduate standing in communication or consent of instructor.

***ICT 596, Practicum**

Provides students with supervised work-and-learning experience in a professional environment under the direction of a University faculty member and an employee of a participating firm. One hundred forty (140) hours of student time are expected during the semester. Enrollment is contingent upon the availability of internships. Students are selected on the basis of personal qualifications, including GPA, courses taken, recommendations, and an interview. Can be repeated for up to 6 credit hours.

CJT 726 Communication Leadership Studies

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

leadership theory and research; and (4) enhance students' understanding of published research in leadership communication.

CJT 730, Seminar in Mass Media and Public Policy

The role of mass communications media in making public policy and the effects of public policies on the mass media. One subject area will be investigated each semester; typical topics are (1) political campaign communications; (2) censorship; (3) controversial public issues; (4) rights; (5) international and world agreements. May be repeated to a maximum of six credits under a different subtitle.

Prereqs: CJT 630 and graduate standing in communication or consent of instructor.

CPH 752 Leadership in Public Health

This course is designed to explore the dimensions of leadership as presented in both the traditional and contemporary literature. It focuses student understanding on their leadership qualities and the ways to apply them in the current public health environment. Prereq: consent of instructor.

ELS 602 Leadership in Professional Learning Communities

ELS 602 is the study of professional learning communities with emphasis on essential roles of collaborative leaders (i.e., principals, teachers, students, parents) in creating and sustaining continuous improvement of student-learning.

EDL 665 School Technology Leadership for Digital Citizenship

This course examines school administrators' social, ethical, and legal issues and responsibilities all students, including those with disabilities and special needs, for digital citizenship. Facilitating understanding of evolving virtual school environments and modeling digital citizenship at the school, district, and state levels are also addressed. Prereq: Admission to the program or consent of instructor

** new course*

Resources and Staffing

The School's Director, initially, will serve as Director of Graduate Studies for the ICT program. This is consistent with the existing administrative structure of the School in which the Director also serves as Director of Graduate Studies.

To the greatest extent possible, the ICT program will draw upon existing courses, both within the College of Communication and Information as well as courses offered by other colleges across the University. This will help eliminate duplication of effort and reduce the overall resources needed to support the program.

Current CCI faculty members qualified to teach ICT courses include:

Jeff Huber (LIS) – health information, information retrieval (Ph.D. Library Science)
Namjoo Choi (LIS) – information technology, information systems (Ph.D. Informatics)
Ning Yu (LIS) – data mining, social media, information retrieval (Ph.D. Information Science)
Sujin Kim (LIS) – biomedical informatics, information retrieval (Ph.D. Library and Information Science)
Joe Miller (LIS) – information technology (MSLS Library Science)
Lisa O'Connor (LIS) – information in society (Ph.D. Cultural Foundations)
Shannon Oltmann (LIS) – information policy (Ph.D. Information Science)
Donald Case (LIS) – information in society (Ph.D. Communication)
Sherali Zeadally (LIS) – computer networking, network security (Ph.D. Computer Science)
Michael Tsikerdekis (LIS) – information technology (Ph.D. Computer Science)
Jasmine McNeally (LIS) – information policy (J.D.; Ph.D. Mass Communication)
Alyssa Eckman (ISC) – graphic design (Ph.D. Communication)
Bobi Ivanov (ISC) – mass media communication (Ph.D. Communication)
Chan Yoo (ISC) – consumer behavior and marketing communication (Ph.D. Advertising)
Kakie Urch (JOU) – web publishing, social media (MA American Literature/Mass Culture)
Yung Soo Kim (JOU) – visual communication, photojournalism (Ph.D. Mass Communication)
John Clark (MAS) – telecommunications, information technology (MA Communication)
Jim Hertog (MAS) – mass communication (Ph.D. Mass Communication)
Zixue Tai (MAS) – multimedia, interactive gaming, global communication (Ph.D. Mass Communication)
Shari Veil (COM) – risk and crisis communication, community preparedness (Ph.D. Communication)
Tim Sellnow (COM) – risk and crisis communication, organizational communication (Ph.D. Communication)
Deanna Sellnow (COM) – instructional communication (Ph.D. Communication)
Derek Lane (COM) – instructional communication, interpersonal communication, team-based learning (Ph.D. Communication)
Elisia Cohen (COM) – health and risk communication, media effects (Ph.D. Communication)
Don Helme (COM) – health communication, health campaigns (Ph.D. Communication)
Laura Stafford (COM) – interpersonal communication, relational communication (Ph.D. Communication)
Patric Spence (COM) – risk and crisis communication (Ph.D. Communication)
Matthew Savage (COM) – health communication, interpersonal communication (Ph.D. Communication)
Brandi Frisby (COM) – interpersonal communication, instructional communication (Ph.D. Communication)
Anthony Limperos (CIS) – instructional communication, interactive gaming (Ph.D. Communication)

Chas Hartman (CIS) – instructional communication, social media (Ph.D. Communication)
Troy Cooper (CIS) – instructional communication, visual communication (Ph.D. Communication)
Raj Gaur (CIS) – instructional communication, mass communication (Ph.D. Communication)

Faculty of Record

Since the ICT program is being proposed as an academic program housed in the School of Library and Information Science, ICT program faculty will be members of the LIS faculty and subject to the existing School of Library and Information Science Operating Rules and Procedures of the Faculty. The School's rules state:

The faculty of the school consists of the Dean of the College, the Director of the School, and the members of the faculty of the College who have been assigned duties in the School (Gov Regs, VII-5). Membership on the councils and committees of the school, with or without voting privileges, may be extended by the school faculty to any other person assigned to it for administrative work, teaching, or research. Membership on the School councils and committees will normally be extended to non-faculty in the school by a vote of the faculty at the first meeting of each academic year, following a nomination from the floor for that purpose.

Faculty of record for the ICT program initially will include all SLIS faculty members:

Jeff Huber (LIS) – health information, information retrieval (Ph.D. Library Science)
Namjoo Choi (LIS) – information technology, information systems (Ph.D. Informatics)
Ning Yu (LIS) – data mining, social media, information retrieval (Ph.D. Information Science)
Sujin Kim (LIS) – biomedical informatics, information retrieval (Ph.D. Library and Information Science)
Lisa O'Connor (LIS) – information in society (Ph.D. Cultural Foundations)
Shannon Oltmann (LIS) – information policy (Ph.D. Information Science)
Melissa Adler (LIS) – information tagging, organization (Ph.D. Library and Information Studies)
Sean Burns (LIS) – information technology, information systems (Ph.D. Information Science and Learning Technologies)
Maria Cahill (LIS) – information technology (Ph.D. Library and Information Science)
Youngseek Kim (LIS) – eScience, data science (Ph.D. Information Science and Technology)
Sherali Zeadally (LIS) – computer networking, information security (Ph.D. Computer Science)
Michael Tsikerdekis (LIS) – information technology (Ph.D. Computer Science)
Jasmine McNeally (LIS) – information policy (J.D.; Ph.D. Mass Communication)

Newly hired SLIS faculty members will automatically participate as faculty of record will full voting rights since the ICT program is being proposed as an academic program within the School of Library and Information Science. We began consulting with Dean Blackwell in general about the program proposal July 2012. This discussion included qualifications of current and future faculty as well as the formation of the graduate faculty.

Faculty members from other units in the College of Communication and Information as well as those from other colleges contributing courses to the program will not be considered faculty of record and will not have voting rights unless membership is extended on a case by case basis and approved by the SLIS faculty.

	Year 1	Year 2	Year 3	Year 4	Year 5
ICT 600 ICT in Society			2	4	4
ICT 602 Info Representation and Access			2	4	4
CJT 726 Communication Leadership Studies			2	4	4
ICT 607 Introduction to Leadership in Information Professions					
ICT 505 Issues in Information and Communication Tech Policy		2	3	3	3
LIS 539 Intro to Medical Informatics				1	1
ICT 640 Health Info Resource Svcs					1
ICT 596 ICT Practicum					2
ICT 550 Content Management Systems					1
LIS 634 Information Architecture					1
ICT 658 Knowledge Management					1
ICT 507 Copyright			1	1	1
ICT 552 Cybercrime,...and Dig Law Enforce				1	1
ICT 506 e-Commerce Regulation				1	1
ICT 596 Practicum					2
ICT 510 Privacy				1	1
ICT 550 Security Informatics				1	1
ICT 630 Information Retrieval			1	1	1
ICT 651 Technology Security					2
ICT 615 Community Informatics					
ICT 668 Info Systems Design			2	2	2
IS 605 Info Policy and Regulation					1
Course releases to dev for following yr & mrkt program	2	5	5	3	
Masters courses to be developed			5	3	2
Total Sections Needed	2	7	23	30	37
Faculty Totals					
Regular Title Series	2	4	7	10	14
Lecturer Series	1	2	4	4	5
Part time	3	3	6	12	8
Staff Totals					
Student Affairs/Mrkt	1				
IT		1			
<i>Primarily ICT but also School based employees</i>					
Total Hires	4	4	5	3	5

The ICT undergraduate major has now received final CPE approval. It will begin rollout in Fall 2014 and continue build out until it is fully operational in Year 4. The ICT master's program will begin rollout in Year 4 and will continue build out until it is fully operational in Year 5. The rollout will coincide with the University's migration to a new financial model. The College will dedicate existing TIIF funds as an investment in the ICT program during Years 1 and 2. Year 1 of the rollout will coincide with UK's parallel process year in which the University will maintain operation under the existing financial model and dual operation under the new value-based model to ensure a smooth transition to the new financial model. By Year 3, the ICT program will be self-sustaining based on the tuition revenue it generates.

The CCI Dean's Office has funded 2 new ICT Regular Title faculty lines (1 Policy and Regulation and 1 Technology and Analytics) beginning Fiscal Year 2013-2014 on a recurring basis. The Dean's Office has also set aside funds to build 3-4 new faculty offices in the suite occupied by the School of Library and Information Science during the 2012-2013 Academic Year. In addition, the Dean's Office has set aside funds to refurbish space for an ICT lab to support the program. CCI leadership will work with UKIT and the Provost Office of Resource Management to identify potential space to house the ICT lab.

SWOT Analysis

Undergraduate Major in Information Communication Technology

(Emphases in ICT Commercialization and Technology Management)

Master's in Information Communication Technology – traditional and 3+2

(Emphases in Health ICT, Technology & Analytics and Law & Policy)

Strengths

-Little true competition in-state; with exception of NKU, all are either highly computer-focused or don't deal in the range of theory and application proposed for our program:

- **NKU:** Business informatics, Computer Information Technology, Library Informatics, Media Informatics, Health Informatics master's. Looks impressive from outside, but questions remain on quality of product.
- **KSU:** Applied Information Technology
- **Murray:** Minor in Computer Information Systems
- **WKU:** Business Informatics
- **Asbury:** Multimedia (competition for commercialization emphasis only)
- **Bellarmine:** Design, Arts and Technology

-Broad range of faculty expertise.

-Much stronger research foundation than any other KY program

-Opportunity for collaboration across campus (At master's level, proposing inclusion of courses from Health Sciences, Statistics, Education, Biomedical Sciences and Public Administration. At undergrad, B&E's Analytics program is on hold.)

-Limited competition in surrounding states: Most are more technology focused and less about application/use of technology

Weaknesses

-Real and perceived infrastructure limitations: We don't "look" high tech; increasing concerns about ability of campus computing infrastructure to support growing demands

-Limited capacity to add courses with current faculty: Coming budget cuts/personnel reductions will exacerbate this. Need a minimum of four new lines (two senior, two junior) within first two-three years of program.

Opportunities

-Career prospects for students with this expertise:

The U.S. Department of Labor (USDOL) projected growth rates for employment in the ICT sector trends favorably for the ten-year forecast period. Employment projections in most job categories reflect double-digit percentage increases over that term. Employment availability in two categories (Information Security Analysts, Web Developers, and Computer Network Architects (107%); Media and Communication Workers, All Other (148%)) already exceeds the projected numbers for 2020.

Threats

-Limited knowledge of this field among prospective students and parents: But, strong interest in the IS minor during most recent summer registration sessions.

Employment Outlook

The U.S. Department of Labor, Bureau of Labor Statistics does not include a code specific to ICT. Rather it is necessary to glean this data from other categories such as those related to *Computer and Mathematics, Media and Communications, and Education, Training, and Library Occupations*. Note that the Bureau's category of 'Software Developers and Programmers' is not included below. The items listed below are general categories. Specific job descriptions may require other qualifications such as programming experience or a computer science degree.

*Table 1. Employment Projections, U.S. Department of Labor, Bureau of Labor Statistics**

2010 National Employment Matrix title	Number* 2010	Number* 2020	Job openings due to growth and replacement
Computer Systems Analysts	544.4	664.8	222.5
Database and Systems Administrators and Network Architects	458.0	588.5	207.9
Computer Support Specialists	607.1	717.1	269.5
Information Security Analysts, Web Developers, and Computer Network Architects	302.3	367.9	110.3
Technical Writers	49.5	58.0	18.3
Media and Communication Workers, All Other	32.5	36.2	12.4
Media and Communication Equipment Workers, All Other	18.2	18.2	3.3
Instructional Coordinators	139.7	166.9	58.1
Education, Training, and Library Workers, All Other	112.3	126.7	39.2

*Numbers in thousands

Table 2. Analysis of U.S. Department of Labor Projections

Job Categories	2010 ('000)	2020 ('000)	Projected 10-Yr Growth Rate (%)	Projected Average Annual Growth Rate (%) ¹
Computer Systems and Business Analysts	544,4	664,8	22	2
Database and Systems Administrators and Network Architects	458,0	588,5	28	3
Computer Support	607,1	717,1	18	2
Information Security Analysts, Web Developers, and Computer Network Architects	302,3	367,9	22	2
Technical Writers	49,5	58,0	17	2
Media and Communication Workers, All Other	32,5	36,2	11	1
Media and Communication Equipment Workers, All Other	18,2	18,2	0	0
Instructional Coordinators	139,7	166,9	19	2
Education, Training, and Library Workers, All Other	112,3	126,7	3	1

¹ Growth rate relative to base year (2010), non-compounded.

The U.S. Department of Labor (USDOL) projected growth rates for employment in the ICT sector trends favorably for the ten-year forecast period. Employment projections in all but one of the identified ICT job categories reflect double-digit percentage increases over that term. The projected average annual growth rate, relative to the base year, is positive across all the major job categories (approximately 2%). These optimistic projections suggest that the Federal Government anticipates a stable, expanding ICT job market over the forecast horizon.

Table 3. Comparison of U.S. Department of Labor Statistics with Job Advertisements on Commercial Jobs Databases

Job Categories	2010 ('000)	2020 ('000)	Aggregate Snapshot of Job Ads: Feb 14, 2012 ¹	Comparative Ratio ² (%)
Computer Systems and Business Analysts	544,4	664,8	211,3	32
Database and Systems Administrators and Network Architects	458,0	588,5	211,2	36
Computer Support Specialists	607,1	717,1	49,4	7
Information Security Analysts, Web Developers, and Computer Network Architects	302,3	367,9	391,9	107
Technical Writers	49,5	58,0	10,8	19
Media and Communication Workers, All Other	32,5	36,2	53,5	148
Media and Communication Equipment Workers, All Other	18,2	18,2	7,3	40
Instructional Coordinators	139,7	166,9	37,3	22
Education, Training, and Library Workers, All Other	112,3	126,7	61,6	49

¹ The snapshot is derived from the analysis of three commercial jobs databases: *oodle.com*, *simplyhired.com*, and *indeed.com* accessed on February 14, 2012. Details of the number of jobs advertised in each database for the respective categories may be found in Appendix A.

² The comparative ratio is computed as a percentage of the 2020 projected value in each job category.

A snapshot of current ICT sector job advertisements was compared to the USDL employment projections for 2020 to evaluate actual current market performance against forecasts. Current employment opportunities in all categories are significantly outperforming USDL projections, which bodes well for current and future ICT graduates. Employment availability in two categories (Information Security Analysts, Web Developers, and Computer Network Architects (107%); Media and Communication Workers, All Other (148%)) already exceeds the projected numbers for 2020. Employment opportunities for Education, Training, and Library Workers, and Media and Communication Equipment Workers have reached 49%, and 40%, respectively, and are discernibly on track to surpass the USDL projections prior to 2020.

This expansion in the ICT sector-job market can be attributed to a variety of robust initiatives being undertaken in the public and private sectors. Retailers are aggressively shifting more of their business online to circumvent high operating costs (e.g., facilities costs, staffing) and to expand customer reach. The accelerated pace at which the Government is introducing regulatory mandates is serving as a catalyst for increased IT spending by organizations to ensure compliance. The financial and banking industry serves as an example of a sector that has come under heightened government scrutiny since its collapse, resulting in increased government mandates and regulations. And finally, social media continues to exert extensive influence in the public and private sector. Trained professionals are constantly in demand to integrate evolving social media tools into the organization's IT ecosystem, and to leverage and optimize social media presence online.

Graduates of the ICT master's program would be well suited for upper management positions that need to apply, manage and evaluate technologies such as a Chief Digital Officer, HIPAA Compliance Officer, Information Technology and Security Officer or positions in project management or information policy. While some career paths (e.g. Chief Digital Officer) are relatively new, companies such as Ernst & Young, Lockheed Martin, Verizon, etc., have employed project managers to oversee large scale technology deployment for many years.

Appendix A¹

Individual Job Titles	Monster .com	dice.com*	Careerbuilder .com*	Job Central	indeed .com	oodle .com	simply hired.com
Computer Systems Analyst	936	4,266	10,815	500+	36,005	34,746	55,038
Business Analyst	1000+	11,969	18,735	500+	110,208	87,577	156,261
		16,235	29,550		146,213	122,323	211,299
Database Administrator	881	2,757	2,466	500+	16,886	51,528	43,174
System Administrator	1000+	5,468	6,635	119	47,088	147,183	88,849
Network Architects	152	2,449	1,271	500	11,500	12,442	24,892
		10,674	10,372		75,474	211,153	156,915
Computer Support Specialists	248	1,181	6,040	40	29,310	26,098	49,432
Information Security Analyst	196	1,916	4,589	173	21,827	9,160	49,144
Web Developers	1000+	13,913	7,764	349	69,913	173,233	330,254
Computer Network Architects	127	989	1,111	500	5,296	7,550	12,586
		16,818	13,464	1,022	97,036	189,943	391,984
Technical Writers	271	592	1,055	322	7,132	6,484	10,776
Media and Communication Worker	49	4,079	319	89	53,481	3,998	2,412
Media and Communication Equipment	49	253	111	17	7,269	569	553
Instructional Coordinators	9	17	134	57	1,653	37,301	8,087
IT Training Specialist	23	1,119	6,975	175	26,472	83,529	61,625

¹. Monster.com, dice.com, and careerbuilder.com were excluded from the sample because they limit the amount of information they provide in the search results.

ⁱ U.S. Department of Labor, Bureau of Labor Statistics. Employment Projections Employment by occupation. Table 1.2 Employment by detailed occupation, 2010 and projected 2020. http://www.bls.gov/emp/ep_table_102.htm. Accessed February 6, 2012.

ICT Competitive Analysis

Programs within Kentucky that prospective students might consider as options:

State schools

Northern Kentucky

Programs in College of Informatics

College of Informatics <http://informatics.nku.edu/>

Business Informatics (B and M): AACSB-accredited.

<http://informatics.nku.edu/bis/undergraduate/index.php> Largely programming and structure based.

Computer Information Technology major: <http://informatics.nku.edu/departments/computer-science/programs/bscit.html> “By choosing one of two tracks, [Web development](#) or [network/system administration](#) and security, you will be prepared to enter the workforce with a broad array of skills applicable to an ever-increasing variety of jobs.” Programming based.

Library Informatics. <http://nkuonline.nku.edu/undergraduate/libraryinformatics/index.php>

The Bachelor of Science in Library Informatics (BSLI) program at NKU is designed for those students who want to better understand the relationships among people, information, and technology. The program provides a strong foundation in the knowledge base and professional philosophy of information and library science.

Media Informatics: <http://informatics.nku.edu/departments/communication/programs/min.html>

“Media Informatics brings together skills in writing, audio, interactive Web design, 3d animation and virtual worlds to create a rich life on the screen.”

Health Informatics master’s. 18 credit core; electives in three areas: policy, business process management, knowledge management. <http://informatics.nku.edu/departments/business-informatics/programs/mhi.html>

Kentucky State

Applied Information Technology program

Computer science/hardware based.

<http://www.kysu.edu/academics/collegesAndSchools/collegeofmathematicssciencestechnologyandhealth/computerandtechnicalsciences/bsAppliedInformationTechnology.htm>

Murray State

Minor and “area” in Computer Information Systems

Area: “The emphasis is on business computing. Students take all the business classes (marketing, management, accounting) that form the business "core" and enhance that education with a variety of technical courses commonly used in a wide variety of businesses. Inter-personal and group communication is stressed in most of the upper level classes. One way of distinguishing this discipline from the others in the CSIS department is to view these people as Analysts - they analyze Business requirements, evaluate alternative technologies and present optimal solutions to Business managers. Their strength lies in their ability to apply state of the art "technologies" to help people become more productive.”

<http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfBusiness/Programs/CSIS/CSISprograms/AreaInComputerInformationSystems.aspx>

Western Kentucky

Business informatics: <http://www.wku.edu/information-systems/bachelor-of-science-in-business-informatics.php>

Private Schools

Asbury

Multimedia program

Multimedia program: "Our multimedia program is not just an emphasis that focuses solely on learning new computer programs. Our goal is to teach students how to think creatively. It is also as much about problem-solving as it is about creative design. Students gain real studio experience, working individually and in teams with actual clients to design, organize, and create interactive multimedia that visually tell a story." <http://www.asbury.edu/academics/departments/mediacom/learning/multimedia>

Facilities: <http://www.asbury.edu/academics/departments/communication-arts/facilities>

Bellarmino

Design, Arts and Technology program

<http://www.bellarmino.edu/cas/DAT.aspx>

Upon completion of the BA in Design, Arts and Technology, graduates will have demonstrated the ability to:

Apply a wide variety of contemporary multimedia technologies.

Create original multimedia work that demonstrates an understanding of aesthetic principles and meets professional standards of craft, content and presentation.

Collaborate in the production of a capstone multimedia product.

Integrate the theory and skills of the disciplines of art, communication, music and technology into a cohesive body of knowledge.

Pikeville

MIS Program

Programs in Surrounding States

OHIO

Bowling Green

Visual Communication Technology:

<http://www.bgsu.edu/colleges/technology/undergraduate/vct/home.html>

Learning Outcomes:

Upon completion of the baccalaureate degree, students in the visual communication technology major are expected to:

- Demonstrate critical-thinking skills as they relate to solving visual problems;
- Conceptualize and implement a visual solution in several media modes;
- Demonstrate operational level skill ability in each of the visual media areas of VCT;
- Research and produce an organized written rationale for using a specific medium to solve a specific visual problem;
- Apply knowledge of industrial applications to visual communication related technologies.

Kent State

M.S. in Information Architecture and Knowledge Management: <http://iakm.kent.edu/>

School of Digital Sciences: <http://www.kent.edu/dsci/undergraduate/index.cfm>

Ohio University

McClure School of Information and Telecommunication Systems:

<http://www.ohio.edu/mcclure/index.html>. Primary focus is voice and data. UG and G.

Dept. of Management Information Systems. <http://aspnet.cob.ohio.edu/isms/cobContent.aspx?1411>

University of Toledo

Information Systems: <http://www.utoledo.edu/business/COBI/AcademicPrograms.html>

WEST VIRGINIA

Marshall University

College of Information Technology and Engineering: Master's in Technology Management with emphasis options in environmental management, information security, information technology, manufacturing systems or transportation systems and technologies

<http://www.marshall.edu/cite/academics/Programs/PDescTmGCur.htm>

INDIANA

Ball State University

Center for Information and Communication Science; master's program

<https://sitecorecms.bsui.edu/Academics/CollegesandDepartments/CICS.aspx> ; also has a 4-course certificate:

<https://sitecorecms.bsui.edu/Academics/CollegesandDepartments/Distance/Academics/Programs/Graduate/Certificates/ICS.aspx>

Indiana University

BS, MS, PhD Informatics <http://www.soic.indiana.edu/prospective/informatics.shtml>

Grad certificate, Information Architecture <http://www.slis.indiana.edu/degrees/arch.php>

MPA Information Systems

http://www.indiana.edu/~spea/prospective_students/masters/masters_degrees/mpa/Information%20Systems.shtml

TENNESSEE

University of Tennessee Knoxville

Minor in Information Studies and Technology <http://www.sis.utk.edu/minor>

M.S. Information Sciences <http://www.sis.utk.edu/programs/masters>

NORTH CAROLINA

University of North Carolina at Chapel Hill

B.S. Information Science <http://sils.unc.edu/programs/undergraduate/bsis>

M.S. Information Science <http://sils.unc.edu/programs/graduate/msis>

University of North Carolina at Charlotte

M.S. Information Technology with concentrations in advanced data and knowledge discovery, human-computer interaction, information security and privacy, information technology management, software systems design and engineering <http://sis.uncc.edu/?q=content/graduate-msit>

Grad certificates in Management of Information Technology <http://sis.uncc.edu/?q=content/certificate-management-information-technology>; Information Security and Privacy

<http://sis.uncc.edu/?q=content/certificate-information-security-and-privacy>; Healthcare Information Technology, <http://hit.uncc.edu/hit/healthIT/requirements/>

VIRGINIA

George Mason University School of Engineering

B.S. Information Technology https://ait.gmu.edu/student/it_major

M.S. Applied Information Technology https://ait.gmu.edu/student/ms_degree

ILLINOIS

University of Illinois Champaign-Urbana

Minor in Informatics <https://www.informatics.illinois.edu/display/infminor/Home>

MISSOURI

University of Missouri-Columbia

B.S. in Information Technology <http://engineering.missouri.edu/cs/degree-programs/bs-it/>

MICHIGAN

Michigan State

ICT for Development emphasis <http://www.egr.msu.edu/ICT>

Information Technology specialization <http://tism.msu.edu/specialization-information-technology-it>

B.S. Media and Communication Technology, concentrations in media management and research, ICT

<http://tism.msu.edu/tism/bachelor-science-media-and-communication-technology>

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 17, 2014 1:10 PM
To: Brothers, Sheila C
Subject: Bachelor's Public Health

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new Bachelor's program: Public Health, in the College of Public Health.

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>

NEW UNDERGRADUATE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"¹)

1. General Information:

College:	<u>Public Health</u>	Department:	_____
Major Name:		Degree Title:	<u>Bachelor of Public Health</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Date of Contact with Assoc. Provost for Academic Administration ¹ :	<u>1/29/13</u>	Today's Date:	<u>2/25/13</u>
Accrediting Agency (if applicable):	<u>Council on Education in Public Health (CEPH)</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² : _____
Contact Person in the Dept:	<u>Richard A. Crosby</u>	Phone:	<u>218-2039</u>
		Email:	<u>rcros2@uky.edu</u>

2. General Education Curriculum for this Program:

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

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

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	_____	<u>3</u>
Humanities	_____	<u>3</u>
Social Sciences	<u>CPH 201</u>	<u>3</u>
Natural/Physical/Mathematical	<u>BIO 103</u>	<u>3</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	<u>MA 111</u>	<u>3</u>
Statistical Inferential Reasoning	<u>BST 330</u>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<u>GRN 250</u>	<u>3</u>
Global Dynamics	_____	<u>3</u>
Total General Education Hours		<u>30</u>

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

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

² Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

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

NEW UNDERGRADUATE PROGRAM FORM

department(s).

Yes, some are offered by Arts and Sciences (letter attached) and some by College of Medicine (letter attached)

4. How will University Graduation Writing Requirement be satisfied?

<input type="checkbox"/> Standard University course offering	Please list: _____
<input checked="" type="checkbox"/> Specific course	Please list: <u>CPH 470</u>

5. How will college-level requirements be satisfied?

<input type="checkbox"/> Standard college requirement	Please list: _____
<input checked="" type="checkbox"/> Specific required course	Please list: <u>CPH 201</u>

6. List pre-major or pre-professional course requirements, including credit hours (if applicable):

BIO 103, BST 330, CLA 131, CPH 201, GRN 250, MA 111 (3 each = 18 hours)

7. List the major's course requirements, including credit hours:

CPH 310, CPH 320, CPH 440, CPH 470, CPH 472, HSM 241 (3 each = 18 hours)

8. Does program require a minor?

Yes No

If so, describe, including credit hours. _____

9. Does program allow for an option(s)?

Yes No

If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any:

10. Does the program require a certain number of credit hours outside the major subject in a related field?

Yes No

If so, describe, including credit hours: 6 hours from a limited selection of ANT, GEO and SOC courses; 12 hours from 200+ level ANA, BIO, CHE, PHY or PGY courses

11. Does program require technical or professional support electives?

Yes No

If so, describe, including credit hours: 15 hours from a selection of courses offered by the College of Public Health

12. Is there a minimum number of free credit hours or support electives?

Yes No

If so, describe, including credit hours: _____

13. Summary of Required Credit Hours.

a. Credit Hours of Premajor or Preprofessional Courses:	<u>18</u>	Not Applicable <input type="checkbox"/>
b. Credit Hours for Major Requirements:	<u>18</u>	
c. Credit Hours for Required Minor:	_____	Not Applicable <input checked="" type="checkbox"/>
d. Credit Hours Needed for Specific Option:	_____	Not Applicable <input checked="" type="checkbox"/>

NEW UNDERGRADUATE PROGRAM FORM

e. Credit Hours Outside of Major Subject in Related Field:	18	Not Applicable <input type="checkbox"/>
f. Credit Hours in Technical or Prof. Support Electives:	15	Not Applicable <input type="checkbox"/>
g. Minimum Credit Hours of Free/Supportive Electives:	_____	Not Applicable <input checked="" type="checkbox"/>
h. Total Credit Hours Required by Level:		
100:	9	200: 9
300:	9	400-500: 9
i. Total Credit Hours Required for Graduation: <u>120</u>		

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

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

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>BIO 103, 3 credits</u> <u>CIS/WRD 110, 3 credits</u> <u>CPH 201, 3 credits</u> <u>GRN 250, 3 credits</u> <u>MA 111, 3 credits</u>	YEAR 1 – SPRING:	<u>CIS/WRD 111, 3 credits</u> <u>BST 330, 3 credits</u> <u>CLA 131, 3 credits</u> <u>Public Health elective* #1, 3 credits</u> <u>Elective***, 3 credits</u>
YEAR 2 - FALL :	<u>CPH 310, 3 credits</u> <u>CPH 440, 3 credits</u> <u>Natural or Physical science major requirement #1, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u>	YEAR 2 – SPRING:	<u>CPH 320, 3 credits</u> <u>UK Core II, 3 credits</u> <u>Public Health elective* #2, 3 credits</u> <u>Natural or Physical science major requirement #2, 3 credits</u> <u>Elective***, 3 credits</u>
YEAR 3 - FALL:	<u>CPH 450, 3 credits</u> <u>Public Health elective* #3, 3 credits</u> <u>UK Core X, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u>	YEAR 3 - SPRING:	<u>UK Core I, 3 credits</u> <u>Public Health elective* #4, 3 credits</u> <u>Elective within the major** #1, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u>
YEAR 4 - FALL:	<u>CPH 472, 3 credits</u> <u>Natural or Physical science major requirement #3, 3 credits</u> <u>Elective within the major** #2, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u> <u>* choose from CPH 202, CPH 203, CPH 351, CPH 441, CPH 450, CPH 451G, CPH 423, GRN 585</u>	YEAR 4 - SPRING:	<u>CPH 470, 3 credits</u> <u>Public Health elective* #5, 3 credits</u> <u>Natural or Physical science major requirement #4, 3 credits</u> <u>Elective***, 3 credits</u> <u>Elective***, 3 credits</u> <u>** choose from ANT 251, ANT 303, GEO 261, GEO 309, SOC 235, SOC 360</u> <u>*** choose electives to lead to the minimum total of 120 hours required for graduation</u>

NEW UNDERGRADUATE PROGRAM FORM
Signature Routing Log

General Information:

Major Name and Degree Title: Bachelors of Public Health

Proposal Contact Person Name: Richard A. Crosby Phone: 218-2039 Email: crosby@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
Academic Affairs Committee	2/21/13	Steven R. Browning, PhD / 218-2235 / srbrown@email.uky.edu	
Faculty Council	2/22/13	Steven T. Flemming, PhD / 218-2229 / stflem2@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	4/30/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council	3/19/13	Cynthia Beeman	
Senate Council Approval		University Senate Approval	

Comments:

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

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one):	<input checked="" type="checkbox"/> Undergraduate*	<input type="checkbox"/> Masters*	<input type="checkbox"/> Doctoral*	<input type="checkbox"/> Professional*	
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?	YES <input checked="" type="checkbox"/> Date of contact: 1/28/13				
		NO <input type="checkbox"/> (Contact the APAA prior to filling out the remainder of this form.)				
3.	Degree Title:	Bachelor of Public Health				
4.	Major Title:	Bachelor of Public Health				
5.	Option:					
6.	Primary College:	College of Public Health				
7.	Primary Department:					
8.	CIP Code (supplied by APAA)	51.2201				
9.	Accrediting Agency (if applicable):	Council on Education for Public Health				
10.	Who should be contacted for further information about the proposed new degree program:					
	Name:	Richard A Crosby	Email:	crosby@uky.edu	Phone:	218-2039
11.	Has the APAA determined that the proposed new degree program is outside UK's band?					
		<input checked="" type="checkbox"/> YES (Continue with the Section II* on a separate sheet.)				
		<input type="checkbox"/> NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)				

Section II (Attach separate pages.)

- I. Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.

- II. Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.

- III. Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

REQUEST TO CLASSIFY PROPOSED PROGRAM

Answers to the questions below are also required by Kentucky's Council on Postsecondary Education for proposed new programs outside of UK's band. Please visit their website (<http://cpe.ky.gov/planning/keyindicators/>) for more information about the questions.

IV. Academic Program Approval Checklist

1. Are more Kentuckians prepared for postsecondary education?

A. Entrance requirements:

1. Test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.).
2. High school/college GPA.
3. Other required discipline knowledge unique to the proposed program.

B. Transfer requirements:

1. College transfer GPA.
2. Recommended/required preparatory courses (prerequisite courses).

C. Recruitment plans

1. Plans to ensure success of students coming from "feeder institutions" (either colleges or high schools).
2. Recruitment and marketing strategies to enroll a diverse student population.

2. Are more students enrolling?

A. Explain the demand for the program by providing the following information:

1. Anticipated number of students from other majors (including undeclared).
2. New students entering the programming (including transfers).

B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues.)

C. Contact the Associate Vice President for Employment Equity to obtain EEO plan and status information.

3. Are more students advancing through the system?

A. What is the anticipated time-to-graduation for full-time students entering the program?

B. Explain any cooperative or practicum experience required to complete the program.

C. Why do you desire to offer the program? (See 2A) Why is UK the right place to offer this program?

1. Include a list of other Kentucky institutions offering similar or related programs at this and other levels.

2. List courses from in-state institutions that will transfer into the program.

- a. 48 Hour General Education Transfer Component.
- b. 12 Hour Transfer Articulation Agreement.

REQUEST TO CLASSIFY PROPOSED PROGRAM

3. List courses offered that will transfer into similar programs at other state institutions.

4. Provide information about completed, signed articulation agreements.

D. Delivery

1. What plans are in place for delivering this program through the Kentucky Virtual University or other distance learning technologies? (Council on Postsecondary Education wants special attention given to KVVU courses.)

2. What courses can be offered in a non-traditional mode?

E. Collaborative Efforts

1. Future proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.

2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

4. Are we preparing Kentuckians for life and work?

A. How does the program prepare Kentuckians for life and work?

B. What are the accreditation expectations for this program?

C. Are there licensure, certification or accreditation requirements for graduates of this program?

D. What are the projected degree completions?

5. Are Kentucky's people, communities and economy benefiting?

A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests).

B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

C. What other benefits to the Kentucky's community and economy will the program provide?

D. Explain specific benefits of the program.

Section II Question I

The need for public health undergraduate programs is a high priority both nationally and in Kentucky. The *raison d'être* for the founding of the College of Public Health in 2003 was derived from countless national reports replete with statistics reflecting Kentucky's poor health status. A 2007 report by the United Health Foundation ranked Kentucky as one of the unhealthiest states (43rd) in the United States. Kentucky's all-cause mortality rate is the second highest rate in the nation, due to elevated death rates for cardiovascular disease, cancer, and diabetes. Infrequent access to preventive healthcare and the high prevalence of established risk behaviors for many diseases, including substance abuse, obesity, and sedentary lifestyles, contribute significantly to this elevated disease burden in both adults and children. The *2009 Kids Count Data Book* outlined several health challenges among children in Kentucky, ranking 41st overall for child well-being.

Academic majors using the title of Public Health are emerging with some frequency on campuses in the U.S. Nearly 30% of the 49 colleges of public health accredited by CEPH (Council on Education in Public Health) have already established baccalaureate programs with another estimated dozen institutions working on creating a program. Additionally, twenty other colleges and university which are not CEPH accredited are offering undergraduate degrees. Students seek opportunities for local and global application of knowledge and analytic skills, experiential learning linked to civic engagement, practice of applied ethics, problem solving, and teamwork from the "population perspective." These programs interest undergraduates who are paying attention to the world. Public health topics introduce a new and highly relevant approach to national and global understandings as evident by the enrollment of nearly 200 students each semester in CPH 201 Introduction to Public Health at the University of Kentucky. Many seek avenues to socially and globally responsible work. Others are exploring career options related to their majors and want to explore programs that might lead to graduate and professional school. The major opens alternatives to medical school, important given the number of students who enter college with unrealistic plans to become physicians. However even medical education has awakened to the importance of population-based concepts and will include a public health component in the Medical College Admission Test (MCAT) beginning in 2014. So popular have majors become at leading universities that UCLA has had to cap its enrollments. <http://sph.berkeley.edu/students/undergrad/index.php>

Despite the importance of public health to the health of our society, this workforce is facing critical challenges, namely a precipitous decline in numbers and resources. The public health workforce shortage is emerging at a time when public health must take on more responsibility in addition to the ongoing role of preventing disease and promoting health. Citing documents by the Bureau of Health Professions, State and Territorial Health Officials, and the National Center for Health Workforce Information and Analysis, the American Public Health Association notes that resources dedicated to public health are declining, the public health workforce is expected to be fully prepared for new and emerging health problems and large-scale public health emergencies, ranging from pandemic influenza to bioterrorism. However, there are inadequate numbers of public health personnel and students in training even to respond to the current demand. Also, individuals trained in public health tend to be employed in settings other than traditional public health agencies. Health professions repeatedly mentioned as experiencing shortages are:

- Epidemiologists
- Biostatisticians
- Health educators
- Environmental health workers
- Public health laboratory workers
- Public health nurses
- Physicians

Although collaboration with other institutions is desirable, at this time the program will be administered solely by the University of Kentucky. Similarly, participation in the Kentucky Virtual University environment is equally desirable; however, until the program reaches maturity, we feel that this participation would be premature.

Section II Question II

The following coursework, and the overall program, will be evaluated by 4 methods:

- a. Overall success in coursework – an average GPA of graduating seniors will be at least 2.9.
- b. Completion rate – the completion rate will be at least 80%.
- c. Placement rate – the success of graduates in pursuing further education in public health or in obtaining entry-level positions in public health will be 70%.
- d. The quality of the capstone document – these final capstone documents will be judged by panels to score the student on a scale from 0 to 100. The mean score is expected to be 80%.

Course curriculum:

UK Core Requirements

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core Hours 30

Graduation Writing Requirement: CPH 470, required in the Major Requirements, fulfills the Graduation Writing Requirement.

Pre-major requirements

✓ BIO 103 Basic Ideas of Biology ++ (or higher).....	3
✓ BST 330 Statistical Literacy in Public Health ++.....	3
✓ CLA 131 Medical Terminology from Greek & Latin.....	3
✓ CPH 201 Introduction to Public Health ++.....	3
✓ GRN 250 Aging in Today's World ++.....	3
✓ MA 111 Introduction to Contemporary Math ++.....	3
Subtotal: Premajor Hours:	18

++ may also be used towards completion of a UK Core requirement

Major Requirements

I. Required Public Health Courses

✓ CPH 310 Disease Detectives: Epidemiology in Action	3
CPH 320 Foundations of Environmental Health	3
✓ CPH 440 Foundations of Health Behavior.....	3
CPH 472 Public Health Field Experience	3
✓ HSM 241 Health and Medical Care Delivery Systems.....	3
Subtotal: Core Hours:	15

II. Public Health Electives (choose 5 out of 8)

✓ CPH 202 Public Health through Popular Film.....	3
✓ CPH 203 Sexual Health.....	3
CPH 351 Preparing for Apocalyptic Events: Crisis Mgm & Population Health.....	3
CPH 441 The Smoking Gun: Tobacco and the Public's Health	3
CPH 450 Managing Health Services Orgs to Improve Population Health	3
CPH 451G A Sick World: Global Health in the Early 21 st Century.....	3
CPH 522 The Health of Kentuckians	3
GRN 585 Aging and Environment	3
Subtotal: Public Health Electives:	15

III. Electives within the Major (choose 2 out of 6)

✓ ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities	3
✓ ANT 303 Topics in the Anthropology of Food and Nutrition: (Subtitle required) ...	3
✓ GEO 261 Global Dynamics of Health and Disease ++	3
✓ GEO 309 Introduction to GIS	3
✓ SOC 235 Inequalities in Sociology	3
✓ SOC 360 Environmental Sociology	3
Subtotal: Electives:	6

IV. Capstone course - required:

After attaining junior status, students must complete a capstone course, which also satisfies the Graduation Writing Requirement.

CPH 470 Public Health Capstone.....3

Total courses within major: 39

NOTE: Students must earn a grade of C or better in all Major Requirements courses.

Additional Courses

Choose 12 hours in natural or physical science courses at the 200+ level.

These courses are generally chosen from the following departments: ANA, BIO, CHE, PHY, PGY)

Subtotal: Additional Courses..... 12

Electives

Choose electives to lead to the minimum total of 120 hours required for graduation.

Total Minimum Hours Required for Degree = 120

Section II Question III

The College of Public Health has committed significant facilities, technical resources, and administrative support to promote the highest levels of research and teaching productivity among public health faculty. Currently, the UK College of Public Health has more than 32,513 sq. ft. of research space that houses 66 faculty members. This research space includes 99 offices for faculty, fellows, and support personnel, a graduate student lounge with three work stations, three conference rooms, a medical resident library, several rooms for duplicating and assembling teaching and research materials, and two kitchenettes.

Teaching faculty include 14 Full Professors, 7 Associate Professors, and 19 Assistant Professors.

The College also receives technical support from a dedicated information technology staff of four full-time employees. This IT staff manages the following computing resources for use by College faculty and staff:

- Hardware
 - More than 200 Dell desktops and laptops; Macintosh desktops and laptops, and various tablets.
 - Various servers. CPHFS1 is a file and print, Dell Dual Xeon e5620 server running Microsoft Server 2008 Enterprise R2 with 16GB RAM and six 1TB hard drives (raid 6). The data is backed up by IBM Tivoli software routed via LAN to University of Kentucky backup storage. The system is locked in a key code access room in the University of Kentucky, College of Public Health Building and is protected from internet intrusion primarily by the University of Kentucky Medical Center Firewall and a general campus firewall. Access to data on the server is restricted to LAN, Active Directory Access via University Login and via VPN for off campus access. CPHVS1/CPHVS2 (Two servers for Citrix Virtual Grid) for virtual machines in the Biostatistics Lab (Dell PowerEdge R710, Dual Intel® Xeon® X5650 2.66Ghz, 12M Cache, Turbo, HT, 1333MHz Max Mem, (5) 300GB 15K RPM SAS 6Gbps 2.5in Hot-plug Hard Drive, 96gb ram). They also manage a Ubuntu Linux for statistical modeling (Intel(R) Xeon(R) CPU E5450 @ 3.00GHz, 8 cores, 2x15k 300gb HD).
 - 7 Central Ricoh Aficio Color Laser Multi-function Printers
 - Cisco IP phones for all work stations and offices
- Software
 - Microsoft Office 2007/2010
 - Statistical software: SAS site license, SPSS site license, STATA (20 perpetual purchased licenses in Biostatistics Lab)
- Security
 - Antivirus: McAfee and Microsoft Forefront

- Firewall: All CPH Based resources protected by UK Hospital/Medical Center Firewall

All faculty members are provided with individual work stations, including PCs, printing equipment, IP telephones, filing cabinets for storing confidential records, and access to a toll-free conference line. The College makes available to faculty several new, high-capacity copy machines, fax machines, and scanners as well as a color plotting printer to produce posters for presentations and promotional efforts. Other equipment available for faculty use includes digital audio recorders, digital still and video cameras, and LCD projectors. The campus network offers licenses for office, graphics, and statistical software packages to faculty and staff, and all faculty and staff can access email, Internet, and campus libraries and databases from their work stations and from connections to the free wireless network. In addition to providing IT resources, the College supports faculty research with an administrative staff that assists with office tasks such as duplication as well as research administration, personnel management, and accounting.

Section II Question IV

01: Are more Kentuckians ready for postsecondary education?

A. Entrance requirements:

- 1. SAT, ACT**
- 2. High School/College GPA**
- 3. Other required discipline knowledge unique to the proposed program**

The University's admission requirements for incoming first-year students are accepted as the minimum admission criteria to this degree program. Completion of the pre-college curriculum as detailed at <http://www.uky.edu/Admission/pre-college-curriculum> is strongly encouraged. Students are advised to enroll in CPH 201 An Overview to Public Health before proceeding with other course selections.

B. Transfer requirements:

- 1. College transfer GPA**
- 2. Recommended/required preparatory courses (prerequisite courses)**

The University of Kentucky categorizes transfer applicants by the following types: (1) Transfer with 23 or fewer hours of college work since high school graduation; and (2) Transfer from another institution with 24 or more semester hours earned or in progress. This degree program adheres to the transfer policy of the University as described at <http://www.uky.edu/Admission/transfer.htm>

C. Recruitment Plans

- 1. Plans to ensure success of students coming from feeder institutions**

All students enrolling in this baccalaureate program will receive academic advising. Students transferring from other institutions will be similar to students within the University moving from undeclared to declaring a major or changing majors. Past student course work will be optimized as it is applied to the programs critical curricular elements.

- 2. Recruitment & marketing strategies to enroll a diverse student body**

Students interested in the Public Health undergraduate degree program will find multiple sources of information and encouragement. A new section of the College's web site will be devoted to the undergraduate program, comparable to the already robust information about the College's graduate programs. Recruitment efforts will be directed toward the public health practice community where many hold an Associate degree. Recruitment efforts already underway at high school college nights, etc. will be intensified. National and international exposure will be utilized

through the promotion efforts of the Association of Schools of Public Health (ASPH) and American Public Health Association (APHA) both of which maintain major distribution efforts through both electronic and print media. Attracting international students will be supplemented with international affiliations developed through the Graduate Certificate in Public Health.

02: Are more students enrolling?

A. Explain the demand for the program by providing the following information:

1. Anticipated number of students enrolling from other majors (including undeclared

It is estimated that as many as 100 – 150 students will pursue this degree in their third and fourth year of study.

2. New students entering the program (including transfers)

This program is necessitated by national trends requiring qualified individuals to engage in public health. The demand for such expertise is especially critical for the Commonwealth of Kentucky, which consistently ranks low in national standings for many adverse health events. (See more below).

B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues).

Additional recruitment efforts will be directed to the community colleges within the Commonwealth. The availability of this degree will allow the expansion of relationships with the Area Health Education Centers (AHECs) and their “pipeline” programs for high school students from rural and underserved areas.

C. Obtain EEO plan and status information

In accordance with University of Kentucky policy, this program will provide opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability (University of Kentucky, Office of Institutional Equity and Equal Opportunity, <http://www.uky.edu/EVPFA/EEO/>).

03: Are more students advancing through the system?

A. What is the anticipated time-to-graduation for full time students enrolling in the program

This program is designed to be completed within 4 years; however it may take some students longer dependent at which point in their academic career they declare the major.

B. Explain any cooperative or practicum experience required to complete the program

No practicum experience is required for this undergraduate degree. However, students desiring to have a practicum experience may do so at any of the many practicum sites already in place for students enrolled in the Master of Public Health (MPH) and Doctor of Public Health (DrPH).

C. Why do you desire to offer this program) see 2A) Why is UK the right place to offer this program?

This from a recent article by Jon Marcus appearing in *The Times Higher Education* on September 6, 2012 summarizes a rationale for this program at UK. "The subject's (public health) constant presence in the news, not to mention popular culture, means that more Americans than ever are going into public health. US graduate programs are attracting twice as many applicants as they did 10 years ago - 49,227 in 2010 according to the Association of Schools of Public Health, the last year for which data are available. Meanwhile, a larger than usual wave of retirements and factors such as the involvement of the likes of the Bill and Melinda Gates Foundation in public health will create the need for an estimated 250,000 new public health professionals in the next decade, Columbia says, due in part to spending by philanthropies on global health initiatives. The number of accredited schools of public health in the US has jumped from 29 to 49 since 2000, with 30 more in the pipeline, according to the Council on Education for Public Health." <http://www.timeshighereducation.co.uk/story.asp?storyCode=421021§ioncode=26>.

Kentucky's high health risk factors, low ranking health status coupled with high student interest in the College of Public Health's initial undergraduate offerings to the UK Core Courses indicates the content is relevant to our future citizens and to the Commonwealth – as well it should be. Another recent article appearing in the Wall Street Journal on August 8 by Michael B. Sauter, Alexander E.M. Hess, Lisa Uible and Samuel Weigley ranked Kentucky as the third least livable state. "Kentucky's median household income of \$40,062 is the fourth lowest of all states and about \$10,000 less than the median income across the U.S. The state also has the fourth-highest percentage of people below the poverty line and people on food stamps/SNAP benefits. It is not surprising that the state has the eighth-lowest

score on the economic confidence index. Kentuckians' health is also poor. The state has the second-highest rate of smokers, with an estimated 29 percent reporting smoking in 2011, the seventh-highest obesity rate and the 10th lowest rate of people who say they have visited the dentist in the past year. Kentucky ranks fourth from the bottom in ease of finding a safe place to exercise." <http://bottomline.nbcnews.com/news/2012/08/12/13180404-america-s-most-and-least-livable-states-of-the-future?lite>

The University of Kentucky College of Public Health has been accredited through the Council on Education in Public Health since 2005. This accreditation is highly competitive and prestigious. We are the only accredited school of public health (other than University of Louisville) in Kentucky, Tennessee, or Indiana; accordingly, we have an obligation to prepare the workforce based on CEPH standards which now include undergraduate professional preparation programs.

1. Include a list of other Kentucky institutions offering similar or related program at this and other levels.

Eastern Kentucky University offers:

- B.S. in Environmental Health Studies
- MPH in Community Health Educ. & Environmental Health Science

University of Louisville offer:

- Master of Science (MS) in Biostatistics-Decision Science
- Master of Science (MS) in Epidemiology
- Master of Public Health (MPH)
- Doctor of Philosophy (PhD) in Biostatistics with emphases on
Decision Science and Bioinformatics
- Doctor of Philosophy (PhD) in Public Health Sciences – Epidemiology
- Doctor of Philosophy (PhD) in Public Health Sciences –
Environmental Health
- Doctor of Philosophy (PhD) in Public Health Sciences – Health
Management
- Doctor of Philosophy (PhD) in Public Health Sciences – Health
Promotion

Western Kentucky University offers:

- B.S. in Health Education and Environmental Health
- MPH in Health Education and Environmental Health

2. List courses from in-state institutions that will transfer into the program

With respect to courses from in-state institutions that will transfer, the proposed Bachelor of Population Health will adhere to the 48 Hour General Education Transfer Component, and the 12 Hour Transfer Articulation Agreement as detailed on pages 15-18 of the UK Bulletin. This will facilitate the timely advancement of transfer students toward degree.

3. List courses offered that will transfer into similar programs at other institutions.

Courses approved by UKCore will be eligible for acceptance by other institutions as General Education curriculum.

4. Provide information about completed, signed articulation agreements.

None

D. Delivery

1. What plans are in place for delivering the program through the Kentucky Virtual University of other distance learning technologies?

Most courses will have online components. Emphasis will be placed on the prerequisite course and five core courses for online delivery so as to enable students at other institutions to transfer into the program with minimal difficulty.

2. What courses can be offered in a non-traditional mode?

The College of Public Health already offers several graduate courses in an executive format – typically Friday-Saturday classes. This delivery format can also be adopted should it expedite students' time to completion.

E. Collaboration Efforts

1. Proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.

Letters from Eastern Kentucky University, Western Kentucky University, and University of Louisville are pending.

The BPH degree capitalizes on personal and live teaching for on-campus students and it does not attempt to provide the requisite public health skills via distance learning. As the program matures professors from

neighboring institutions would be welcome to guest teach, provided their willingness to teach at the University of Kentucky. By nature of the University of Kentucky College of Public Health CEPH accreditation, there is an obligation to prepare the public health workforce using in-house accredited faculty rather than relying on non-accredited institutions to provide training.

2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

Collaborative agreements will not be needed for this program.

04. Are we preparing Kentuckians for life and work?

A. How does the program prepare Kentuckians for life and work?

Current State law enables baccalaureate graduates with a background in population health to assume positions in public health departments, including department directors. Many other non-profit agencies employ graduates having an understanding of population based needs and issues, including violence, homelessness, and cancer prevention.

B. What are the accreditation expectations for this program?

Because the College of Public Health at the University of Kentucky is already accredited by the Council on Education in Public Health (CEPH) until 2015, this undergraduate program will automatically be accredited.

C. Are there licensure, certification or accreditation requirements for graduates of this program?

Students completing the baccalaureate degree will be eligible to take the Certification Exam in Public Health. This is not a requirement for entry into the work force but it does confirm entry level competency in the five core areas – biostatistics, environmental health, epidemiology, health behavior, public health administration.

D. What are the projected degree completions?

Anticipated enrollment is 50 students in the first two years of the degree program. It is anticipated that the majority of these students to complete the BPH degree in the spring of 2017.

05. Are Kentucky's people, communities and economy benefiting?

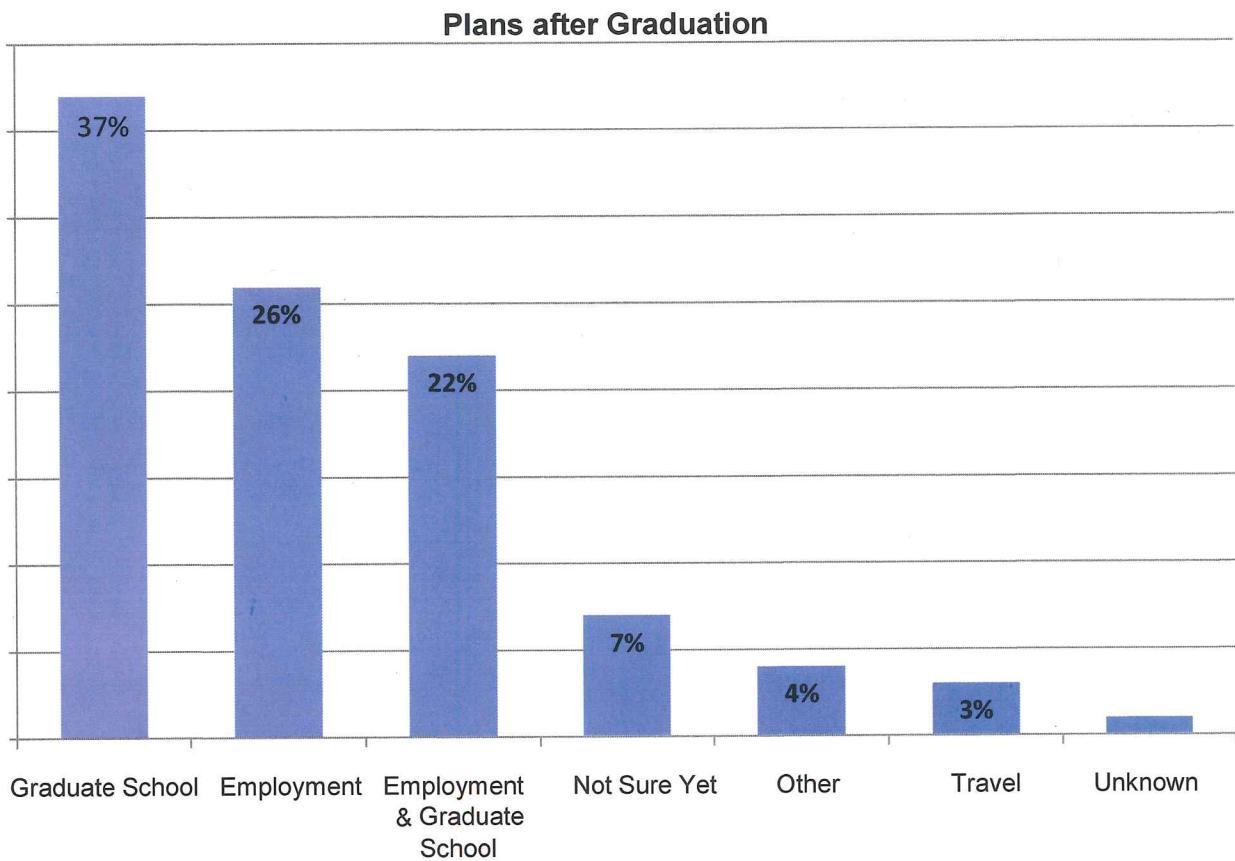
A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, and labor interests.)

none

B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

A recent survey in the spring of 2011 by the Association of Schools of Public Health obtained a profile of the plans after graduation of senior level students in baccalaureate programs (N=1,206). The results are reflected below.

<http://www.asph.org/UserFiles/Career%20Paths%20for%20Undergraduates%20Survey%20Spring%2020112.pdf>



C. What other benefits to the Kentucky community and economy will the program provide?

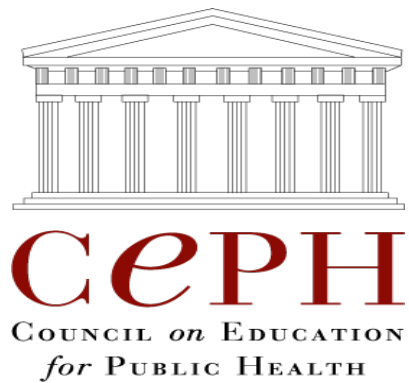
One of the most significant problems facing Kentucky's communities is unhealthy populations. These problems have been well documented. People living in Kentucky have higher rates of cancer (specifically lung cancer, colon cancer, and cancer of the uterine cervix). The Kentucky population has higher

rates of obesity, heart disease, and diabetes. These health problems have devastating impact on the workforce and economy of Kentucky communities. The graduates from this program will have unique skills to address these problems through employment opportunities. Moreover, graduates, as citizens, will be empowered to participate in community action coalitions, and advocate for health intervention programs, including education, screening, and treatment. This degree program and the availability of undergraduate courses to the entire university is a step toward addressing the issues noted in a July 17, 2012 report by the Kentucky Chamber of Commerce in which it "... lauds the state for its low cost of doing business and low cost of living, making the workforce affordable, while areas such as the health and wellness of the workforce, a low level of educational achievement and a lack of tort reform make it tough to do business in the commonwealth.

<http://bizlex.com/2012/07/chamber-report-cites-kentuckys-strengths-weaknesses/>

D. Explain specific benefits of the program.

The BPH degree will provide an enriched public health force for Kentucky, other U.S. states, and other countries. Overtime, this enhanced public health workforce will greatly contribute to the health of our nation and possibly contribute to the health of other nations.



PROGRAM PROPOSAL

for

Bachelor of Public Health (BPH)

Table of Contents

Prologue.....	3
Background, Need, and Rationale.....	4
Environmental Analysis of Kentucky's Need.....	6
Competing Degree Programs within the Commonwealth.....	9
Tangential Degree Programs within the University.....	10
Employment Expectations for Graduates.....	12
Program Outcomes.....	14
The Curriculum.....	16
Sample 8-Semester Sequence.....	24
Assessment.....	25
Resources and Oversight.....	27
Appendix A – Framing the Future.....	29
Appendix B – ASPH Undergraduate Outcomes.....	32
Appendix C – Course Descriptions.....	36
Appendix D – Faculty List.....	42
Appendix E – Letters of Support.....	44

Prologue

The academic discipline of public health is guided by the Association of Schools of Public Health (ASPH) and its accrediting body, the Council on Education for Public Health (CEPH). CEPH-accredited member schools of ASPH can develop and provide undergraduate programs in public health that become accredited programs by virtue of their status as an accredited school. This point is important given the recent escalation of undergraduate enrollments in public health (see article from the Washington Post http://www.asph.org/UserFiles/Undergraduate_ForaGlobalGenerationPublicHealthIsaHotField.pdf). In response to the rapidly expanding demand for undergraduate education in public health, CEPH recently issued general guidance on the development of undergraduate curricula (see http://www.ceph.org/pdf/UG_Meeting_Summary.pdf). It is well worth noting that Dr. Steve Wyatt, Dean of the UK College of Public Health, was an invited member of that advisory group.

Given the fully CEPH-accredited status of the College of Public Health at UK, it is clearly timely to pursue an undergraduate major for our students. Such a major has the potential to enroll large numbers of students, as is the case at Johns Hopkins (enrolling more than 300 per year). The influx of students into undergraduate public health programs is a direct result of changes in the global job market. In economies greatly weakened by recent global recessions it is anticipated that an increasing number of nations will spend less of their GNP on medical treatment and more on the prevention of conditions such that treatment costs can be avoided. Because this paradigm shift (from treatment to prevention) is occurring globally, the UK CPH proposes to meet the challenge of the demand for undergraduate-trained public health professionals under the title of Public Health.

The primary mission and intent of public health practice is to avert disease at the population level. Rather than approaching health and disease at the level of each individual in any given community, efforts are directed toward creating the policy environments, physical environments, social structures, surveillance systems, etc. needed to assure that everyone in any given community worldwide is protected against premature morbidity or mortality. UK can provide high quality undergraduate education (via an accredited school of public health) to students from throughout the world.

Background, Need, and Rationale

In 1920, C.E.A. Winslow defined public health as the science and art of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, public and private, communities and individuals. It is concerned with threats to health based on population health analysis. The population in question can be as small as a handful of people in a rural community or as large as all the inhabitants of several continents (as in the case of a pandemic). The ideal of health encompass "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity", as defined by the United Nations' World Health Organization. Public health is at the core of several agencies responsible for developing plans and mobilizing resources to respond to natural disasters and disease epidemics. Increasingly, public health-related agencies are also becoming involved in developing sustainable, green technologies and working with urban planners to create community designs that increase safety and promote healthy living. In short, public health is germane to many different areas of life with the goal of improving the health of everyone.

The need for public health undergraduate programs is a high priority both nationally and in Kentucky. The *raison d'être* for the founding of the College of Public Health in 2003 was derived from countless national reports replete with statistics reflecting Kentucky's poor health status. A 2007 report by the United Health Foundation ranked Kentucky as one of the unhealthiest states (43rd) in the United States. Kentucky's all-cause mortality rate is the second highest rate in the nation, due to elevated death rates for cardiovascular disease, cancer, and diabetes. Infrequent access to preventive healthcare and the high prevalence of established risk behaviors for many diseases, including substance abuse, obesity, and sedentary lifestyles, contribute significantly to this elevated disease burden in both adults and children. The *2009 Kids Count Data Book* outlined several health challenges among children in Kentucky, ranking 41st overall for child well-being.

Academic majors using the title of Public Health are emerging with some frequency on campuses in the U.S. Nearly 30% of the 49 colleges of public health accredited by CEPH (Council on Education in Public Health) have already established baccalaureate programs with another estimated dozen institutions working on creating a program. Additionally, twenty other colleges and university which are not CEPH accredited are offering undergraduate degrees. Students seek opportunities for local and global application of knowledge and analytic skills, experiential learning linked to civic engagement, practice of applied ethics, problem solving, and teamwork from the

“population perspective.” These programs interest undergraduates who are paying attention to the world. Public health topics introduce a new and highly relevant approach to national and global understandings as evident by the enrollment of nearly 200 students each semester in CPH 201 Introduction to Public Health at the University of Kentucky. Many seek avenues to socially and globally responsible work. Others are exploring career options related to their majors and want to explore programs that might lead to graduate and professional school. So popular have majors become at leading universities that UCLA has had to cap its enrollments. <http://sph.berkeley.edu/students/undergrad/index.php>. The major opens alternatives to medical school, important given the number of students who enter college with unrealistic plans to become physicians. Similarly, we will offer a minor in public health, which provides an outstanding skill set to any student entering the health professions given that public health is an increasingly popular part of all health career tracks. Moreover, for non-students who are already practicing in a health profession, a certificate in public health will be offered. Because medical education has awakened to the importance of population-based concepts and will include a public health component in the Medical College Admission Test (MCAT) beginning in 2014, the major, minor, and certificate options are all viable for any students planning to take the MCAT.

Despite the importance of public health to the health of our society, this workforce is facing critical challenges, namely a precipitous decline in numbers and resources. The public health workforce shortage is emerging at a time when public health must take on more responsibility in addition to the ongoing role of preventing disease and promoting health. Citing documents by the Bureau of Health Professions, State and Territorial Health Officials, and the National Center for Health Workforce Information and Analysis, the American Public Health Association notes that resources dedicated to public health are declining, the public health workforce is expected to be fully prepared for new and emerging health problems and large-scale public health emergencies, ranging from pandemic influenza to bioterrorism. However, there are inadequate numbers of public health personnel and students in training even to respond to the current demand. Also, individuals trained in public health tend to be employed in settings other than traditional public health agencies. Health professions repeatedly mentioned as experiencing shortages are:

- Epidemiologists
- Biostatisticians
- Health educators
- Environmental health workers
- Public health laboratory workers
- Public health nurses
- Physicians

http://scholar.google.com/scholar_url?hl=en&q=http://www.apha.org/NR/rdonlyres/8B9EBDF5-8BE8-482D-A779-7F637456A7C3/0/workforcebrief.pdf&sa=X&scisq=AAGBfm2HUFUToA2-43 IFikSPieB 1YttA&oi=scholar

Left unresolved, the workforce challenges will undermine efforts to protect the public's health. Rural and underserved areas will not obtain the health services they need, communities will be unprepared to face disasters like hurricane Katrina and people will not know what they need to do to protect themselves should an emerging infectious disease. It is anticipated that the University of Kentucky can contribute to easing this personnel shortage.

The delivery of a population health major also enables the incorporation of interprofessional education – another aspect promoted by the Institute of Medicine – to address the health of the nation from a systems approach. Numerous national reports recommend changing undergraduate, graduate, and continuing health professions education to align with the needs of the health care system. State and national health reforms require health professionals to collaborate in teams, health homes, and accountable-care organizations. This involves students engaging in interactive learning with those outside their profession or professional destination as a routine part of their education. The goal of this interprofessional learning is to prepare all health professions students for deliberately working together with the common goal of improving public health infrastructure.

The promise of an academic major in Public Health is considerable. The proposed program integrates well with many other program majors at the university, bringing critical national and global issues into discussion within a wide array of disciplines. The population base of public health supports new approaches or new lenses through which to view liberal arts and professional school majors. The emphasis on application and real-world problem solving enhances both general education and the major. Considering the magnitude of world health problems, it is believed public health will help students to focus on solutions brought about by action. Through this program, the CPH will contribute to the University's ability to address critical needs for an educated citizenry, foster leadership development, and prepare students for careers in public health. For undergraduates who will live through much of the 21st century, this is a highly engaging and relevant program that will contribute much to the public good.

Environmental Analysis of Kentucky's Need

This from a recent article by Jon Marcus appearing in *The Times Higher Education* on September 6, 2012 summarizes a rationale for this program at UK. "The subject's (public health) constant presence in the news, not to mention popular culture, means that more Americans than ever are going into public health. US graduate programs are

attracting twice as many applicants as they did 10 years ago - 49,227 in 2010 according to the Association of Schools of Public Health, the last year for which data are available. Meanwhile, a larger than usual wave of retirements and factors such as the involvement of the likes of the Bill and Melinda Gates Foundation in public health will create the need for an estimated 250,000 new public health professionals in the next decade, due in part to spending by philanthropies on global health initiatives. The number of accredited schools of public health in the US has jumped from 29 to 49 since 2000, with 30 more in the pipeline, according to the Council on Education for Public Health.”

<http://www.timeshighereducation.co.uk/story.asp?storyCode=421021§ioncode=26>.

Kentucky’s high health risk factors, low ranking health status coupled with high student interest in the College of Public Health’s initial undergraduate offerings to the UK Core Courses indicates the content is relevant to our future and to the Commonwealth. A recent article appearing in the Wall Street Journal on August 8 by Michael B. Sauter, Alexander E.M. Hess, Lisa Uible and Samuel Weigley ranked Kentucky as the third least livable state. “Kentucky’s median household income of \$40,062 is the fourth lowest of all states and about \$10,000 less than the median income across the U.S. The state also has the fourth-highest percentage of people below the poverty line and people on food stamps/SNAP benefits. It is not surprising that the state has the eighth-lowest score on the economic confidence index. The state has the second-highest rate of smokers, with an estimated 29 percent reporting smoking in 2011, the seventh-highest obesity rate and the 10th lowest rate of people who say they have visited the dentist in the past year. Kentucky ranks fourth from the bottom in ease of finding a safe place to exercise.” <http://bottomline.nbcnews.com/news/2012/08/12/13180404-americas-most-and-least-livable-states-of-the-future?lite>

One of the most significant problems facing Kentucky’s communities is unhealthy populations. These problems have been well documented as noted above. People living in Kentucky have higher rates of cancer (specifically lung cancer, colon cancer, and cancer of the uterine cervix). The Kentucky population has higher rates of obesity, heart disease, and diabetes. These health problems have devastating impact on the workforce and economy of Kentucky communities. The graduates from this program will have unique skills to address these problems through employment opportunities. Moreover, graduates, as citizens, will be empowered to participate in community action coalitions, and advocate for health intervention programs, including education, screening, and treatment. These degree programs and the availability of undergraduate courses to the entire university is a step toward addressing the issues noted in a July 17, 2012 report by the Kentucky Chamber of Commerce in which it “...lauds the state for its low cost of doing business and low cost of living, making the workforce affordable, while areas such as the health and wellness of the workforce, a low level of educational

achievement and a lack of tort reform make it tough to do business in the commonwealth. <http://bizlex.com/2012/07/chamber-report-cites-kentuckys-strengths-weaknesses/>

Competing Degree Programs within the Commonwealth

The University of Kentucky, College of Public Health, is joined by three other public institutions providing graduate and undergraduate education in public health. No other institutions, public or private, are offering a major in this area.

Eastern Kentucky University offers:

- B.S. in Environmental Health Studies
- MPH in Community Health Educ. & Environmental Health Science

University of Louisville offer:

- Master of Science (MS) in Biostatistics-Decision Science
- Master of Science (MS) in Epidemiology
- Master of Public Health (MPH)
- Doctor of Philosophy (PhD) in Biostatistics in Decision Science & Bioinformatics
- Doctor of Philosophy (PhD) in Public Health Sciences – Epidemiology
- Doctor of Philosophy (PhD) in Public Health Sciences – Environmental Health
- Doctor of Philosophy (PhD) in Public Health Sciences – Health Management
- Doctor of Philosophy (PhD) in Public Health Sciences – Health Promotion

Western Kentucky University offers:

- B.S. in Health Education and Environmental Health
- MPH in Health Education and Environmental Health

Tangential Degree Programs within the University

There are five undergraduate degrees already offered at the University of Kentucky which have some commonalities with the Bachelor of Public Health: the Human Health Sciences offered by the College of Health Sciences; the Clinical Leadership and Management, also offered by the College of Health Sciences; and three BS degrees in Education, Kinesiology, and Health Promotion offered by the College of Education. All of these programs differ from the Bachelor of Public Health.

The Bachelor of Public Health greatly differs from the Human Health Sciences because the BPH degree (administered by an accredited school of Public Health) prepares students to leverage population-wide shifts in morbidity and mortality. The College of Health Sciences degree pursues individual level change while the BPH promotes and supports changes in communities and entire states.

The Clinical Leadership and Management degree offered by the College of Health Sciences is intended to provide health care professionals with leadership skills enabling them to better manage health care facilities and programs. In contrast, the Bachelor of Public Health is directed toward the prevention of disease at the population level rather than the treatment of disease at the individual level.

In addition, the Bachelor of Public Health degree greatly differs from the BS degrees in Exercise Science, Kinesiology, and Health Promotion conferred by the College of Education. The BS degree in Exercise Science description indicates that it is appropriate for students interested in personal training, sports administration/management, sport leadership, exercise physiology, biomechanics, strength and conditioning, athletic coaching, and fitness specialties. While a number of graduates from KHP apply and are accepted into professional schools such as physician assistant, dental, medical, pharmacy, and physical therapy (similar to the proposed BPH), the KHP curriculum includes courses in physical activity and sports, exercise physiology, athletic training, and biomechanics whereas the proposed BPH curriculum covers all core areas of public health including biostatistics, epidemiology, health policy/management, and environmental health. The BS degree in Physical Education/Kinesiology description indicates that it is for students interested in teaching physical education and health. The coursework focuses on teaching methods in health education and physical education. Professional education courses required by the BS degree in Physical Education/Kinesiology equip students with the knowledge and skills to become efficient educators through observation and field work. Finally, the BS degree in Health Promotion is described as being designed for those interested in teaching health education in the schools. The health promotion program ensures an

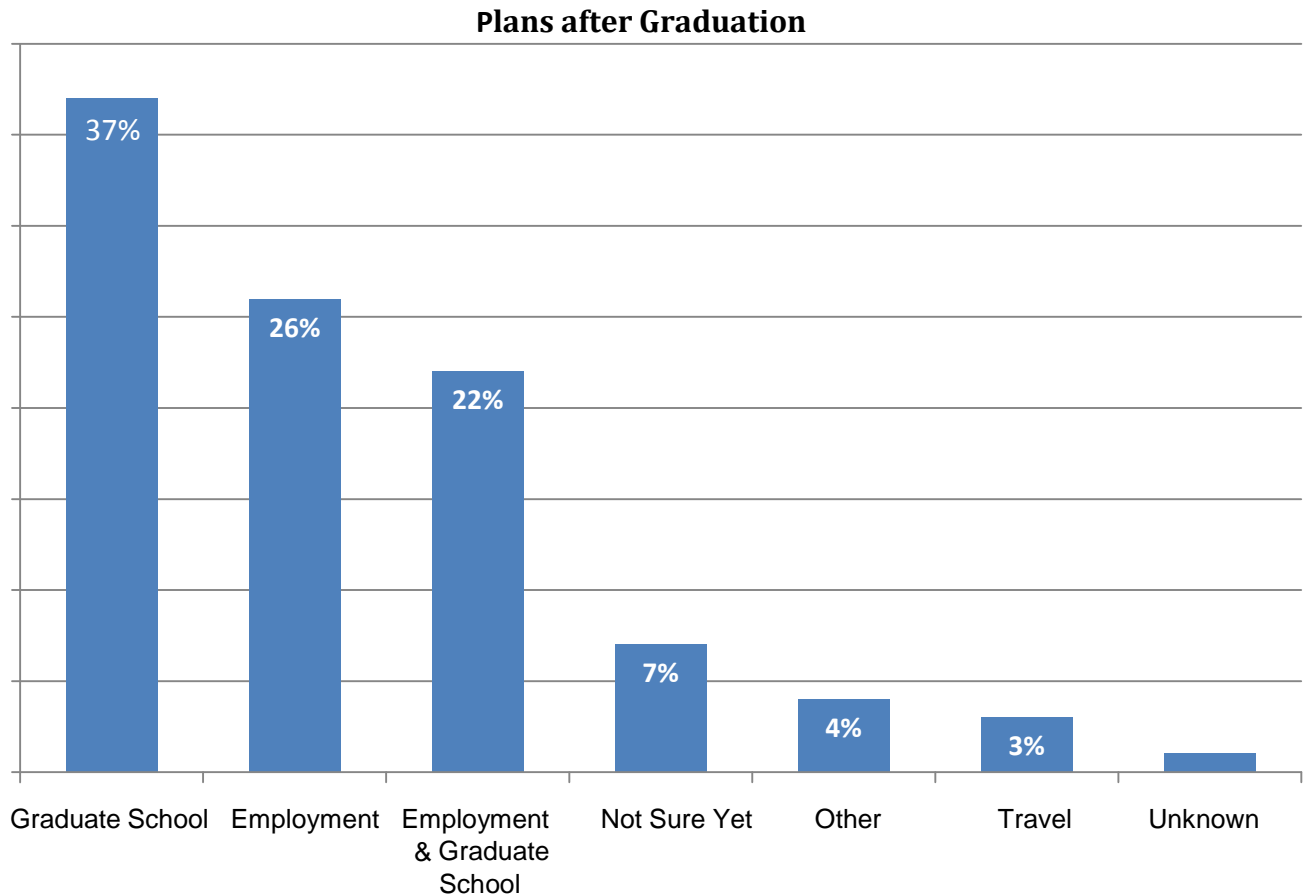
understanding of and knowledge about the structure of the health promotion discipline through the content and methodology courses in sexuality education, drug education, human health and wellness, nutrition, and program planning in health education. The purpose of health promotion is to promote quality of life for all people; it generally focuses on the whole individual, including social and emotional dimensions, not just the physical. While the proposed BPH will also promote quality of life for all people, its orientation will be at the population level and emphasize all five core areas of public health – biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

The Bachelor of Public Health degree is designed specifically to prepare Kentucky's public health workforce. In contrast, the Bachelor of Arts in Population Health being proposed by the College of Arts & Sciences is designed as a liberal arts degree and is not intended to serve the workforce; rather it is intended to cultivate educated citizens. Despite the different purposes of these two programs, it is well worth noting that students completing the BA program will be qualified to enroll in the Masters of Public Health program at UK if they choose to advance their education in population health and enter that profession as a career. Students completing the BA in Population Health may also qualify to sit for the national credentialing exam in public health by taking a modest number of post-baccalaureate courses. In addition, students enrolled in the BA program may opt for an honors track which would involve taking five core courses and completing the capstone.

Employment Expectations for Graduates

A recent survey in the spring of 2011 by the Association of Schools of Public Health obtained a profile of the plans after graduation of senior level students in public health related baccalaureate programs (N=1,206). The results are reflected below.

<http://www.asph.org/UserFiles/Career%20Paths%20for%20Undergraduates%20Survey%20Spring%2020112.pdf>



Although Kentucky's public health infrastructure has been weakened by the persistent economic downturn, students graduating at the master's level have found employment in a variety of settings both within and beyond the state. A bachelor's degree in public health also prepares students for entry-level positions in community and public health or for graduate study in a variety of other health professions.

Strengths and Opportunities

1. This degree offering, whole or in part, will contribute to the concept of an educated citizen and begin to build advocacy within the Commonwealth to remedy Kentucky's long standing health disparity.
2. Existing undergraduate course offerings have had substantial enrollments indicating students' interest in this field of study.
3. Many courses in the curriculum were piloted prior to new course initiation and several faculty members have enjoyed the challenge of undergraduate teaching.
4. The degree program is compatible with preparation for entrance into other health professions, for example schools of medicine will require students to demonstrate knowledge of population health in 2014 on the MCAT exam.
5. Students will receive early exposure to roles and responsibilities, teams and teamwork, ethics and communication skills through participation in interprofessional education activities.
6. The program, once approved, will be automatically accredited by virtue of the College's accredited status by the Council on Education in Public Health (CEPH).
7. Similarly, upon completion of the introductory course and minimally the five core courses, students will qualify to take the Certification in Public Health Exam.
8. No new resources are required to implement this degree program. It is anticipated that under the new budget model adequate resources for TA's will be available for teaching assistance.

Program Outcomes

The outcomes of the program and the resulting curriculum design are guided by several critical documents. The first, *Framing the Future: The Second 100 Years of Education for Public Health (July 2012)*, Appendix A, developed by the Association of Schools of Public Health identifies the critical elements of an undergraduate major in public health that would prepare students to enter the workforce and/or pursue advanced studies in public health or other health professions. This document was developed in conjunction with the Council on Education in Public Health (CEPH), the accrediting body for schools of public health. The second document, *Undergraduate Public Health Learning Outcomes Model*, Appendix B, developed in collaboration with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, and the Association of Schools of Public Health serves to facilitate the introduction of public health for undergraduate students in two- and four-year colleges and universities. Finally, the *Core Competencies for Interprofessional Collaborative Practice* <http://ipep.arizona.edu/blog/core-competencies-interprofessional-collaborative-practice> helps to guide the design of educational programs and stimulate learning in team work and interprofessional collaboration. The following program outcomes for this degree program are derived from these three guiding documents. The outcomes are focused on three domains.

I. Knowledge of Human Cultures and the Physical and Natural World

1. Define public health and its history, philosophy, core values, and functions as related to the roles and responsibilities of government, non-government agencies, and private organizations.
2. Explain the science concepts underlying the concepts of human health and disease and the basic approaches to health promotion and disease prevention.
3. Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and public health.
4. Identify the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
5. Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting public health.
6. Discuss major local, national, and global health challenges regarding different health issues and problems confronting the population(s) of the U.S. and other countries, including the role of governmental and nongovernmental health institutions in affecting the population's health.

7. Identify the basic sociological and psychological concepts, processes, approaches, and interventions that address the major health-related needs and concerns of individuals and communities.
8. Explain the influences that science and technology are having on individual and public health.
9. Outline approaches for assessing and controlling environmental hazards that affect community health and address control methods for selected environmental hazards.
10. Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.

II. Intellectual and Practical Skills

11. Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
12. Use scientific data, including tools of informatics, knowledge of one's own role and those of other professions to appropriately assess the well-being of a community and address the healthcare needs of the populations served.
13. Discuss the interconnectedness among the physical, social, and environmental aspects of community health through the creation of systems-based diagrams regarding population flows for a particular disease in relation to the environment, different stakeholders, and the population's overall health status.
14. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.
15. Conduct literature searches and prepare written papers on a health issues using a variety of academic and public resources to include references and related resources, regarding a current issue, related trends, and potential interventions for an assigned public health challenge.
16. Work with individuals of other professions to maintain a climate of mutual respect and shared values and appreciate the role of community collaborations in promoting public health.
17. Analyze alternative viewpoints regarding various health topics.
18. Communicate with families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
19. Assess the source and quality of health information and data, as related to individual and community health.
20. Appreciate the multiple determinants of health, including sociological, economic, genetic, behavioral, environmental, and other factors that impact human health and health disparities.

21. Recognize the impact of legal, ethical, economic, regulatory dimensions of health care and public health policy, and the roles influences, and responsibilities, of different agencies and branches of government.
22. Identify the fundamental characteristics and organizational structures of the U.S. Health system and to note significant differences in systems in other countries.
23. Identify the fundamental features of project management and evaluation, including basic management of resources (financial, human, and material), as well as quality improvement in public health efforts.
24. Apply basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology.
25. Apply the basic concepts, methods, and tools of public health data collection, use, and analysis and explain why evidence-based approaches are an essential part of public health practice.

III. Personal and Social Responsibility

26. Identify stakeholders who influence health programs and interventions.
27. Discuss the role of community engagement in promoting public health and social justice.
28. Outline individual and community preparedness considerations regarding health emergencies and public disasters.
29. Collaborate with others from diverse backgrounds in addressing health disparities and inequities.
30. Participate in the political process to improve health, social justice, and equity.
31. Analyze ethical concerns and conflicts of interest that arise in the field of public health.
32. Examine the fundamental right to health and health services.
33. Advocate for evidence-based social changes that improve the health of individuals and communities.
34. Champion the role of prevention in promoting a healthy community.
35. Endorse lifestyle behaviors that promote individual and public health and well-being.
36. Value multicultural perspectives and sensitivities on health.

The Curriculum

See College of Public Health Undergraduate Bulletin information beginning on the next page.

Public Health – Bachelor of Public Health (BPH)

Students interested in the health care professions often overlook the opportunities within the public health sector. The concept of “public health” is quite simple. Rather than approaching health and disease at the level of each individual in any given community, efforts are directed toward creating the policy environments, physical environments, social structures, surveillance systems, etc. needed to assure that everyone in any given community worldwide is protected against premature morbidity and mortality.

This program invites students who are seeking opportunities for local and global application of knowledge and analytic skills, experiential learning linked to civic engagement, practice of applied ethics, problem solving, and team work from the “population” perspective. UK CPH is one of over 50 colleges nationally accredited by the Council on Education in Public Health (CEPH). The curriculum is designed to enhance the notion of informed citizenship as well prepare students for entry level positions within the public health workforce. The curriculum is informed by the Critical Component “Elements of an Undergraduate Major in Public Health” published by the Association of Schools of Public Health (2012).

Advising

Every student will have an academic advisor who assists them in preparing for registration each semester. Advising will be conducted through the Office of Academic and Student Affairs, 111 Washington Ave, Suite 120, (859) 218-2096.

Undergraduate Admission Requirements

The College of Public Health enrollment is composed of four-year students and certificate seeking associate school graduates.

Admission to the University of Kentucky is sufficient for admission to the College of Public Health as a premajor. Public health students receive academic advising from the College of Public Health faculty and must successfully complete the premajor course requirements before applying to the BPH degree program. The pre-major course requirements are: BIO 103; BST 330; CLA 131; CPH 201; and GRN 250.

An application must be filed with the College of Public Health in order for a student to be considered for admission as a major. Students are encouraged to apply during the sophomore year or later, based on completion of pre-major course requirements. In general, admission as a major depends upon the qualifications and preparation of the applicant, as well as the availability of resources for maintaining quality instruction.

Admission Criteria to the Bachelor of Public Health Degree Program

In order to be admitted to the BPH degree program as a major, applicants must fulfill the following requirements:

1. Admission to the University of Kentucky (students are considered for acceptance by the College only after acceptance by the University);
2. A grade of B or better in CPH 201;
3. Submission of an application form;
4. Minimum of a 2.75 grade-point average on pre-major course requirements;
5. Minimum of a 2.5 cumulative grade-point average on all college work attempted as computed by the Registrar's Office;
6. Ability to articulate reasons for choosing public health as a career, as evidenced in a one page essay.

Applications for admission to the College of Public Health must be received by the Admissions Office of the College of Public Health (111 Washington Ave, Suite 120) no later than May 1 for summer sessions, August 1 for the fall semester, and December 1 for the spring semester. Individuals who do not meet the admissions criteria may submit additional materials to the College's Admissions Committee. Admission may be granted if there is persuasive evidence of both the capability and motivation to undertake successfully the BPH degree program.

Degree Requirements

The College of Public Health requires students to earn a minimum of 120 hours for the Bachelor of Public Health with a minimum grade-point average of 2.5. In addition, students must earn a grade of C or better in all professional public health major requirement classes. Refer to the Academic Performance section of the CPH Undergraduate Bulletin for more information regarding the University repeat option policy. Students may take additional hours in accordance with stated University policy.

In addition to fulfilling UK Core requirements, students must complete the program requirements listed below.

UK Core Requirements

See the UK Core section of the *2012-2013 Undergraduate Bulletin* at:

www.uky.edu/Registrar/bulletinCurrent/ukc.pdf for the complete UK Core requirements.

The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

Choose one course from approved list 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

Choose one course from approved list 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

Choose one course from approved list 3

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

Choose one course from approved list 3

X. Global Dynamics

Choose one course from approved list 3

UK Core Hours **30**

Graduation Writing Requirement: CPH 470, required in the Major Requirements, fulfills the Graduation Writing Requirement.

Pre-major requirements

BIO 103 Basic Ideas of Biology ++ (or higher)..... 3

BST 330 Statistical Literacy in Public Health ++..... 3

CLA 131 Medical Terminology from Greek & Latin..... 3

CPH 201 Introduction to Public Health ++ 3

GRN 250 Aging in Today's World ++..... 3

MA 111 Introduction to Contemporary Math ++

OR MA 109 College Algebra (or higher)..... 3

Subtotal: Pre-major Hours: **18**

++ may also be used towards completion of a UK Core requirement

Major Requirements

I. Required Public Health Courses

CPH 310 Disease Detectives: Epidemiology in Action	3
CPH 320 Foundations of Environmental Health	3
CPH 440 Foundations of Health Behavior	3
CPH 472 Public Health Professions and Practice	3
HSM 241 Health and Medical Care Delivery Systems.....	3

Subtotal: Core Hours: **15**

II. Public Health Electives (choose 5 out of 8)

CPH 202 Public Health through Popular Film.....	3
CPH 203 Sexual Health.....	3
CPH 351 Preparing for Apocalyptic Events: Crisis Mgm & Population Health.....	3
CPH 423 The Health of Kentuckians	3
CPH 441 The Smoking Gun: Tobacco and the Public's Health	3
CPH 450 Managing Health Services Orgs to Improve Population Health	3
CPH 451G A Sick World: Global Health in the Early 21 st Century	3
GRN 585 Aging and Environment	3

Subtotal: Public Health Electives: **15**

III. Electives within the Major (choose 2 out of 6)

ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities	3
ANT 303 Topics in the Anthropology of Food and Nutrition: (Subtitle required) ...	3
GEO 261 Global Dynamics of Health and Disease ++	3
GEO 309 Introduction to GIS	3
SOC 235 Inequalities in Sociology	3
SOC 360 Environmental Sociology	3

Subtotal: Electives: **6**

IV. Capstone course - required:

After attaining junior status, students must complete a capstone course, which also satisfies the Graduation Writing Requirement.

CPH 470 Public Health Capstone.....	3
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Total courses within major: **39**

NOTE: Students must earn a grade of C or better in all Major Requirements courses.

Additional Courses

Choose 12 hours in natural or physical science courses at the 200+ level. These courses are generally chosen from the following departments: ANA, BIO, CHE, PHY, PGY

(Students desiring to enroll in 200+ level CHE courses will be required to enroll in 100 level CHE prerequisites. Students desiring to enroll in 200+ level PHY courses will be required to enroll in 100 level MA prerequisites.)

Twelve credit hours from the following list of courses meet the additional natural or physical science requirements for the BPH degree.

Course Number	Course Title	Course prerequisites	Credit hours
BIO 208	Principles of Microbiology	High school chemistry recommended	3
BIO 209	Introductory Microbiology Lab	One unit of chemistry or consent of instructor; Bio 208 or Bio 308 should be taken concurrently	2
ANA 209	Principles of Human Anatomy	Introductory biology or zoology	3
PGY 206	Elementary Physiology	One semester of college biology	3
PGY 207	Case Studies in Physiology	PGY 206 or equivalent; may be taken concurrently	1

Subtotal: Additional Course Hours..... 12

Electives

Choose electives to lead to the minimum total of 120 hours required for graduation.

Total Minimum Hours Required for Degree = 120

Probation, Dismissal and Reinstatement Policy

An undergraduate public health major may be dismissed from the College of Public Health for failure to make satisfactory progress. In the Public Health program, the college continuously monitors the progress of all public health students. The following rules apply in the College of Public Health for terminating a student's enrolment for reasons of academic and professional performance.

Academic Performance

For students accepted to the Bachelor of Public Health (BPH) program, the rules for academic probation, dismissal and reinstatement are comparable to those established by the University for undergraduate colleges and also include criteria for student performance in required public health courses:

- a. A student must earn a C or better in all public health core courses (CPH 202, CPH 203, CPH 310, CPH 320, CPH 351, CPH 423, CPH 440, CPH 450, CPH 451G, CPH 470, CPH 472, GRN 585, HSM 241) in order to complete the major requirements and advance through sequential public health courses. A grade lower than a C will require the student to repeat that course and obtain a C or better to meet major requirements.
- b. A student has the option to repeat once as many as 3 different courses in which he/she received a grade of B, C, D, or E. This is called a Repeat Option. Only the grade, credit hours and quality points of the second completion will be used in calculating the GPA, provided the student has made a specific request through a Repeat Option form (available from your advisor). A limit of three repeat options may be filed during your entire undergraduate career. The student must be enrolled at the time the repeat option form is filed.
- c. Any student who fails to maintain a cumulative UK GPA of 2.5 shall be placed on academic probation within the College of Public Health.
- d. A student can be removed from academic probation when a cumulative GPA of 2.5 is obtained.
- e. A student shall be dismissed from the College who fails to achieve a cumulative GPA of 2.5 or higher within two consecutive semesters of being placed on probation or fails to earn a term GPA of 2.5 or higher for any two consecutive semesters following his/her placement on academic probation.
- f. A student who earns a term GPA of 2.5 or higher for each semester following placement on probation will continue in probationary status until a cumulative GPA of 2.5 or higher is obtained.
- h. Students who are on academic probation within the College of Public Health may transfer to other colleges or departments provided the students meet eligibility criteria.
- i. A student who has been dismissed from the College for academic reasons and has remained outside the program for at least a semester and a summer session may petition for reinstatement. Petition for reinstatement is to be made in writing to the Dean and shall include a written statement by the student specifying why he/she

should be considered for reinstatement. After consultation with the Director of Undergraduate Studies and other faculty as appropriate, the Dean may choose to accept or deny the petition. The Dean may require that the student agree to certain conditions in order to be reinstated (i.e. take additional course work, complete a writing class, obtain tutoring, etc.). The Dean shall inform the student in writing that he/she has been reinstated or reasons for denial of the petition for reinstatement. No student will be readmitted to the College via reinstatement request more than twice.

- j. A student who has been dismissed for academic reasons and reinstated shall, upon reinstatement, be placed on academic probation and be subject to the academic performance expectations outlined in this policy.

COURSES FOR NONMAJORS

Students from other departments are eligible to take certain public health courses offered to enrich the content of their basic major and/or to increase their knowledge and understanding of the society of which they are a part.

Sample 8-Semester Sequence

Bachelor of Public Health	
First Year	
<u>Fall</u>	<u>Spring</u>
BIO 103 (UK Core IV & premajor req)	CIS/WRD 111 (UK Core VI)
CIS/WRD 110 (Core V)	BST 330 (UK Core VIII & premajor req)
CPH 201 (UK Core III & premajor req)	CLA 131 (premajor req)
GRN 250 (UK Core IX & premajor req)	Public Health elective* #1
MA 111 (UK Core VII & premajor req)	Elective***
Total Hours: 15	Total Hours: 15
Second Year	
<u>Fall</u>	<u>Spring</u>
CPH 310	CPH 320
CPH 440	Public Health elective* #2
Natural or Physical science major requirement #1	Natural or Physical science major requirement #2
Elective***	UK Core II
Elective***	Elective***
Total Hours: 15	Total Hours: 15
Third Year	
<u>Fall</u>	<u>Spring</u>
CPH 450	UK Core I
Public Health elective* #3	Public Health elective* #4
UK Core X	Elective within the major** #1
Elective***	Elective***
Elective***	Elective***
Total Hours: 15	Total Hours: 15
Fourth Year	
<u>Fall</u>	<u>Spring</u>
CPH 472	CPH 470
Natural or Physical science major requirement #3	Public Health elective* #5
Elective within the major** #2	Natural or Physical science major requirement #4
Elective***	Elective***
Elective***	Elective***
Total Hours: 15	Total Hours: 15

* choose from CPH 202, CPH 203, CPH 351, CPH 423, CPH 441, CPH 450, CPH 451G, GRN 585

**choose from ANT 251, ANT 303, GEO 261, GEO 309, SOC 235, SOC 360

*** choose electives to lead to the minimum total of 120 hours required for graduation.

Assessment

Although the College pursues an active evaluation and assessment plan as a routine strategy, students pursuing this major will undergo additional assessments. The evaluation model of Donald Kirkpatrick is well suited to this purpose. The four levels of Kirkpatrick's evaluation model essentially measure: a) reaction of students (what they thought and felt about the educational experience); b) learning (the resulting increase in knowledge or capability); c) behavior (extent of behavior and capability improvement and their ability to implement or apply); d) results (the effects on the career, citizenship or career practice resulting from the student's performance). The grid below details the Kirkpatrick's structure and assessment methods.

Evaluation level	Evaluation description and characteristics	Evaluation approach for the Bachelor of Public Health
<p style="text-align: center;">1. Reaction</p>	<p>Reaction evaluation is how the students felt about their interactions with advisors and instructors, and personal reactions to the learning experiences:</p> <p>Did the students enjoy the course?</p> <p>Did they consider the course relevant?</p> <p>What was their level of participation?</p> <p>What level of effort was required to make the most of the learning (and get a "good" grade)?</p> <p>Perceived practicality and potential for applying the learning.</p>	<p>This will be done periodically (i.e., at the conclusion of each semester) by their academic advisor or the CPH Assistant Dean for Planning and Assessment.</p> <p>End-of-semester surveys will be used anonymously through the Teacher Course Evaluation process.</p> <p>Supplemental "grading" by the student, e.g. Survey Monkey.</p> <p>Annual focus group reactions from students, as it will be important to know whether students are upset or disappointed. Since it will be important that students give a positive impression when relating their experience to others who might be deciding whether to experience same.</p> <p>Verbal reaction that can be noted and analyzed by their academic advisor.</p>
<p style="text-align: center;">2. Learning</p>	<p>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning</p>	<p>Tracking of course grades and instructor feedback about student writing and presentation skills are commonplace in CPH.</p> <p>Though more difficult for more complex</p>

	<p>experience:</p> <p>Did the students learn what was intended to be taught?</p>	<p>learning, e.g. attitudinal development, which is famously difficult to assess, an effort will be made to assess changes.</p>
<p>3. Behavior</p>	<p>Behavior evaluation is the extent to which the students applied their learning and changed their behavior:</p> <p>Did the students put their learning into effect in a community setting?</p> <p>Was there a change in behavior and new level of knowledge sustained?</p> <p>Would the student be able to transfer their learning to another person?</p> <p>Is the student aware of their change in behavior, knowledge, skill level?</p>	<p>Measurement of behavior change is more difficult to quantify and interpret than reaction and learning evaluation.</p> <p>Cooperation and skill of observers, typically preceptors, directors of service learning projects, and advisors of extracurricular activities are useful.</p> <p>Students self-evaluate their competencies before and after selected courses</p> <p>Reflective writing and self-reported indicators will be used.</p> <p>The opinion of the student is a relevant indicator, but subjective and often unreliable, and therefore needs to be measured in a consistently defined way.</p>
<p>4. Results</p>	<p>Results evaluation is the effect on the students' choices after graduation</p> <p>Measures in this case would be indicators such as:</p> <p>number of students choosing a health-related professional program, senior theses in the students major which reflect a health topic. Alumni surveys which measure the perceived value and continued relevance of PH studies, and other quantifiable aspects of growth.</p>	<p>Once students graduate, outcomes are difficult to measure. Though beyond the timeline of degree completion, students typically receive a one year post-graduation survey about their readiness to enter and perform well in their chosen professional work.</p> <p>A three-year post- graduation survey is also administered by the College to learn more about their preparation and perceptions of success in the field. utilization of the content in their personal lives and career</p>

Resources and Oversight

The resources required to implement this Bachelor of Public Health involves no additional faculty lines initially. The major resource requirement based on the experience of the past several semesters is teaching assistants to facilitate small group work and assist the primary instructors. Resource needs will be reassessed to assure appropriate student-teacher ratios are maintained as enrollment grows.

Under President Capilouto's administration, Dean Wyatt, in consultation with faculty members, has established a new teaching model, one that includes the expectation that all faculty are teach four courses per year, far more than in the past. Thus, the increased teaching demand created by this degree program is usurped through the new expectations for teaching loads among existing faculty.

Decisions regarding academic content and adjustments to this proposal will be made by the CPH Academic Affairs Committee (AAC), a collection of teaching faculty who oversee and coordinate all curricular decisions for the college. The AAC will also coordinate cross-college and administrative activities.

Through the faculty governance procedures, in the College of Public Health, the academic affairs committee will provide oversight of the major. This committee is comprised of one faculty representative from each of the six current academic departments. These representatives are elected every two years by their departmental colleagues. The committee elects a Chairperson annually who sets the agenda, oversees due process, and communicates committee decisions to the Dean as well as Faculty Council. This committee also provides oversight for the evaluation of entire degree programs as will be the case with the proposed major..

The degree will be administratively housed with the college directly under the dean.

Undergraduate advising will be conducted through the Office of Academic and Student Affairs in the College of Public Health.

The Director of Undergraduate Studies will be James Holsinger, Jr. Dr. Holsinger is the Interim Associate Dean for Academic Affairs and his faculty appointments include Preventive Medicine and Environmental Health and Health Services Management in the College of Public Health; and Internal Medicine, Surgery, and Anatomy in the College of Medicine. Dr. Holsinger returned to the University faculty on December 10, 2005, following a two-year appointment as Secretary of the Cabinet for Health and Family Services of the Commonwealth of Kentucky following his appointment by Governor Ernie Fletcher on December 9, 2003. In his role as Secretary, Dr. Holsinger had

responsibility at the executive level for the management of the state's health and social services programs including the Medicaid program, Public Health system, Department for Mental Health and Mental Retardation Services and Department for Community Based Services, as well as several commissions. He graduated from Duke University Medical School in 1964. Dr. Holsinger has served in a variety of academic and administrative appointments at several universities as well as the federal government. Dr. Holsinger served for 26 years in the Department of Veterans Affairs, retiring on July 13, 1994. His career culminated in his appointment by the President of the United States as Chief Medical Director of the Veterans Health Administration on August 6, 1990. In 1992, he became Undersecretary for Health, Department of Veterans Affairs. Dr. Holsinger, likewise, served for over 31 years in the United States Army Reserve, with his Reserve career culminating with his assignment to the Joint Staff as Assistant to the Director for Logistics in 1989, and his promotion to Major General in 1990. Dr. Holsinger retired from the United States Army Reserve in 1993.

Appendix A – Framing the Future



Recommended Critical Component Elements of an Undergraduate Major in Public Health August 3, 2012

There is a growing interest in undergraduate education for public health. The [Association of Schools of Public Health \(ASPH\)](#) recognizes that there is significant value in education in undergraduate public health regardless of a graduate's ultimate career destination, and that some programs will choose to provide education in public health as a part of a general liberal arts education. There are important distinctions between undergraduate and graduate education with regard to the acquisition of knowledge, skills, competencies, and career opportunities. While ASPH is undergoing a process of reviewing the nature of public health education overall, it has also charged an expert panel with providing guidance for those seeking to start a new undergraduate program in public health or to expand or improve an existing program.

I. BACKGROUND DOMAINS

A. Content Areas:

- 1. Science:** Students should have an introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
- 2. Social and Behavioral Sciences:** Students should have an introduction to the foundations of social and behavioral sciences
- 3. Math/Quantitative Reasoning:** Students should have an introduction to basic statistics
- 4. Humanities/Fine Arts:** Students should have an introduction to the humanities/fine arts

B. Skill Areas:

- 1. Communications:** Students should be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences
- 2. Information Literacy:** Students should be able to locate, use, evaluate, and

synthesize information

II. PUBLIC HEALTH DOMAINS

- A. Overview of Public Health:** Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- B. Role and Importance of Data in Public Health:** Students should have an introduction to the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- C. Identifying and Addressing Population Health Challenges:** Students should have an introduction to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- D. Human Health:** Students should have an introduction to the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- E. Determinants of Health:** Students should have an introduction to the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- F. Project Implementation:** Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- G. Overview of the Health System:** Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries
- H. Health Policy, Law, Ethics, and Economics:** Students should have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government
- I. Health Communication:** Students should have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

III. CULMULATIVE EXPERIENCE AND FIELD EXPOSURE

Students should have opportunities to integrate, apply, and synthesize knowledge through cumulative and experiential activities that include:

- A. Cumulative Experience:** Students should have a cumulative, integrative, and

scholarly or applied experience or inquiry project that serves as a capstone to their educational experience

- B. Field Exposure:** As an integral part of their education, students should be exposed to local level public health professionals and/or to agencies that engage in population health practice

IV. CROSS-CUTTING AREAS

Students should be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. These may include the following:

- Advocacy for protection and promotion of the public's health at all levels of society
- Community dynamics
- Critical thinking and creativity
- Cultural contexts in which public health professionals work
- Ethical decision making as related to the self and society
- Independent work and a personal work ethic
- Networking
- Organizational dynamics
- Professionalism
- Research methods
- Systems thinking
- Teamwork and leadership

Throughout the curriculum, students should have a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of public health practice. In addition, students should receive career and graduate school advising.

**Appendix B – ASPH Undergraduate Outcomes
Undergraduate Public Health Learning Outcomes
FINAL Model Version 1.0
July 14, 2011**

In collaboration with the Association of American Colleges and Universities, Association for Prevention Teaching and Research, and Centers for Disease Control and Prevention, the Association of Schools of Public Health is pleased to present this learning outcomes model designed to facilitate the introduction of public health to undergraduate students in two- and four-year colleges and universities. Model Version 1.0 represents public health knowledge, concepts and skills that can be integrated into curricular and co-curricular undergraduate educational opportunities to enable students to become more active participants in their own and their community's health.

Inspiration for the model came from the Institute of Medicine's recommendation for an educated citizenry, based on access to public health education by all undergraduates, and a number of key trends and issues in the field. **The list is neither comprehensive nor prescriptive, but illustrative of the myriad ways public health contributes to quality of life locally and globally.**

Modeled after the Association of American Colleges and Universities' [Liberal Education and America's Promise \(LEAP\) Framework](#), Domains 1, 2 and 3 include recommended learning outcomes; Domain 4 provides examples of incorporating the learning outcomes into: general education or discipline-specific courses, co-curricular collaborations, and experiential learning opportunities.

Target Audience

All undergraduate students at institutions of higher education

Goal of the Model

Express what every undergraduate, as an educated member of society, should know and be able to do to promote population health both locally and globally.

Partners

Association of American Colleges and Universities (AAC&U) Association for Prevention Teaching and Research (APTR) Centers for Disease Control and Prevention (CDC)

More Information and Domain 4 Submissions

For details on the model visit <http://www.asph.org/document.cfm?page=1085>.

Email Domain 4 Integrated and Applied Learning suggestions for incorporating the learning outcomes into teaching and learning to learningoutcomes@asph.org.

This project was partially supported under a cooperative agreement from the Centers for Disease Control and Prevention (CDC) through the Association of Schools of Public Health (ASPH) Grant Number CD300430.

DOMAIN 1: KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD AS IT RELATES TO INDIVIDUAL AND POPULATION HEALTH

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

As educated members of society, all undergraduates should be able to...

- 1.1 Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- 1.2 Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.
- 1.3 Describe the reciprocal relationships among literature, the arts, and public health.
- 1.4 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
- 1.5 Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.
- 1.6 Discuss major local, national, and global health challenges.
- 1.7 Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.
- 1.8 Explain the influence that science and technology have on individual and population health.
- 1.9 Outline approaches for assessing and controlling environmental hazards that affect community health.
- 1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices.
- 1.11 Appreciate the role of community collaborations in promoting population health.
- 1.12 Recognize the importance of key events and milestones in the history and development of the field of public health.
- 1.13 Value the relationship between human rights and health.

DOMAIN 2: INTELLECTUAL AND PRACTICAL SKILLS

Inquiry and analysis
Critical and creative thinking
Written and oral communication
Quantitative literacy
Information literacy
Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

As educated members of society, all undergraduates should be able to...

- 2.1 Describe how the methods of epidemiology and surveillance are used to safeguard the population's health.
- 2.2 Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community.
- 2.3 Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- 2.4 Communicate health information to a wide range of audiences through an array of media.
- 2.5 Conduct a literature search on a health issue using a variety of academic and public resources.
- 2.6 Engage in collaborative and interdisciplinary approaches and teamwork for improving population health.
- 2.7 Analyze alternative viewpoints regarding a health topic.
- 2.8 Assess the source and quality of health information and data, as related to individual and community health.
- 2.9 Appreciate the multiple determinants of health.
- 2.10 Recognize the impact of policies, laws, and legislation on both individual and population health.

DOMAIN 3: PERSONAL AND SOCIAL RESPONSIBILITY

**Civic knowledge and engagement—local and global
Intercultural knowledge and competence Ethical reasoning
and action**

Foundations and skills for lifelong learning

***Anchored through* active involvement with diverse communities
and real-world challenges**

As educated members of society, all undergraduates should be able to...

- 3.1 Identify stakeholders who influence health programs and interventions.
- 3.2 Discuss the role of community engagement in promoting population health and social justice.
- 3.3 Outline individual and community preparedness considerations regarding health emergencies and public disasters.
- 3.4 Collaborate with others from diverse backgrounds in addressing health disparities and inequities.
- 3.5 Participate in the political process to improve health, social justice, and equity.
- 3.6 Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- 3.7 Examine the fundamental right to health and health services.
- 3.8 Advocate for evidence-based social changes that improve the health of individuals and communities.
- 3.9 Champion the role of prevention in promoting a healthy community.
- 3.10 Endorse lifestyle behaviors that promote individual and population health and well-being.
- 3.11 Value multicultural perspectives and sensitivities on health.

Appendix C – Course Descriptions

Premajor Requirements

BIO 103, Basic Ideas of Biology

Introductory biology. Discussion topics are those relevant to both plants and animals- cell structure and function, molecules important to living things, metabolism, heredity, environment. Not for life science majors

BST 330, Statistical Thinking for Population Health

This course provides students with an introduction to statistical concepts that are important for solving real-world public health problems. This course will present statistical principles and associated scientific reasoning underlying public health practice and health policy decision-making.

CLA 131, Medical Terminology from Greek & Latin

Medical Terminology is designed to acquaint the student with medical vocabulary that derives from Latin and Greek and to explore the etymologies through which medical prefixes, suffixes, and combining forms came into their modern usages in the various departments of medicine. Unlike a normal classroom course, CLA 131 is a computer-assisted, self-paced course designed for students planning careers in the health services. Students study independently using the text and available computer resources and are tested through the semester on their competency with the material.

CPH 201, Introduction to Public Health

This course provides the student with basic knowledge about the discipline of public health. After receiving a philosophical and political orientation to public health, students will begin to acquire functional knowledge of the strategies most often applied in public health practice. Key content areas (such as HIV prevention, maternal and child health, reducing obesity rates, and reducing tobacco addiction) will become focal points for the investigation of these strategies.

GRN 250, Aging in Today's World

This class explores the processes and meanings of "growing old", focusing on influences from childhood through adolescence and adulthood, with constant attention to how these processes and meanings are situated in time and space and eventually inform individual and societal conceptions of and actions concerning old age. The many faces of aging are examined from an array of disciplinary perspectives using selected readings, film documentaries, consideration of personal/family histories, and a series of exercises that allow students to place one's own life experience and thoughts of growing old in broader social context.

MA 111, Introduction to Contemporary Math

An introduction to concepts and applications of mathematics, with examples drawn from such areas as voting methods, apportionment, consumer finance, graph theory, tilings, polyhedra, number theory, and game theory. This course is not available for

credit to persons who have received credit in any mathematics course of a higher number with the exceptions of MA 112, 123, 162, 201 and 202. This course does not serve as a prerequisite for any calculus course. Credit not available on the basis of special examination. Prereq: Two years of high school algebra and a Math ACT score of 19 or above, or MA 108R, or math placement test.

Major Courses

CPH 202, Public Health through Popular Film

This course will provide students with an introductory understanding of public health concepts through critical examination of popular cinema and instruction in basic public health principles, disease principles, and behavioral and social interactions related to the movie topics. A combination of lectures, readings and film viewing will enable students to understand the relationship between behavioral, environmental, biological and other risk factors with disease, injury or other health outcomes. The effect of social, economic and health systems context will also be examined. In addition, students will learn to distinguish between fact and fiction with regards to the science and activities of public health as portrayed in cinema.

CPH 203, Sexual Health

This course will provide students with an in-depth treatment of all sex-related topics that influence the health and wellbeing of humans. Emphasis is placed on healthy sexual expression in the context of global HIV and STD epidemics as well as global issues with unintentional pregnancy and cervical cancer – all of which are highly preventable. Students will also gain an in-depth education about human sexual functioning (physiology and neural pathways), sexual pluralism (diversity in sexual expression), issues pertaining to gay and lesbian health, and the science of understanding relational issues and gender role issues in US culture.

CPH 310, Disease Detectives: Epidemiology in Action

This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify associated and causative factors of disease in populations.

CPH 320, Foundations of Environmental Health

An overview of the physical factors that influence human health, including hazards from unsanitary water, polluted air, traumatic injury hazards, toxins, radiologic risks, and other features of the natural and human made environment that can kill, injure, maim, and cause disease in human populations. Special focus is given to understanding the relationships between biological, chemical, and other factors that produce unhealthy environments that sicken individuals throughout their lifespan. Additional topics include the important influence of environmental hygiene, restaurant inspections, occupational safety and health issues, clean water standards, air pollution regulations, and other laws and regulations that protect the health and safety of human populations.

CPH 351, Preparing for Apocalyptic Events: Crisis Management and Population Health

Students enrolled in this course will participate in in-depth analyses of multiple large-scale disasters. This course will provide students with the knowledge necessary to participate in all phases of the crisis management process, as overseen by a health service organization. Case studies will be utilized heavily throughout this course and students will have the opportunity to engage in discussion with various health professionals from around Kentucky that engage in crisis management activities. Assessments will be based on course readings and writing assignments. The writing assignments in this course will involve historical analysis of both domestic and international disasters.

Prerequisite: EDC 547, or consent of instructor.

CPH 423, The Health of Kentuckians

An overview of the determinants, factors and remedies to the traditionally poor health status of Kentuckians. The course focus is on population health of the Commonwealth, with an emphasis on data, trends and solutions to illness, death and disability. Other topics include health rankings, vital statistics and demographic factors. The comparison of Kentucky's population health status to the US average and to other states is presented, plus strategies to improve population health in the Commonwealth. Additional topics include the relationship between Kentucky's demographic, economic, environmental, and education characteristics and their impact on health.

CPH 440, Foundations of Health Behavior

This course will provide students with an overview of primary prevention in the rapidly expanding field of public health. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs. The course includes an overview of public health issues in the United States. The course also includes training regarding the translation of research findings into public health practice.

CPH 441 The Smoking Gun: Tobacco and the Public's Health

This course will provide a theoretical, cultural and economic rationale for the role of tobacco smoking related to the overall health of US populations in the United States and abroad. This course will examine trends in tobacco smoking from the 1960's to present day and how social and political forces have both directly and indirectly undermined the current public health agenda-to reduce, minimize, and eventually eradicate tobacco related chronic disease and death worldwide. Students will acquire the necessary tools to identify the scientific literature on smoking and disease through traditional published literature, tobacco websites, and national data sets. As a result of this class students will also be able to make an argument for or against the continued use of tobacco products as part of consumer preference and/or the growth of tobacco as an economic commodity based on scientific inquiry and evidence-based information. The course will also introduce students to the transdisciplinary approach to investigating and solving public health problems and the

life-course perspective for understanding the impact of health risk behaviors across the lifespan.

CPH 450, Managing Health Services Organizations to Improve Population Health

“Managing Health Organizations to Improve Population Health” will introduce students to a number of foundational concepts related to leadership and management, particularly in the realm of health organizations (e.g., local and state health departments, hospitals, community clinics, etc.). In particular, this course will explore the areas of managing human and non-human resources, and improving agency performance. Students enrolled in this course will participate in class discussions and have regular course assessments related to textbook readings. In addition, students will have the opportunity to interact with managers and organizational leaders from a variety of health service agencies.

CPH 451G*, A Sick World: Global Health in the Early 21st Century

This course provides students with basic knowledge about the issues of global public health and its importance to all peoples of the globe. After receiving an introduction to the principles and goals of global public health, students will begin to acquire functional knowledge of the theoretical and methodological underpinnings of global public health practice. Key content areas such as health determinants, issues of health, education, and poverty, ethical and human rights concerns, the impact of culture on global public health, the burden of disease on the global human population, and other pertinent global public health topics will become focal points for class discussion. This course will emphasize theory-driven empirical investigation of key behavioral issues that influence the health and well-being of people around the globe. Case studies of global public health issues will be utilized. HSM 241, Health and Medical Care Delivery Systems

Review of the wellness-illness spectrum and the societal response in terms of health services. Topics to be covered include the nature and functions of health services agencies and professionals, and the impact of social, political, economic, regulatory, and technological forces. Also includes a discussion of major health problems and related health care programs.

CPH 470*, Public Health Capstone

This course will provide students with training in the practice of conducting literature reviews and in the process of synthesizing reviewed materials into a coherent and timely manuscript. Literature reviews will be focused on core areas within public health such as the prevention of cardiovascular disease, obesity, cancer, and diabetes. Students will draw upon previous coursework in public health to fully understand one clearly defined area of scientific inquiry regarding the prevention of disease at the population level. Using their past acumen of acquired knowledge, students will acquire the cognitive skills needed to analyze and synthesize literature into a simplified and cohesive manuscript that offers practical and evidenced-based conclusions for public health practitioners. They will also acquire professional skills needed for academic presentation of review findings to audiences of public health peers and professionals.

Prerequisites: BST 330, CPH 310, CPH 320, CPH 440, CPH 450

CPH 472*, Public Health Professions and Practice

This course familiarizes students with the practice of public health, introducing them to the various settings and arenas in which public health professionals work. Through guest lectures, field trips, and discussions with professionals in the field, students gain exposure to the roles and responsibilities of the public health workforce. Students will assess their own interests, skills, and personality to explore and describe their own career goals.

Prerequisites: BST 330, CPH 310, CPH 320, CPH 440, CPH 450; restricted to Bachelor of Public Health students

ANT 251, Global Health: Cultures, Pathologies, and Social Inequalities

How do globalization, development, and social justice impact health and illness? How do public health interventions influence chronic and emergency global health crises in both positive and negative ways? This course explores these and other questions from an anthropological perspective. Participants examine health effects of economic collapse, disasters, and socio-political changes in industrialized and developing countries. We also study the growing global health industry from a social science perspective to evaluate the strengths and limitations of international aid, humanitarian interventions, and NGOs for the wellbeing of individuals and communities. Topics include chronic and infectious diseases, environmental disasters, pharmaceuticals, global clinical trials, and the traffic in human organs. Course materials include texts from anthropology, mass media, documentaries, blogs and Twitter feeds. This course will be of interest to students in anthropology and the social sciences, International Studies, pre-med students, and those who are interested in pursuing advanced degrees or professional careers in development and policy. Students will think comparatively and openly about diverse forms of knowledge and practice concerning culture, health and social inequalities, including their own assumptions about the relationships between behavior, culture, and illness.

ANT 303, Topics in the Anthropology of Food and Nutrition: (Subtitle required)

This course focuses on food and nutrition through the lens of anthropology. Topics will vary, but each semester the course will provide insight into an aspect of food and nutrition that is relevant to present-day concerns in regional, national, and/or global context. Nutrition is one of the most critical health issues in the U.S. and globally as people struggle with both undernutrition and overnutrition and the long-term consequences of both to human well-being. At the same time, it is important to recognize that food is embedded in cultural, social and political-economic contexts that serve to foster and maintain cultural and social identity, and/or in which food is a commodity to be bought, sold and traded for economic profit and/or political gain.

GEO 261, Global Dynamics of Health and Disease

This course is an introduction to health and disease from a geographical perspective. It provides an introduction to globalization; global health; epidemiology; the immune system; major pandemics of the 20th and 21st centuries; and, global

attempts to confront current and future pandemics. Connections are made to medicine, nursing, public health, and related fields..

GEO 309, Introduction to GIS

This course introduces students to the use of geographic information systems and their basic principles. Topics addressed include data collection, processing and output. Students will learn about types of geographic information and data: sources, constraints, and uses; the range of secondary spatial data sets available; and the collection of primary spatial data using global positioning systems (GPS) and other technologies.

GRN 585, Aging and Environment

Explores the elderly person's changing experience of environment. Physiological, psychological and social changes are related to adjustment within urban and rural community environments, special housing for the elderly, and long-term care environments.

SOC 235, Inequalities in Sociology

This course seeks to promote and understanding of inequalities in American society by considering them in the context of the social origins, development, and persistence of inequalities in the United States and other societies. Bases of inequality that may be considered include race/ethnicity, class/status, gender/sexuality, age, political and regional differences as these relates to politics, social justice, community engagement, and/or public policy.

Prerequisites: SOC 101 or CLD 102

SOC 360, Environmental Sociology

A sociological study of the inter-relationship between human societies and the natural environment. Topics may include population growth; food systems; energy; climate change; risk perception; disasters; sustainability; social movements; and environmental justice.

* *new course proposal forthcoming*

Appendix D – Faculty List

Full Professors in the College of Public Health

Tyrone F. Borders, PhD	Health Services Management
Richard R. Clayton, PhD	Health Behavior
Richard A. Crosby, PhD	Health Behavior
James W. Holsinger Jr., MD, PhD	Preventive Medicine and Environmental Health
Todd R. Johnson, PhD	Biostatistics
David M. Mannino III, MD	Preventive Medicine and Environmental Health
Glen P. Mays, PhD, MPH	Health Services Management
Robert H. McKnight, ScD	Preventive Medicine and Environmental Health
Graham Rowles, PhD	Gerontology
Wayne T. Sanderson, PhD, CIH	Epidemiology
F. D. Scutchfield, MD	Preventive Medicine and Environmental Health
Brent J. Shelton, PhD	Biostatistics
Pamela B. Teaster, PhD	Health Behavior
John Watkins, PhD	Gerontology

Associate Professors in the College of Public Health

Richard Charnigo, PhD	Biostatistics
Steven T. Fleming, PhD	Epidemiology
Claudia Hopenhayn, PhD	Epidemiology
Sujin Kim, PhD	Biostatistics
Radhakrishnan Nagarajan, PhD	Biostatistics
Mark A. Swanson, PhD	Health Behavior
Sarah Wackerbarth, PhD	Health Services Management

Assistant Professors in the College of Public Health

Patrick J. Breheny, PhD	Biostatistics
Steven R. Browning, PhD	Epidemiology
Heather M. Bush, PhD	Biostatistics
Li Chen, PhD	Biostatistics
Katherine S. Eddens, PhD, MPH	Health Behavior
David W. Fardo, PhD	Biostatistics
Scott Hankins, PhD	Health Services Management
Bin Huang, DrPH	Biostatistics

Joy M. Jacobs-Lawson, PhD	Gerontology
Andrew O. Johnson, MPH, PhD	Health Services Management
Jeffery A. Jones, PhD	Health Behavior
Venkata N. Kavuluru, PhD	Biostatistics
Thorburn B. Symons, PhD	Gerontology
Emily M. Van Meter, PhD	Biostatistics
Robin C. Vanderpool, DrPH	Health Behavior
Chi Wang, Ph.D.	Biostatistics
Philip M. Westgate, PhD	Biostatistics
Lin Yang, PhD	Biostatistics
Faika Zanjani, PhD	Gerontology



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February 14, 2013

Dr. Stephen W. Wyatt
University of Kentucky
College of Public Health
Office of the Dean
111 Washington Avenue, Suite 112
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I am pleased to support the new Bachelors in Public Health (BPH) degree that you are planning at the University of Kentucky. The current national focus on public/population health at the undergraduate and graduate level, is critical to the health and wellness of our country and indeed the world.

As you are aware, we have both undergraduate and graduate public health programs and are aware of the tremendous need for this education. We wish you every success as we all move forward together to a healthier tomorrow.

Best regards,

A handwritten signature in blue ink that reads "Deborah Whitehouse".

Deborah Whitehouse, DSN, APRN
Dean, College of Health Sciences
Eastern Kentucky University



Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution

February 26, 2013


Stephen W. Wyatt, DMD
Dean
UK College of Public Health
111 Washington Avenue, Suite 112
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I have read with great interest the proposal for creating new undergraduate curricula in your college, including a Bachelor of Public Health, Minor of Public Health and Certificate of Public Health. You have made a very compelling argument for the creation of the undergraduate degree, minor and certificate that will offer students at UK an earlier exposure in their post-secondary education to the critical issues in public health currently affecting the Commonwealth of Kentucky, our nation, and the world. I congratulate you on this achievement and offer my full support to this effort. As you know, the University of Louisville School of Public Health and Information Sciences has committed itself to a BS/BA degree in Public Health and intends to initiate that curriculum in Fall 2013. We hope to be able to cross-list undergraduate courses of interest to both of our student bodies that will be available either in the classroom or online through our two universities.

Clearly, the collaborative efforts of both of our universities will be required in order to fully address the public health needs of the Commonwealth of Kentucky. In that spirit, we look forward to an expanded array of opportunities for working together with faculty and staff from the UK College of Public Health through the recently created Kentucky Public Health Institute and ongoing activities within the Kentucky Public Health Association, the Association of Schools of Public Health, and other professional organizations.

Sincerely,



Richard D. Clover, MD
Dean
School of Public Health and Information Sciences
University of Louisville



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
COLLEGE OF HEALTH & HUMAN SERVICES

February 18, 2013

Stephen W. Wyatt
Dean, College of Public Health
University of Kentucky College of Public Health
111 Washington Ave., Suite 112
Lexington, KY 40536-0003

Dear Dr. Wyatt:

It is a pleasure to write a letter of support for the proposed Bachelor of Public Health (BPH), Minor of Public Health, and Certificate of Public Health to be offered by the University of Kentucky.

The proposed BPH program aligns well with the Association of Schools of Public Health's competencies. The domains are well defined and address the core areas common to public health curricula. The interdisciplinary nature of the proposed curriculum appears to be well thought out and provides a lot of flexibility which should appeal to a wide range of students.

WKU offers an accredited MPH program. The development of an undergraduate program at the University of Kentucky creates the opportunity for students to continue in graduate studies at WKU. In fact, it would be helpful to develop career ladders for undergraduate students to earn BS in PH at University of Kentucky, MPH at WKU, and then returning to University of Kentucky for doctoral studies in public health.

WKU is excited about the possibility of collaborating with the University of Kentucky. Since we are located in more of a rural environment, we would welcome the opportunity to explore the possibilities of having our students gain experience in more urban settings, and similarly, we would work with some of our sites and placements to provide some of your students with rural experiences. We are also currently experimenting with 'blended' courses. This mix of the traditional face-to-face meetings and on-line assignments seems to appeal to our upperclassmen. We're thinking about ways to collaborate to bring in experts from outside our own academic institution as well as practitioners from the field to enhance the student learning experience. It's our hope that as your program develops we can explore meaningful ways to collaborate in the future.

Sincerely,

John A. Bonaguro, Ph.D.

Dean

The Spirit Makes the Master

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February 21, 2013

Dr. Lee Blonder
University Senate
203 Main Building
Lexington, KY 40506-0032

Dear Dr. Blonder,

I am writing to express our College's support for the proposed new major, a Bachelor of Public Health degree (BPH). The proposed BPH is the product of much reflection and discussion across our two colleges. Faculty from the College of Public Health have been meeting regularly with faculty from the College of Arts and Sciences to develop two supporting, but distinct, undergraduate majors, and we have worked jointly with them on the creation of two undergraduate degree programs.

The College of Arts and Sciences will separately be proposing a liberal arts degree with a public health focus, to be a Bachelor of Arts in Population Health. Both degree programs will share some of the same core courses. The College of Arts and Sciences can guarantee that BPH majors will be permitted into A&S elective courses to fulfill requirements for the major.

The BPH is a degree that will serve the Commonwealth of Kentucky; as an accredited program it has a comprehensive curriculum, and will prepare graduates for employment in fields of public health. Students completing this degree will qualify to take the Certification in Public Health Exam. No other institution in Kentucky offers an undergraduate degree in Public Health or Population Health. Although both the BPH and the Bachelor of Arts in Population Health will be new to the Commonwealth, they are of increasing interest nationally. We look forward to continuing our collaboration with the College of Public Health to develop co-curricular programs of interest to all our students.

Sincerely yours,



Mark Lawrence Kornbluh
Dean




*Office of Academic & Student Affairs
University of Kentucky College of Dentistry
MIN-134
Lexington, KY 40536-0297*

Phone: 859-323-5656

MEMORANDUM

TO: Dean Stephen W. Wyatt
College of Public Health

FROM: Cynthia S. Beeman, D.D.S., Ph.D. 
Associate Dean for Academic Affairs

DATE: February 20, 2013

RE: Program Proposal: Bachelor of Public Health, Minor of Public Health, Certificate of Public Health

I am writing on behalf of the College of Dentistry to offer our support for the new Public Health Bachelor degree offering, as well as the new Certificate in Public Health and Minor in Public Health. The College of Dentistry appreciated the opportunity to review the program proposal, and acknowledge that these new Public Health program offerings will enrich the opportunities for University of Kentucky students who are interested in health care careers. The students who participate in these programs have the potential to impact Kentucky's health disparities and challenges, whether they continue their careers beyond the Bachelor's degree or not. The opportunity for undergraduate students who are majoring in non-Public Health disciplines to Minor in Public Health is unique and much needed, particularly for those who plan to enter professional programs. In addition, the Certificate in Public Health will enhance the credentials of many working professionals who are dedicated to improving the health of the citizens of the Commonwealth, and beyond.

The College of Dentistry wholeheartedly supports your proposal, and looks forward to the implementation of the program in the near future.

Wishing you the best of success with this new endeavor!



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February 20, 2013

Stephen W. Wyatt, D.M.D., M.P.H.
Dean, College of Public Health
111 Washington Avenue
CAMPUS 0003

Dear Dean Wyatt,

It is my pleasure to provide this letter of support for the new Bachelor of Public Health (BPH) degree proposal.

According to the proposal document, this program is intended to meet the demand for undergraduate-trained public health professionals by preparing students for entry level positions in community and public health or, potentially, for graduate study in various health professions. Given the increasing need for a healthcare workforce that is knowledgeable of and prepared to address health problems from a population perspective this program is particularly timely.

We look forward to continued collaborations with the College of Public Health to improve healthcare for citizens of Kentucky and beyond. I believe this proposal will provide yet another interesting and relevant option for undergraduate students interested in pursuing healthcare careers, and it has my support.

Warm regards,

A handwritten signature in black ink that reads 'Sharon R. Stewart'. The signature is written in a cursive style and is positioned above the printed name.

Sharon R. Stewart
Interim Dean, College of Health Sciences





Dean, College of Medicine
Vice President for Clinical
Academic Affairs
138 Leader Avenue, Room 241
Lexington, KY 40506-9983
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January 31, 2013

Stephen Wyatt, DMD, MPH
Dean, College of Public Health
University of Kentucky
111 Washington Ave., Ste. 112b
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I am very pleased to learn about your new degree program for undergraduates: Bachelors of Public Health (BPH). Your Associate Dean for Academic Affairs has discussed this proposal with my admission staff and it is agreed that this new degree option will provide premedical students with the essential content/courses to ensure they are competitive for admission to medical school and adequately prepared for the Medical College Admission Test (MCAT). Of special note is that several courses in the proposed curriculum would address new MCAT content in population health and health risk behaviors. As I understand it, the BPH degree will necessitate, in part, students choosing 12 credit hours from any of five departments, with anatomy and physiology being two of those (the other three reside in Arts and Science). Any anatomy or physiology courses that students take for this degree would be at the 200-level or above.

I see this proposal as being quite valuable overall and specifically important to the College of Medicine. Therefore, I am pleased to support the proposal and wish you the very best in making degree program a success.

Kind regards,

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

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



College of Nursing
Office of the Dean
UK Medical Center
315 College of Nursing Bldg.
Lexington, KY 40536-0232
859 323-4857
fax 859 323-1057
www.uknursing.uky.edu

February 19, 2013

Stephen Wyatt, DMD, MPH
Dean, College of Public Health
University of Kentucky
111 Washington Ave, Ste. 112b
Lexington, KY 40536-0003

Dear Dr. Wyatt:

I am pleased to provide a letter of support for your new degree program for undergraduates: Bachelors of Public Health (BPH). Data from multiple sources indicate there will be a shift toward prevention of conditions at population levels across the lifespan. Also, when viewed from an interprofessional practice perspective, individuals from the proposed program would have background knowledge in culture and personal/social responsibility as well as informatics and epidemiology. As such, they have the potential to contribute to interprofessional practice.

For all these reasons, I see this proposal as valuable and I am pleased to support your endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Patricia B. Howard".

Patricia B. Howard, PhD, RN, FAAN
Interim Dean and Professor

PH/lg



College of Pharmacy
789 S. Limestone, 213C
Lexington, KY 40536-0596
<http://pharmacy.mc.uky.edu/>

Patrick J. McNamara, Ph.D.
Senior Associate Dean
Phone: (859) 257-7896
Fax: (859) 257-2128
e-mail: pmcnamar@email.uky.edu

Richard A. Crosby, PhD
Chair Department of Health Behavior
College of Public Health

Dear Dr. Crosby,

I am writing this letter in support of your efforts to establish a Bachelor of Science degree in Public Health (BSPH).

Our rationale for supporting the development of the BSPH degree is altruistic. It would make the College of Public Health's degree portfolio in this area more complete and allow students more options particularly as they work towards a Masters in Public Health.

The College of Pharmacy academic administration does not see this as a clear 'gateway' degree towards entering the PharmD program since requirements for the BSPH do not sufficiently fulfill PharmD pre-requisites. However, applicants with the degree who meet pre-requisite requirements would surely be competitive applicants.

Good luck with the establishment of this new degree.

Sincerely,

A handwritten signature in black ink that reads "Patrick McNamara". The signature is written in a cursive style.

Patrick McNamara, Ph.D.
Professor and Interim Dean



To: Dr. Richard Crosby, Chair of the Bachelor of Public Health Committee

From: Dr. Steve Browning, Chair of Academic Affairs, College of Public Health

A handwritten signature in blue ink, appearing to read 'SB', is written over the 'From:' line.

Date: February 21, 2013

RE: Program Proposal for Bachelor of Public Health, Minor of Public Health, and Certificate of Public Health

On February 21, 2013, the Academic Affairs Committee voted unanimously to approve the program proposal, under amendment, for the bachelor of public health (BPH) degree, which includes endorsement of the minor of public health and the certificate in public health. The amendment to the motion for program approval included specifications made by Dr. Brion that the revised program proposal: 1) should not set an overall GPA for student graduation, 2) should include boilerplate language defining the structure and function of the Academic Affairs committee, such as may be obtained from the self-study documents, and 3) should specify and recommend the core mathematics requirement that would be most appropriate for undergraduate BPH majors. We appreciate your intention to make the appropriate revisions to the program proposal.

The Academic Affairs Committee would like to recognize and commend the work of the undergraduate program committee in the development of a comprehensive and detailed proposal. We appreciate the challenges and compromises that were necessary in forging the proposal for the BPH degree alongside the College of Arts and Sciences proposal for a BA degree in population health. To have the BPH degree accredited with CEPH standards is a strong asset to the existing proposal. The AAC is forwarding the results of the vote and the program proposal to Faculty Council for their review and vote.

College of Public Health - Department of Epidemiology
111 Washington Avenue, Suite 213
Lexington, KY 40536-0003

Tele: (859) 218-2330
Fax: (859) 257-8811
www.ukcph.org/index.htm

22 February 2013

Dr. Stephen Wyatt,
Dean, College of Public Health
University of Kentucky

Dear Dean Wyatt:

Following a unanimous vote by the CPH Academic Affairs Committee, CPH Faculty Council has approved the BPH proposal as written but with the amendment recommendations of Academic Affairs. We think that the BPH program, public health minor, and public health certificate will make a significant impact on the Commonwealth in terms of public health education as we move towards the future.

Sincerely yours,



Steven Fleming, PhD
Associate Professor and Chair Faculty Council
Epidemiology

Ett, Joanie M

From: Noland, Melody
Sent: Wednesday, August 21, 2013 10:00 AM
To: Ett, Joanie M
Cc: Wyatt, Stephen W; O'Hair, Mary J; Shapiro, Robert; Parker, Steve
Subject: Bachelor's progm in Public Health

Dear Ms. Ett,

I am writing at the request of Dr. Wyatt regarding the proposed Bachelor's program In Public Health. It is my understanding that the Undergraduate Council needs a statement from KHP regarding the program. Several faculty in Kinesiology and Health Promotion have examined the curriculum for the new program and we cannot find any redundancies with our programs in KHP. I have consulted with our Dean, Mary John O'Hair, and she is in agreement. We support its passage.

We did ask Dr. Wyatt to make an editorial change on p.10 of the proposal to acknowledge our programs in our Department (Exercise Science major and Health Promotion minor) which we consider to be tangential to the Bachelor's program in Public Health. He has agreed to make that change and present it to the Undergraduate Council.

If you need anything further, please let me know.
Melody Noland

Melody Noland, PhD
George and Betty Blanda Endowed Professor in Education
Chairperson, Department of Kinesiology and Health Promotion and
Professor of Health Education
Department of Kinesiology and Health Promotion
100 Seaton Building
University of Kentucky
Lexington, KY 40506-0219
(859) 257-5826
melody.noland@uky.edu
fax: (859) 323-1090



May 2, 2014

College of Public Health
Office of the Dean
111 Washington Avenue, Suite 112
Lexington, KY 40536-0003
859 218-2247
fax 859 323-5698
www.ukcph.org

Dr. Lee Blonder
Senate Council Chair
University of Kentucky
Lexington, KY 40506

Dear Dr. Blonder:

As per the request of the Senate Council, I am forwarding departmental chair letters supporting the use of various elective courses noted in the bachelor of Public Health proposal being considered by the University Senate at its May 5, 2014, meeting. Should anything else be required, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Steve".

Stephen W. Wyatt, DMD, MPH



College of Arts and Sciences
Anthropology
211 Lafferty Hall
Lexington, KY 40506-0024
859 257-2710
fax 859 323-1959
anthropology.as.uky.edu

April 29, 2014

Stephen W. Wyatt, DMD, MPH
Dean,
College of Public Health
University of Kentucky
111 Washington Avenue
Lexington, KY 40536

Dear Dean Wyatt,

On behalf of the Department of Anthropology, I am delighted to write a letter to support the proposed Bachelor of Public Health, in the College of Public Health. More specifically, I endorse the inclusion of two courses in Anthropology—ANT 251 and ANT 303—as electives within the major.

The Department of Anthropology has long welcomed graduate students from the College of Public Health into our classes, and we look forward to working with undergraduate majors in Public Health as well. I wish you great success with the new major.

Best Regards,

A handwritten signature in blue ink, appearing to read 'Mary K. Anglin'.

Mary K. Anglin, PhD, MPH
Associate Professor and Chair of Anthropology



Department of Geography
College of Arts & Sciences
817 Patterson Office Tower
Lexington, KY 40506-0027
(859) 257-2931 / 257-2932
Fax: (859) 257-6277
<http://geography.as.uky.edu>

April 30, 2014

Dean Stephen W. Wyatt
College of Public Health
UK Campus

Dear Dean Wyatt,

We are delighted that you would include some of our Geography course offerings as electives in your proposed Bachelor of Public Health degree. Geography 261 and Geography 309 are indeed excellent choices. Please use this letter to assure the Senate Council that we fully support this initiative.

I also look forward to future conversations about how we might strengthen this (potential) relationship; i.e. adding other classes (GEO 409 and 509, which include hands-on community mapping initiatives) or determining the best way to meet your GIS and mapping course needs in light of limited personnel and smart classrooms. I am sure we can make this a fruitful partnership.

Thank you for approaching me on this issue. I look forward to our conversations.

Sincerely Yours,

A handwritten signature in blue ink, appearing to read 'RHS', with a long horizontal flourish extending to the right.

Richard H. Schein
Professor and Chair

From: [Wyatt, Stephen W](#)
To: [Holsinger, James](#); [Lineberry, Michelle L](#); [Perkins, Andrea L](#)
Cc: [Renzetti, Claire](#)
Subject: Fwd: Support of CPH Bachelor of Public Health
Date: Wednesday, April 30, 2014 5:52:57 AM
Attachments: [image001.gif](#)
[image004.jpg](#)

Thx Claire!

Stephen W. Wyatt, DMD, MPH
Dean and Professor
College of Public Health
University of Kentucky

Sent from my iPhone

Begin forwarded message:

From: "Renzetti, Claire" <claire.renzetti@uky.edu>
Date: April 29, 2014, 11:58:28 AM EDT
To: "Wyatt, Stephen W" <swwyat2@email.uky.edu>
Subject: Re: Support of CPH Bachelor of Public Health

Yes, Steve, please go ahead and list these courses. And thanks for your continued support of the Pop Health major.

Claire

Sent from my iPhone

On Apr 29, 2014, at 10:57 AM, "Wyatt, Stephen W" <swwyat2@email.uky.edu> wrote:

Dear Claire,

As you likely know, the College of Public Health has proposed a Bachelor of Public Health degree, the first professional bachelor's degree in public health in the Commonwealth of Kentucky. We worked collaboratively with faculty from the College of Arts & Sciences to develop a comprehensive curriculum that will be distinct from, yet supportive of, the proposed Bachelor of Arts in Health, Society, and Populations. While we have a strong letter of support from Dean Kornbluh, the Senate Council has asked for letters (emails) of support for courses proposed as part of the BPH curriculum.

We would like to include SOC 235 and SOC 360 in the list of electives within the major. We do not anticipate a significant number for students

in the first few years. However, as the number of majors increases over time, the number of students electing to take these Sociology courses may increase. I would greatly appreciate your department's approval to give students the option of selecting these courses as electives within the major.

Sincerely,

Steve

Stephen W. Wyatt, DMD, MPH
Dean
University of Kentucky
College of Public Health
www.uky.edu/publichealth
[<image001.gif>](#) [<image004.jpg>](#)

From: [Lineberry, Michelle L](#)
To: [Perkins, Andrea L](#)
Subject: FW: Letter of Support
Date: Wednesday, April 30, 2014 11:32:23 AM

Not sure if you keeping these, but if so, here you go!

From: Gash, Don M
Sent: Wednesday, April 30, 2014 11:31 AM
To: Holsinger, James
Cc: Lineberry, Michelle L
Subject: RE: Letter of Support

Jim,

This is to confirm that I approve the inclusion of ANA 209 Principles of Human Anatomy in the list of possible natural science electives in your new Bachelor of Public Health degree program.

Best regards,
Don

Don M. Gash, Ph.D.
Alumni Endowed Chair
Professor and Chair
Anatomy & Neurobiology
MN220 Medical Science Building
University of Kentucky
Lexington, KY 40536-0098
Office: 859-323-8520
Fax: 859-323-5946

From: Holsinger, James
Sent: Monday, April 28, 2014 4:34 PM
To: Gash, Don M
Cc: Lineberry, Michelle L
Subject: Letter of Support

Dear Don: The Senate Council has recommended to the University Senate that a new degree, Bachelor of Public Health, be approved at the Senate's May 5, 2014, meeting. As a part of the recommendation for approval, the College of Public Health has been asked to request letters (emails) of support for courses proposed as part of the degree curriculum. We would like to include ANA 209 Principles of Human Anatomy in the list of possible natural science electives. I would greatly appreciate your department's approval to do so. Sincerely, Jim

James W. Holsinger Jr., MD, PhD

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 17, 2014 1:16 PM
To: Brothers, Sheila C
Subject: PharmD_MS Pharm Sciences

This is a recommendation that the University Senate approve the establishment of a new dual degree program between Doctor of Pharmacy and MS Pharmaceutical Sciences, within the College of Pharmacy.

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>



Memorandum

TO: Frank Romanelli, Pharm.D.
Associate Dean for Educational Advancement, Office of Education
Professor of Pharmacy Practice and Science

FROM: Jim Pauly, Ph.D.
Director of Graduate Studies in Pharmaceutical Sciences

DATE: January 28, 2014

RE: Approval for the PharmD/Masters in Pharmaceutical Sciences (PharmD/MS) Dual Degree Program by the Health Care Colleges Council

Dr. Romanelli - The faculty of the College of Pharmacy has approved the development of a PharmD/MS in Pharmaceutical Sciences Dual Degree program and we are thus submitting this program for approval by the Health Care Colleges Council HCCC. This dual degree option conforms to a similar format that was used for the approval of existing dual degrees with the PharmD and the MBA, MPA, MS Econ, and MPH programs. The PharmD/MS in Pharmaceutical Sciences dual degree program permits a student to gain both degrees in a total time period less than if the degrees were earned independently. We believe that this dual degree will be highly desirable for persons seeking careers in drug discovery and development research, clinical therapeutics and pharmaceutical outcomes and policy. Graduates will be well prepared for a variety of career options in the pharmaceutical industry or alternatively could elect to continue their education in the UK College of Pharmacy PhD program in Pharmaceutical Sciences. Once this program is reviewed by the HCCC, it will be submitted to the Graduate Council for their consideration. Thanks for your help shepherding the proposal along the route to approval.

PharmD/MS in Pharmaceutical Sciences Dual Degree Program

Background

The UK College of Pharmacy offers a four-year, 164-credit hour Doctor of Pharmacy (PharmD) degree. The PharmD degree program is accredited by the Accreditation Council for Pharmacy Education (ACPE) and satisfies all educational requirements for licensure as a Pharmacist. Since the profession has moved to the PharmD degree as the entry to practice, many talented PharmD students have sought dual degree programs to embellish their training, differentiate themselves from their classmates, and increase their competitiveness for advanced postgraduate training opportunities.

The University of Kentucky College of Pharmacy has an excellent track record of success in terms of collaborating with other academic units on campus to offer joint degree programs. The PharmD/MPA joint degree program has been offered since 1997 and the The PharmD/MBA joint degree program has been offered since 1999. PharmD/MPH and PharmD/MSPAS are the newest dual degrees to be implemented. The dual MS degree will not involve Departments outside the College of Pharmacy, and since our graduate program already has a MS degree program developed, the implementation of this dual degree program should be seamless.

Each year, more and more PharmD students are seeking dual degree options and it is anticipated that offering a dual MS degree in Pharmaceutical Sciences will enjoy at least the same level popularity with students as have the other joint degree programs that we have developed. Currently there are five PharmD students enrolled in graduate courses as post-baccalaureate students that we hope will be the first students in the dual PharmD/MS in Pharmaceutical Sciences degree program. The development of the dual degree program will phase out the Graduate Certificate Program in Pharmaceutical Sciences Research. We offered the Graduate Certificate program to PharmD students for the past 5 years, but the program never generated any significant interest. Thus we are highly encouraged that five students have already elected to choose the path towards a MS degree.

A key component of a dual degree program is that they permit a student to gain both degrees in a total time period less than if the degrees were earned independently. This dual MS in Pharmaceutical Sciences degree is thought to be highly desirable for persons seeking careers in state and local health departments, the pharmaceutical industry, managed care organizations, and academics. Students that participate in the program can choose any aspect of research conducted by in investigators at the UKCOP. These include 1) Drug Discovery (medicinal chemistry, pharmacology), 2) Drug Development (pharmacokinetics, drug formulation/optimization), 3) Clinical and Experimental Therapeutics or 4) Pharmaceutical Outcomes and Policy.

Structure of Program

A. Admissions

A student desiring admission into the dual degree program will be required to apply formally and independently to both programs. Admissions standards are the same as if the student were applying solely to one program. To be admitted, an applicant is required to meet the independent admission standards of the College of Pharmacy, and The Graduate School.

(1) For the dual MS in Pharmaceutical Sciences program, applications will be made to the UK Graduate school/Pharmaceutical Sciences following completion of the first professional year in the College of Pharmacy. Students who do not hold an awarded bachelor's degree must have at least 90 hours of undergraduate credit hours to apply to the Graduate School at the end of the first professional year. An undergraduate grade point average of at least 2.75 on a 4.0 scale is required as is a GPA of at least 3.0 during the first year of Pharmacy school. Applicants must apply through "Apply Yourself", which requires the submission of official transcripts, letters of recommendation, a statement of purpose, and standardized test scores. For PharmD/MS in Pharmaceutical Sciences applicants, PCAT scores are accepted in lieu of GRE scores.

Holsinger, James

From: Andrade, Francisco H
Sent: Tuesday, April 29, 2014 11:09 AM
To: Holsinger, James
Cc: Speck, Dexter F
Subject: RE: Letter of Support

Dear Dr. Holsinger,

The Department of Physiology is happy to make PGY 206 and PGY 207 available as electives for your students. Dr. Dexter Speck (cc'd) is the course director for both.

We wish you success with this new degree.

Sincerely,

--

Francisco H. Andrade, Ph.D.
Department of Physiology
University of Kentucky
Lexington KY 40536-0298 USA

From: Holsinger, James
Sent: Monday, April 28, 2014 4:43 PM
To: Andrade, Francisco H
Subject: Letter of Support

Dear Dr. Andrade: The Senate Council has recommended to the University Senate that a new degree, Bachelor of Public Health, be approved at the Senate's May 5, 2014, meeting. As a part of the recommendation for approval, the College of Public Health has been asked to request letters (emails) of support for courses proposed as part of the degree curriculum. We would like to include PGY 206 Elementary Physiology and PGY 207 Case Studies in Physiology in the list of possible natural science electives. The new degree program is anticipated to begin in the fall 2014 semester. Since these Physiology courses will be electives that degree majors may choose, we do not anticipate a significant number for students in the first few years. As the number of majors increases over time, the numbers may increase. I would greatly appreciate your department's approval to give students the option of selecting these courses as natural science electives. Sincerely, Jim 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

UK
UNIVERSITY of KENTUCKY

Vincent M. Cassone, Ph.D.
Professor and Chair
Department of Biology
101 Thomas Hunt Morgan Building
Lexington, KY 40506-0225
859 257-6766
fax 859 257-1717

May 1, 2014

Dear Dean Wyatt,

I am writing to provide my support for your plans to offer a Bachelor's degree in Public Health. I believe the curriculum will provide an innovative avenue toward a career in public health policy as well as provide alternative career choices for life sciences majors beyond primary health care. The Department of Biology will continue to offer the courses required for completion of the future BPH degree. These include the required pre-major BIO 103 Basic Ideas of Biology and the electives BIO 208 Principles of Microbiology and BIO 209 Introductory Microbiology Lab.

I am happy to work with you and your faculty in the creation of future electives and changes to this curriculum as it evolves.

Sincerely Yours,



Vincent M. Cassone, Ph.D.
Professor and Chair

(2) For the College of Pharmacy, PCAT scores and grade point average, as well as letters of recommendation, a formal interview, and other factors described in the College of Pharmacy bulletin, are considered to establish admission eligibility.

B. Programs of Study

(1) The Existing MS in Pharmaceutical Sciences and PharmD Programs

- Students entering the MS in Pharmaceutical Sciences program can choose either a thesis option (Plan A) requiring 24 hours of graduate level coursework and at least six hours of masters research or a non-thesis option (Plan B) which requires at least 30 hours of graduate level coursework.

- The College of Pharmacy offers a four-year curriculum leading to the Doctor of Pharmacy degree (PharmD). The Doctor of Pharmacy degree is awarded upon completion of a minimum of 164 semester credit hours of specified coursework with a GPA of at least 2.0 out of a possible 4.0, and approval of the faculty. Pharmacy practice experience courses constitute 50 credit hours of the specified coursework and eight credit hours are elective.

(2) Dual PharmD/MS in Pharmaceutical Sciences Program

Under the dual degree program, we propose that 2 current PharmD courses will count towards graduate credit (PHS 951 Cardiopulmonary and Renal Pharmacology [5 credit hours] and PPS 966 Pharmacotherapy III [5 credit hours]). Other graduate courses will be taken to account for the 8 credit hours of elective credits needed for the PharmD curriculum. We would like all of the students in the Dual PharmD/MS in Pharmaceutical Sciences Program to choose a Plan A (thesis) degree, but to maintain maximal flexibility, we are receptive to the occasional Plan B student. The dual degree program is suitable for full-time students only. Students independently pursuing the PharmD who wish to enter the dual program must be accepted before their second year of the PharmD curriculum.

An example of the program of study for the PharmD/MS in Pharmaceutical Sciences dual degree students is:

Year 1:	38 credit hours of required Pharmacy courses 4 credit hours of Early Pharmacy Practice Experience (summer) Total = 42 credit hours
Year 2:	34 credit hours of required Pharmacy courses (9 of these hours also count towards the dual degree) 9 hours of graduate coursework electives 4 credit hours of Intermediate Pharmacy Practice Experience (summer) Total = 43 credit hours
Year 3:	34 credit hours of required Pharmacy courses 8 hours of graduate coursework electives Total = 42 credit hours
Year 4:	30 credit hours of Advanced Pharmacy Practice Experience 12 credits of MS Research Credits Total = 42 credit hours

C. Grade Point Average

Grade point average for these programs is calculated independently and respectively by the PharmD and graduate programs at the UKCOP. Dual degree students are required to remain in compliance with the academic standards of each degree-granting unit. For example, a student must satisfy the College of Pharmacy GPA requirements solely on the basis of graded pharmacy school course work and The Graduate School's GPA requirements solely on the basis of graded Graduate School course work. Eight credit hours of pharmacy course work must be transferred into the Graduate School in order to satisfy the 30 credit hour requirement of the Plan A MS program; no grade of "C" or below can be transferred.

D. Student Status

During the period of MSPAS studies, the student will have the status of graduate student and will have to comply with the rules and regulations of The Graduate School. During the period of Pharmacy residence, the student will have the status of a pharmacy student and will have to comply with the rules and regulations of the College of Pharmacy.

E. Program Assessment

A specific Assessment Program will be developed for the dual degree program, in consultation with Ms. Helen Garces who is the Director of Assessment at the UK College of Pharmacy. The Assessment Program for the PharmD side of the program is already established, and student performance is monitored the same way for all enrolled. We will apply the same model to the MS side, utilizing data from MS coursework assessments (assessments within required courses and the thesis) and conducting programmatic assessment (course evaluations, graduating student surveys, job placement surveys etc.).

The assessment plan for the professional PharmD. program is based on Alexander W. Astin's Input-Environment-Outcome (I-E-O) model for assessment activities. The primary goal is to maximize student success in meeting our stated outcomes. This requires understanding as much as possible about student inputs (i.e., demographics, academic strengths and weaknesses, plans and aspirations, etc.) and the impact of the educational environment (i.e., extracurricular activities, instructional methods, courses, etc.) in order to facilitate and enhance students success in the program. The UKCOP assessment plan is a multi-faceted process conducted in several phases. Many features and activities of the UKCOP assessment plan are in accordance with ACPE Standards regarding teaching, learning, assessment of students, and assessment of the curriculum. Several features of the UKCOP assessment plan include utilizing both formative and summative approaches (including direct and indirect measures) and analyzing qualitative and quantitative data. The program uses multiple methods to analyze variables or research assessment questions. Feedback from these assessments (provided to the administration, Curriculum Committees, students, faculty, and outside stakeholders) enhances the ability to monitor and improve our program.

The student learning outcomes for the MS program are listed below:

1. Students will demonstrate a thorough command of knowledge in an area of research emphasis offered by the Pharmaceutical Sciences Graduate Faculty.
2. Students will demonstrate the ability to apply critical scientific thought in the application of hypothesis formation, and the design and execution of experiments.
3. Students will demonstrate competency in the collection, analysis and interpretation of data as it relates to the scholarship of their area of research emphasis.
4. Students will be able to effectively, competently communicate scientific findings orally and in scholarly writing.

F. Program Approvals

College of Pharmacy - Graduate Program Committee: September 2013

College of Pharmacy - Graduate Faculty: October 2013

College of Pharmacy - Curriculum Committee: November 2013

College of Pharmacy – COP Faculty: December 2013

G. Curricular Overview – See Next Page

PROPOSED CURRICULAR SEQUENCE – Dual PharmD/MS Pharmaceutical Sciences Degree

YEAR ONE

Fall Semester

TOTAL = 19 credits

PPS 910: Intro to Pharmacy Practice (3)
PHS 911: Physiology I (4)
PHS 912: Physiological Chemistry I (3)
PPS 913: Antibiotics (3)
PHS 914: Pharmaceutics and Biopharmaceutics I (3)
PPS 916: Non-Prescription - OTC I (2)
PPS 919: Patient Care Lab I (1)

Spring Semester

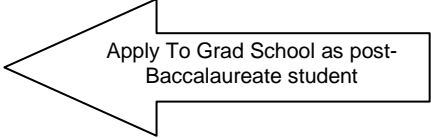
TOTAL = 19 credits

PPS 920: Communication and Behavior in Practice (3)
PHS 921: Physiology II (4)
PHS 922: Physiological Chemistry II (3)
PPS 923: Nutrition and Health Promotion (3)
PHS 924: Pharmaceutics and Biopharmaceutics II (3)
PPS 926: Non-Prescription - OTC II (2)
PPS 929: Patient Care Lab II (1)

Summer Semester

TOTAL = 4 credits

PPS 928: Introductory Practice Experience I (4)



Apply To Grad School as post-Baccalaureate student

YEAR TWO

Fall Semester


TOTAL = 22 credits (12 PharmD, 5 Dual, 5 Graduate)

PPS 930: Law, Ethics, Access (4)
PHS 931: Neuropharmacology (5)
PHS 932: Immunology and Biotechnology (3)
PHS 933: Endocrinology (3)
PPS 939: Patient Care Lab III (2)
PHS 760 Drug Discovery, Development and Translation (3)
PHS 778 Seminar (1)
PHS 750 Journal Club (1)

Spring Semester

TOTAL = 21 credits (13 PharmD, 4 Dual, 4 Graduate)

PPS 940: Evidence Base for Pharmacy (4)
PHS 944: Medicinal Chemistry (3)
PPS 946: Advanced Pharmacotherapy I (5)
PHS 947: Pharmacokinetics (4)
PPS 949: Patient Care Lab IV (1)
PHS 778 Seminar (1)
Graduate Elective (3)



Apply To Grad School as a Masters student

Summer Semester

TOTAL = 7 credits (4 PharmD, 3 graduate)

PPS 948: Introductory Practice Experience II (4)
PHS 790 Research Credit (3)

YEAR THREE

Fall Semester

TOTAL = 21 credits (17 PharmD, 4 graduate)

PPS 950: Pharmaceutical Policy and Public Health (4)
PHS 951: Cardiopulmonary/ Renal (5) (Professional and Graduate Credit Course)
PPS 953: Current Topics Seminar (1)
PPS 957: Pharmacotherapy I / II (5)
PPS 959: Patient Care Lab V (2)
STA 570 Statistics (4)

Spring Semester

TOTAL = 21 credits (17 PharmD, 4 graduate)

PPS 960: Pharmacy Practice Management (5)

PPS 966: Pharmacotherapy III (5) (Professional and Graduate Credit Course)

PPS 967: Pharmacotherapy IV (5)

PPS 969: Patient Care Lab VI (2)

Graduate Elective (3)

PHS 750 Journal Club (1)

YEAR FOUR

Summer, Fall and Spring Semesters

TOTAL = 42 credits (30 Professional, 12 Graduate)

PPS 99x Advanced Pharmacy Practice Experience Rotations

7 rotations x 6 weeks each (5 Professional, 2 Research [PHS 790 Research Credit]) (6 credit hours each)

Signature Routing Log

General Information:

Proposal Name: PharmD/MS in Pharmaceutical Sciences Dual Degree Program

Proposal Contact Person Name: Jim Pauly, PhD Phone: 323-8164 Email: jpaul@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
College of Pharmacy Graduate Program Committee	10/25/2013	Dr. Jim Pauly, Director of Graduate Studies/ 323-8164/ jpaul@uky.edu	Jim Pauly
College of Pharmacy Curriculum Committee	12/12/2013	Dr. Melody Ryan, Committee Chair/ 257-8790/ maryan1@email.uky.edu	Melody Ryan
College of Pharmacy Faculty	12/18/2013	Dr. Paul Bummer, Faculty Secretary/ 218-6522/ pbumm01@email.uky.edu	Paul Bummer
College of Pharmacy Dean	12/18/2013	Dr. Frank Romanelli, Assoc. Dean for Educational Advancement/257-4778/ froma2@email.uky.edu	Frank Romanelli

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision*
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	2/18/14	Cynthia Beeman	
Senate Council Approval		University Senate Approval	

Comments:

Brothers, Sheila C

From: Nikou, Roshan
Sent: Friday, March 14, 2014 12:04 PM
To: Blackwell, Jeannine; Blonder, Lee; Brothers, Sheila C; Ellis, Janie; Ett, Joanie M; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M
Cc: Pauly, Jim; Grabau, Larry; Maloney, Doreen; Webber, Kelly H; Bastin, Sandra P; Ash, Bridget A; Day, Tricia M
Subject: GC Transmittals
Attachments: Dual Degree in PharmD and PharmSci.pdf; MS in Public Admin.pdf; MA in Art History.pdf; MS in Hospitality and Dietetic Admin.pdf; MS in Merchandising and Textile.pdf

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

FROM: Jeannine Blackwell, Chair and Roshan Nikou, Coordinator
Graduate Council

The Graduate Council approved the five attached program proposals and the courses listed below, and is now forwarding them to the Senate Council to approve. Please note, the courses listed below have all been transmitted via e-Cats.

Programs

Dual Degree in PharmD and M.S. in Pharm Sci
MA in Art History and Visual Studies
MS in Hospitality and Dietetic Administration
MS in Merchandising, Apparel & Textiles
MS in Public Administration

New Courses

ASC 690 Macronutrient Metabolism in Domestic Animals
DHN 600 Research Methods in Nutrition and Food Systems
DHN 605 Food Systems and Society
DHN 608 Chronic Disease Management and Process
DHN 774 Seminar in Nutrition and Food Systems
EDC 626 Current Issues in Literacy Education
EES 685 Ground Water Modeling
HMT 785 Independent Study in Hospitality Management
KHP 682 Contemporary Sport Leaders
MAT 720 Rural Retail Development
MUS 662 Dalcroze Approach I
MUS 663 Dalcroze Approach II
MUS 668 Dalcroze Approach III

MUS 669 Individual Dalcroze Project
RTM 690 Industry Experience in Retailing and Tourism
RUS 535 Visual Studies

Course Changes

EDC 608 Instructional Design II
EDC 621 Linguistic/Cognitive Foundations of Reading
EDC 642 Research and Theory in Teaching Language
HMT 759 Special Topics in Hospitality Management

Drop Course

HIS 516 Scientific World View Before 1650

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

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 24, 2014 10:54 AM
To: Brothers, Sheila C
Subject: Leadership Studies
Attachments: Undergraduate Certificate Leadership Studies Packet (April 20, 2014) w letter.pdf

[Revised proposal attached]

This is a recommendation that the University Senate approve the establishment of a new undergraduate certificate: Leadership Studies, within UK's Division of Undergraduate Education.*

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>

*At the Senate Council meeting on April 28, the SC learned the the certificate will be housed in the College of Education, not in Undergraduate Education.

March 28, 2014

MEMORANDUM

TO: Kris Ricketts, Co-Chair, Undergraduate Certificate in Leadership
Studies *Larry J. Grabau*

FROM: Larry J. Grabau, Associate Dean for Instruction, College of
Agriculture, Food and Environment (CAFE) and Chair,
Undergraduate Curriculum Committee for CAFE.

RE: Faculty Approval for Above Proposal

During today's UCC meeting, the Undergraduate Certificate in Leadership Studies was discussed by the assembled faculty representatives of CAFE. By a unanimous 7-0 vote, the faculty approved the certificate proposal.

Undergraduate Certificate in Leadership Studies Program of Study

The Department of Educational Leadership Studies (EDL) & the Department of Community and Leadership Development (CLD) offer an undergraduate certificate in leadership studies. Four vital pillars are complimentary to undergraduate programs and are reflected throughout the content of course work in the following ways:

- Understanding core concepts about leadership
- Fostering team and organizational leadership
- Embracing community leadership
- Focusing on intercultural communication skills

LEARNING OBJECTIVES

- Students will be able to identify and apply basic concepts, skills, styles, theories, and models of leadership.
- Students will be able to demonstrate appropriate and effective use of listening, oral, and written skills as well as critical thinking skills and self-analysis for use in specific leadership situations.
- Students will be able to demonstrate one's personal ethics, including the values and culture that contribute to their ethical position.

PROGRAM OF STUDY

The program consists of 18 credits of undergraduate study in leadership. Students will take one course from each of the four pillars and two additional elective leadership courses.

Leadership Foundations (3 credits)

- EDL402 / CLD402: Principles of Leadership
- CLD230 / EDL230: Intrapersonal Leadership

Organizational Change (3 credits)

- EDL571: Design Thinking in Education
- CLD530: Fundamentals of Organizational Leadership

Community Leadership and Relationships (3 credits)

- CLD430: Leading in Communities: Vision, Action & Change
- CLD404 / EDL404: Contemporary Leadership Applications
- CLD260: Community Portraits
- CLD330: Interpersonal Skills for Tomorrow's Leaders

Ethics, Diversity, and International Understanding (3 credits)

- CLD470: Leadership Power, Ethics & Impact
- CLD403 / EDL403: Leadership Context & Styles
- Any university-approved study abroad experience

Electives (6 credit hours):

- Any course in the above pillars not already counted
- Any approved study abroad experience (can only count 3 credits for certificate)
- Approved courses include but are not limited to:
 - AMS301: Leadership & Management
 - AMS341: Leadership & Management II
 - AMS395: Independent Study in Leadership
 - COM252: Intro to Interpersonal Communication
 - COM281: Communication in Small Groups
 - COM325: Intro to Organizational Communication
 - MGT 410: Analysis of Organization Behavior
 - MGT 320: Survey of Human Resource Management
 - UK100: Emerging Leader Institute

Other Vital Elements:

- At least 12 credit hours must be taken for a letter grade
- At least 12 credits at 200-level or above and a minimum of 6 credit hours at 300-level or above
- Students must earn a C or better in each required certificate course
- At least one course needs to be taken in the sister discipline (EDL or CLD)
- No more than 9 credits in the certificate are used to satisfy requirements for the student's bachelor's degree, minor, or another certificate (exclusive of free or unrestricted electives)

For questions regarding this program, individuals should contact the program director.

Program Director: Dr. Jayson W. Richardson | jayson.richardson@uky.edu | 859.379.9097

Director of Undergraduate Leadership Studies
Department of Educational Leadership Studies
111 Dickey Hall, University of Kentucky
Lexington, KY 40506-0017
(859) 257-8921 (Department Telephone)
(859) 257-1015 (Department Fax)

Director of Undergraduate Leadership Studies
Community & Leadership Development
500 Garrigus Building
Lexington, KY 40546-0215
(859) 257-3471 (Department Telephone)
(859) 257-1164 (Department Fax)

New Undergraduate Certificate Form

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

Requirements for an Undergraduate Certificate:

- 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.

Administrative and Academic Structure:

- There must be a designated Faculty Director for each certificate. The Director shall represent the curriculum and any affiliated faculty in multidisciplinary certificates.
- Minimum admission requirements for a certificate will be that students must be in good academic standing and can enter at any time in their undergraduate career. However, the faculty offering the certificate can impose additional requirements for a certificate.
- Courses taken prior to admission to the certificate can be used in the certificate.
- The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.
- The awarded certificate is to be posted on the student's official transcript.
- The certificate will not appear on the diploma. Programs may award a paper certificate, to be signed by the Associate Provost for Undergraduate Education or the appropriate designee (e.g., a College Dean) and the Certificate Director.
- All certificate proposals must be developed in consultation with faculty in contributing or affected academic units. The proposal must be approved through the faculty curriculum committee of the college or colleges participating in the certificate, and then submitted to Undergraduate Council. Certificates approved by UC will then be forwarded to University Senate for final approval.
- An undergraduate certificate curriculum shall be approved or re-approved for operation for a period of 6 years (or a lesser period if requested). Toward the end of the 5th year of its duration, the certificate Director shall prepare a report summarizing its status, operations, and certificate awardees during that period of time, and indicating its prospects for the future if renewal of the certificate curriculum is sought. The report will be provided to participating college Deans and to the Associate Provost for Undergraduate Education. If a certificate is suspended or terminated, students currently enrolled in the curriculum shall have a reasonable period of time, not to exceed three years, to complete the requirements for the certificate.



New Undergraduate Certificate Form

1. GENERAL INFORMATION

College: **College of Education and College of Agriculture, Food and Environment**

Department: **Educational Leadership Studies (COE) & Community and Leadership Development (AG)**

Certificate Home: College OR Department OR Other **Housed at the University Level in the University of Kentucky Undergraduate Education Undergraduate Certificate in Leadership Studies**

Proposed Certificate Name: **Studies**

Requested Effective Date: Semester Following Approval OR Specific Date [Click here to enter text.](#)

2. PROPOSAL CONTACT

Name: **Jayson W. Richardson**

Title: **Associate Professor**

Phone: **859.379.9097**

Email: **Jayson.richardson@uky.edu**

3. SIGNATURE ROUTING LOG

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.

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments

See attached routing log.

4. OVERVIEW

A. Provide a brief description of the new certificate, the rationale for developing and offering it, and why this should be a certificate rather than a concentration or minor.

The Department of Educational Leadership Studies (EDL) & the Department of Community and Leadership Development (CLD) propose to offer an Undergraduate Certificate in Leadership Studies. Four vital pillars that comprise the proposed Certificate in Leadership Studies are complimentary to a variety of existing undergraduate programs and are reflected throughout the content of course work in the following ways:

- Understanding core concepts about leadership
- Fostering team and organizational leadership
- Embracing community leadership
- Focusing on intercultural communication skills

The Undergraduate Certificate in Leadership is designed to comply with University of Kentucky standards for undergraduate certificates, and to be feasibly combined with a number of majors across UK's colleges. Students at UK are seeking experiences and evidences of leadership in their field. This Certificate will meet that need.

B. This proposed certificate (check one):

- Is cross disciplinary; or,
- Is certified by a professional or accredited organization/governmental agency; or,
- Clearly leads to advanced specialization in a field; or,
- Is granted to a program that does not currently have a major.

C. Affiliation

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK.

It is not affiliated with a degree program but it will complement programs in the College of Agriculture, Food and Environment as well as in the College of Education. For example, pre-service teachers might want to add this to their degree to demonstrate leadership competencies. Students in the College of Agriculture, Food and Environment might desire a more general certificate to pair with their Community and Leadership Development program.

D. Demand

Explain the need for the new certificate (e.g. market demand, interdisciplinary considerations) and how it fits into the home unit's strategic initiatives.

The Undergraduate Certificate in Leadership Studies will allow students to demonstrate their preparedness to lead, live, and work in an interconnected and interdependent global community. Students will improve their understanding of leadership and develop the skills needed to lead in their particular field through a series of courses designed to provide a rich leadership focus. The modern workplace demands employees who understand the foundations of leadership, can navigate

organizational change, value community leadership and relationships, and who embrace ethics, diversity, and an international understanding. Students who participate in this Undergraduate Certificate in Leadership Studies will master these skills and benefit from an additional degree credential, that alongside with their major(s) and/or minor(s) demonstrates their dedication to and experiences with leadership. The structure of the Undergraduate Certificate in Leadership Studies offers a coherently planned academic core for students who otherwise might take very few courses that have an explicit focus on leadership. The core of the Certificate consists of four distinct pillars: (a) foundations, (b) organizational change, (c) community relationships, and (d) ethics, diversity, and an international understanding.

E. Projected enrollment

What are enrollment projections for the first three years?

	Year 1	Year 2 (Year 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
# of students	15	30	45

F. Demographics

Describe the demographics of the target student population for the certificate (check each box that applies and describe the intended audience):

- Currently enrolled undergraduate students
- Post-baccalaureate students

This Certificate program is designed to be applicable across many of the current UK academic majors. Most obviously, the Certificate serves students in the College of Agriculture, Food and Environment, as well as the College of Education. However the Certificate is designed to also attract students from other colleges and units such as American Military Sciences, College of Communication and Information, and College of Arts and Sciences. See letters of support attached to the application.

G. Distance Education Component

Will students be able to earn the certificate utilizing more than 50% distance education courses?

- Yes*
- No

**If "Yes" is indicated, it is the Faculty Director's responsibility to consult with the Offices of Distance Learning Programs (257-3377) and Institutional Effectiveness (257-2873) prior to submitting this form.*

5. ADMINISTRATION AND RESOURCES

A. Administration

How will the proposed certificate be administered (including admissions, student advisement,

retention, etc.)?

The Certificate will be administered collaboratively with the Department of Educational Leadership Studies (Dr. Jayson Richardson) and the Department of Community and Leadership Development (Dr. Kris Ricketts). Both faculty members will be responsible for recruitment, advisement, and retention of students. Drs. Jayson Richardson and Kris Ricketts will serve as Program Directors.

B. Resources

What are the resource implications for the proposed certificate, including any projected budget needs? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

No resources are needed at the onset of this Certificate. The faculty Director of the Certificate Program will include this role in their Distribution of Effort (DOE). If the Certificate grows in popularity, a summer stipend will be requested from the College of Education as well as the College of Agriculture for the faculty Director of the Certificate program. No additional resources are needed in terms of general coursework. If the Certificate program enrolls large numbers of students, additional sections of EDL or CLD courses may be required but will be taught by appropriate teaching assistants.

C. Faculty governance

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

Program Director and Co-Advisor: Dr. Jayson W. Richardson, College of Education, Department of Educational Leadership Studies. Co-Advisor: Dr. Kris Ricketts, College of Agriculture, Food and Environment, Department of Community and Leadership Development. Faculty who will teach in the certificate include: John Nash (EDL), Wayne Lewis (EDL), Beth Rous (EDL), Lars Bjork (EDL), Gary Hanson (CLD), Bryan Hains (CLD), and clinical faculty as needed in both departments.

6. SUPPORT AND IMPACT

A. Provide a supporting letter from an appropriate academic unit administrator verifying that the proposed certificate has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.

B. Other related programs

Identify other related UK programs and outline how the new certificate will complement these existing UK programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

Statements of support provided by American Military Sciences, College of Communications, and Gattton College of Business and Economics.

C. Letter(s) of support

Provide a supporting letter from each college/school dean from which individual courses are taken.

7. ACADEMIC CURRICULUM AND REQUIREMENTS

A. Admissions criteria

List the admissions criteria for the proposed certificate.

Student in any UKY College in good standing.

B. Curricular structure

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.

See attached Program of Study and syllabi for the following. Note that EDL/CLD courses have been approved for cross listing.

8. ASSESSMENT

The University of Kentucky is accredited by the Southern Association of Colleges and Schools (SACS). As a part of that accreditation, all academic degree programs must be assessed. In December 2011, the SACS Board of Trustees added the expectation that certificates must also be assessed in the same manner as degree programs. The table below explains the assessment plan needs based on your specific program type. Please check the appropriate response below and include the assessment plan for your certificate, as specified for that program type.

Check one	Program Type	Description	Assessment method
<input type="checkbox"/>	Stand Alone Program	Only open to non-degree seeking students who are not eligible for Title IV financial aid	Create plan with outcomes
<input type="checkbox"/>	Subset of a degree program	All students in the program are degree seeking students <u>from within the major</u> who complete a limited set of courses in a subject area that qualifies them to receive a certificate	Because the degree program is being assessed and the courses (and students) that make up the certificate are all part of the degree program, the certificate can be assessed as part of the major
<input type="checkbox"/>	Thematic programs	Program has degree-seeking students <u>from any major</u> (usually Title IV eligible) who take a set of courses in a subject area that qualifies them to receive a certificate	An assessment plan must be developed and implemented. A common way to assess these programs is to develop a “culminating experience” that all students must complete to receive the certificate
<input checked="" type="checkbox"/>	Interdisciplinary programs	Program has degree-seeking students (usually Title IV eligible students) who take a set of courses from a variety of degree programs that add up to a certificate	Same as “Thematic programs” above

A. Student learning outcomes

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

- (1) Students will be able to identify and apply basic concepts, skills, styles, theories, and models of leadership.
- (2) Students will be able to demonstrate appropriate and effective use of listening, oral, and written skills as well as critical thinking skills and self-analysis for use in specific leadership situations
- (3) Students will be able to demonstrate their own personal ethics, including the values and culture that contribute to their ethical position.

B. Methods and procedures

How and when are you assessing the learning outcomes? The methods need to be appropriate and clearly stated so that the relationship to the outcomes is understood. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method.

Examples might include:

1. Course-embedded assessment (capstone project, portfolios, research paper)
2. Test items (embedded test questions, licensure/certification testing, nationally or state-normed exams)

Each of the four leadership pillars is mapped to a learning outcome. Thus the learning outcome of the Leadership Foundations pillar is that students will understand and be able to apply core concepts about leadership to a variety of leadership contexts. The learning outcome of the Organizational Change pillar is that students will foster team and organizational leadership skills and will thus be able to build distributive leadership teams around a common organizational vision. The learning outcome of the Community Leadership and Relationships pillar is that student will know how to build community-based leadership teams and by understanding the needs of various stakeholders. The learning objective of the Ethics, Diversity, and International Understanding pillar is that students will be on develop intercultural communication skills and be able to apply professional ethics to changing situations. Students will be assessed throughout courses in these 4 pillars in both a formative and summative manner through written exams and projects demonstrating their competencies. Formatively, courses in each of the pillars will have assignments that gauge nuances of the learning outcome of that pillar. In addition, students will write a statement upon entering the undergraduate certificate with a focus on their skills and knowledge of leadership. Students will be required to write a reflective essay upon completion of the Certificate which will again focus on their skills and knowledge of leadership in relation to the certificate student learning outcomes to determine growth over time. The quality of the co-curricular essay will be assessed in terms of the pillars (leadership foundations, organizational change, relationships, and ethics) and the learning outcomes. During coursework, students will produce essays and presentations (most notably in the EDL/CLD 402, 403,404 courses) that will be included in a summative, final portfolio project.

C. Assessment Oversight

Enter the name(s) and contact information for those individuals who oversee the assessment of the certificate.

Dr. Jayson W. Richardson, College of Education, Department of Educational Leadership Studies & Dr. Kris Ricketts, College of Agriculture, Food and Environment, Department of Community and Leadership Development

D. 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. Enter the name(s) and contact information for those individuals who oversee the assessment of the certificate.

Dr. Jayson W. Richardson, College of Education, Department of Educational Leadership Studies & Dr. Kris Ricketts, College of Agriculture, Food and Environment, Department of Community and Leadership Development will oversee evaluation of the program. We will measure success through the following: (1) record of increased student enrollment; (2) record of successful

student completion; (3) enrollment of students in a variety of majors and colleges; (4) rating of 4.5/5.0 on program-created student satisfaction surveys.

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



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

February 21, 2014

Dr. Ben Withers
Associate Provost for Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059

Dear Dr. Withers:

As Dean of the College of Education, I strongly support the joint venture between the Department of Educational Leadership Studies in the College of Education and the Department of Community and Leadership Development in the College of Agriculture, Food and Environment to create an Undergraduate Certificate in Leadership Studies. As evidenced with the supporting documentation, both departments have worked collaboratively with units across the University (e.g., Arts and Sciences, Communication and Information, Business and Economics) to ensure the Undergraduate Certificate in Leadership Studies will succeed.

The resources for the Educational Leadership Studies components of the Leadership Studies Certificate proposal are intact and will not impact core program resources.

If you need additional information, please feel free to contact me.

Sincerely,

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

Mary John O'Hair
Dean and Professor

Signature Routing Log for Undergraduate Certificate in Leadership Studies

Faculty Member	2/17/2014	Jayson W. Richardson Department of Educational Leadership Studies 111 Dickey Hall 859.379.9097 jayson.richardson@uky.edu	<i>Jayson W. Richardson</i>
Educational Leadership Studies Chair	2/17/14	Beth Rous Chair Department of Educational Leadership Studies 111 Dickey Hall 859.257.6389 beth.rous@uky.edu	<i>Beth Rous</i>
Dean	2/19/14	Mary John O'Hair Dean College of Education 103 Dickey Hall mjohair@uky.edu 859.257.2813	<i>Mary John O'Hair</i>
C&C Committee	4/14/14	Doug Smith 7-1824	dcsmitt1@uky.edu

Brothers, Sheila C

From: Ett, Joanie M
Sent: Thursday, November 21, 2013 8:54 AM
To: Ellis, Janie
Cc: Brothers, Sheila C; Thuringer, Christopher P
Subject: Animal Sciences BS, Dietetics BS, Criminology Minor, Philosophy US Program, Undergrad Certificate in Leadership
Attachments: Animal Sciences BS-change.pdf; Criminology Minor-new.pdf; Dietetics BS-change.pdf; Philosophy University Scholars Program-new.pdf; Undergraduate Certificate in Leadership Studies-new (FINAL revised).pdf

Good morning Janie,

The Undergraduate Council has reviewed and recommends approval of the following (all attached):

Animal Sciences BS-change
Criminology Minor-new
Dietetics BS-change
Philosophy University Scholars Program-new
Undergraduate Certificate in Leadership Studies-new

I have also sent approvals through eCATS for:

AN 250DL-new
ASC 499-new
DHN 374(GWR)-new
ENG 488G-drop
MCL 190-new
RUS 410G-new
RUS 525-new
RUS 545-new
RUS 555-new

Thanks,
Joanie

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

February 20, 2014

MEMORANDUM

College of Agriculture
Office of Academic Programs
N6 Agricultural Science Building North
Lexington, KY 40546-0091
859 257-3469

www.ca.uky.edu/students

TO: Gary Hansen and Kris Ricketts, Department of Community and
Leadership Development

FROM: *Larry J. Grabau*
Larry J. Grabau, Associate Dean for Instruction, College of Agriculture,
Food and Environment




RE: Strong Support for Undergraduate Certificate in Leadership Studies

C: Dean Nancy Cox

As you are aware, I have been well-informed about your work with faculty in the Department of Educational Leadership Studies in the College of Education on this innovative undergraduate certificate. The certificate structure, including one three-credit course from each of four pillars plus six elective credits, is well-designed to help students from across the University landscape develop both skills and credentialing in the area of leadership. Further, good evidence of collaboration with other colleges including Arts & Sciences, Communication & Information, and Business & Economics has been shown. This is a robust proposal, well-conceived and, appropriately enough, with strong and collaborative leadership.

This certificate has our full support.

Signature Routing Log for Undergraduate Certificate in Leadership Studies

Faculty Member		<p>Kristina G. Ricketts Department of Community & Leadership Development 713 Garrigus Building 859.257.3767 k.ricketts@uky.edu</p>	
Community & Leadership Development Chair		<p>Gary Hansen Chair Department of Community & Leadership Development 500 Garrigus Building 859.257.7586 ghansen@uky.edu</p>	
Dean		<p>Nancy Cox Dean UK College of Agriculture, Food and Environment 123 Ag North 859.257.4772 ncox@email.uky.edu</p>	



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

859 257 3027
fax 859 257-1455

www.uky.edu

February 21, 2014

Dr. Lee Blonder
Chair, Senate Council
University of Kentucky

Dear Dr. Blonder:

As the Associate Provost for Undergraduate Education and the Dean for Undergraduate Studies, I support the joint venture with the Department of Educational Leadership Studies in the College of Education and Community and Leadership Development in the College of Agriculture to create an Undergraduate Certificate in Leadership Studies.

This new Undergraduate Certificate will be a vital contribution to the future of undergraduate students seeking to demonstrate their specific skills in leadership and to articulate the ethical positions associated with different leadership models found within an international context. This program of study will be targeted toward any undergraduate or post-baccalaureate student, and it will be particularly useful for UK graduates entering careers not only in education or community organizations but also those entrepreneurial business settings or non-government organizations in our Commonwealth where thoughtful leadership is so critically needed.

The Certificate will be housed in UK's Division of Undergraduate Education and will be led with co-directors from both Colleges in collaboration with my staff including Dr. Randolph Hollingsworth. The co-directors and their department chairs have been working together with UGE and Student Affairs staff to explore how this new certificate program will bolster the existing Living-Learning Community (LLC) in Leadership and Service. As evidenced with the supporting documentation, both departments have worked collaboratively with units across the University (e.g., Arts and Sciences, Communication, Business and Economics) to ensure this Undergraduate Certificate will succeed.

If any questions arise, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Benjamin C. Withers". The signature is written in a cursive style with a large, looped initial "B".

Benjamin C. Withers
Professor of Art History
Director of Honors
Associate Provost for Undergraduate Education

see blue.
An Equal Opportunity University

Richardson, Jayson

From: Umbrell, Shawn
Sent: Wednesday, October 09, 2013 10:20 AM
To: Richardson, Jayson
Cc: Rous, Beth; Hansen, Gary L
Subject: RE: Support from Military Sciences for the Undergraduate Certificate in Leadership Studies

Team,

We concur with your plan and are glad to be included.

Respectfully,

SHAWN UMBRELL
MAJ, US Army
University of Kentucky Professor of Military Science

shawn.umbrell@uky.edu

Cell: 931-561-0582

From: Richardson, Jayson
Sent: Monday, October 07, 2013 4:12 PM
To: Umbrell, Shawn
Cc: Rous, Beth; Hansen, Gary L
Subject: Support from Military Sciences for the Undergraduate Certificate in Leadership Studies

Hello Shawn,

My name is Jayson Richardson. I am an Associate Professor in Educational Leadership Studies in the College of Education. I have been in close collaboration with faculty in Community and Leadership Development in College of Agriculture to build an Undergraduate Certificate in Leadership Studies. We are currently under review with Undergraduate Council. They asked that I reach out to you to ensure Military Sciences is still OK with us proceeding. In short, we just need an email confirmation.

To give you some background, we have been in discussion Lt. Col. Cummings from Military Sciences about the program. On February 21st, 2013, we met with Mr. Cummings to discuss our proposed Undergraduate Certificate in Leadership. In attendance were Scott Kelly from Gatton Business School; Gary Hanson and Kris Ricketts from the College of Agriculture; Anne Bosch from the College of Arts and Sciences; Ben Withers, Director of UK Honors Program; and Randolph Hollingsworth, Assistant Provost of Undergraduate Education. The purpose of the meeting was to ensure that we were not duplicating efforts across the college. We all left the meeting with the understanding that all colleges / programs represented were Ok with us moving forward.

Since Jason is no longer at UK (from what I can see), can we get an email confirmation that Military Sciences is Ok with us to proceed with this proposal?

I attached a copy of the current proposal. Note too that we added three potential AMS courses as electives. This was per the suggestion of Mr. Cummings. Can you also confirm that you are Ok with us including these courses as potential electives?

Richardson, Jayson

From: Real, Kevin
Sent: Wednesday, October 09, 2013 10:47 AM
To: Richardson, Jayson
Subject: RE: Undergraduate Certificate in Leadership

Hi Jayson,
Thanks for being such a good colleague. We are happy with the changes you have made.
Best
Kevin

From: Richardson, Jayson
Sent: Tuesday, October 08, 2013 5:59 PM
To: Real, Kevin
Subject: RE: Undergraduate Certificate in Leadership

Hello Kevin,

Thanks or the chat today. We decided to change the course name to: EDL403: Leadership Context & Styles.

I attached the syllabus and the new Program of Study.

Please let me know via email if you and the Department are OK with the new name change.

Thanks for your help!

Jayson

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies | University of Kentucky

From: Real, Kevin
Sent: Tuesday, October 08, 2013 3:54 PM
To: Richardson, Jayson
Subject: RE: Undergraduate Certificate in Leadership

Hi Jayson,
Good to hear from you. Yes, I hope to be able to attend one or both of the upcoming China events.
Thanks for working with me here. Maybe we could chat on the phone? I just tried to reach you. My cell is 859-967-6946.
Kevin

From: Richardson, Jayson
Sent: Monday, October 07, 2013 5:50 PM
To: Real, Kevin
Subject: Undergraduate Certificate in Leadership

Hello Kevin,

I hope all is well! I look forward to seeing you one or both of our upcoming China events!

Undergrad Council asked that I reach out to you regarding our proposal for the Ungrad Certificate in Leadership Studies that I am putting together with the College of Ag. Specifically they asked about getting a letter of support from COM regarding our EDL403 course. I understand your department might have issue with the name? If so, I am flexible if you have suggestions. Thoughts?

I look forward to hearing from you soon.

Regards,

Jayson

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies
Director of the Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Director of Online Teaching and Learning
Taylor Hall, Room 151G | University of Kentucky | Lexington, KY 40506-0017
P: 001.859.379.9097 | E: jayson.richardson@uky.edu | W: www.jaysonrichardson.com

Richardson, Jayson

From: Brass, Dan
Sent: Wednesday, October 09, 2013 11:12 AM
To: Richardson, Jayson
Subject: RE: Undergraduate Certificate in Leadership Studies

Hi Jayson,

Yes, I'm OK with including the potential electives, and the proposed program of study.

Dan

From: Richardson, Jayson
Sent: Monday, October 07, 2013 4:27 PM
To: Brass, Dan
Subject: Undergraduate Certificate in Leadership Studies

Hello Dan,

My name is Jayson Richardson. I am an Associate Professor in Educational Leadership Studies in the College of Education. I have been in close collaboration with faculty in Community and Leadership Development in College of Agriculture to build an Undergraduate Certificate in Leadership Studies. We are currently under review with Undergraduate Council. They asked that I reach out to you to us proceeding. In short, we just need an email confirmation. They also asked that we include two of your courses as electives. We are glad to do that!

I attached a copy of the current proposal (note that includes the two courses suggested by your department).

Can you also confirm that:

- You are Ok with us including these courses as potential electives; and
- You are OK with our proposed program of study.

Best regards,

Jayson

Jayson W. Richardson, Ph.D.
Associate Professor | Department of Educational Leadership Studies
Director of the Center for the Advanced Study of Technology Leadership in Education (CASTLE)
Director of Online Teaching and Learning
Taylor Hall, Room 151G | University of Kentucky | Lexington, KY 40506-0017
P: 001.859.379.9097 | E: jayson.richardson@uky.edu | W: www.jaysonrichardson.com

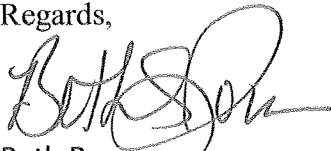
April 29, 2014

To Whom it May Concern:

As the Chair of the Department of Educational Leadership Studies in the College of Education, I am writing to indicate that my department is willing and able to work with the College of Education to host the Undergraduate Certificate in Leadership Studies. This Undergraduate Certificate is in collaboration with the Department of Community & Leadership Development out of the College of Agriculture, Food and Environment.

Please feel free to contact me if you have questions or need additional information.

Regards,



Beth Rous

Chair and Professor

Department of Educational Leadership Studies

College of Education

University of Kentucky



College of Agriculture, Food
and Environment
Community and Leadership
Development
500 Garrigus Building
Lexington, KY 40546-0215
859 257-3471
fax 859 257-1164
or 859 257-4354
www.uky.edu

April 28, 2014

To: Lee Blonder, Chair
Senate Council

From: Gary L. Hansen, Chair 
Dept. of Community & Leadership Development

Re: Undergraduate Certificate in Leadership Studies

I am writing to express the Department of Community & Leadership Development's support for the proposal to create an undergraduate certificate in Leadership Studies as amended at today's meeting of the Senate Council. The amended version will "house" the certificate in the College of Education rather than in the Division of Undergraduate Education. Please contact me if I can provide additional information.



College of Agriculture,
Food and Environment
Office of the Dean and Director
S123 Ag. Science Building - North
Lexington, KY 40546-0091

859 257-4772
fax 859 323-2885

www.uky.edu

April 29, 2014

MEMORANDUM

TO: Senate Council Chair Lee Blonder

FROM: Nancy Cox, Dean of the College of Agriculture, Food and Environment

A handwritten signature in black ink that reads "Nancy M. Cox".

RE: Support for Housing Leadership Studies Certificate in the College of Education

C: Gary Hansen, Larry Grabau

We have recently learned that housing the above certificate in Undergraduate Education will not be possible, as originally intended. Thus, this collaborative effort between our College and the College of Education needs a college home. In the spirit of cooperation, we are agreeable to the placement of this certificate in the College of Education. We believe this certificate will become a model of cross-college collaboration for certificate development, implementation, and delivery.



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

April 29, 2014

Dr. Lee Blonder
University Senate Council Chair
201 Main Building
University of Kentucky
Lexington, KY 40506

Dear Dr. Blonder:

As the Dean of the College of Education, I support that the Department of Educational Leadership Studies, a unit in the College of Education, will host the Undergraduate Certificate in Leadership Studies. This undergraduate certificate is in collaboration with the Department of Community & Leadership Development in the College of Agriculture, Food and Environment. The Undergraduate Certificate in Leadership Studies is an excellent example of intercollege collaboration around leadership studies and will provide undergraduate students with the opportunity to expand their knowledge, skills and dispositions regarding school and community leadership.

Sincerely,

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

Mary John O'Hair
Dean and Professor

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Thursday, April 24, 2014 10:42 AM
To: Brothers, Sheila C
Subject: Health, Society and Populations
Attachments: HSP Senate Proposal - Revised 042314.pdf

[revised proposal attached]

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA program: Health, Society and Populations, within the College of Arts & Sciences.

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>

HEALTH, SOCIETY AND POPULATIONS

New Bachelor of Arts Degree

College of Arts and Sciences

Deborah L. Crooks, Ph.D.
Co-Director, Population Health
College of Arts and Sciences
University of Kentucky
dlcrooks@uky.edu
257-4654

Brea L. Perry, Ph.D.
Co-Director, Population Health
College of Arts and Sciences
breperry@uky.edu
257-4416

NEW UNDERGRADUATE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"¹)

1. General Information:

College: <u>Arts and Sciences</u>	Department: <u>College of Arts and Sciences (Interdisciplinary Programs)</u>
Major Name: <u>Health, Society and Populations</u>	Degree Title: <u>Bachelor of Arts</u>
Formal Option(s), if any: _____	Specialty Field w/in Formal Options, if any: _____
Date of Contact with Assoc. Provost for Academic Administration ¹ : <u>03/19/2013</u>	Today's Date: <u>3/28/2013</u>
Accrediting Agency (if applicable): _____	
Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval. OR <input type="checkbox"/> Specific Date ² : _____	
Contact Person in the Dept: <u>Deborah L. Crooks</u> <u>Brea L. Perry</u>	Phone: <u>257-4654</u> <u>257-4416</u> Email: <u>dlcrooks@uky.edu</u> <u>breaperry@uky.edu</u>

2. General Education Curriculum for this Program:

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

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

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	<u>any</u>	<u>3</u>
Humanities	<u>any</u>	<u>3</u>
Social Sciences	<u>any, but PSY 100 recommended</u>	<u>3</u>
Natural/Physical/Mathematical	<u>any</u>	<u>3</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	<u>MA 111, 113, 123, 137 recommended</u>	<u>3</u>
Statistical Inferential Reasoning	<u>any</u>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<u>any</u>	<u>3</u>
Global Dynamics	<u>any</u>	<u>3</u>

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration.

² Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

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

NEW UNDERGRADUATE PROGRAM FORM

Total General Education Hours

30

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

There is one required course that is not listed with the HSP prefix:
WRD 205, Intermediate Writing - Prof. Roxanne Mountford, Chair

4. How will University Graduation Writing Requirement be satisfied?

Standard University course offering

Please list: _____

Specific course

Please list: WRD 205

5. How will college-level requirements be satisfied?

Standard college requirement

Please list: Baccalaureate degree requirements in A&S:
Foreign Language proficiency as stated in Bulletin
3-6 college hours in disciplines in natural science
3-6 college hours in disciplines in social science
3-6 college hours in disciplines in humanities
120 hours minimum that are acceptable to the College of A&S
90 hours minimum in College of A&S
39 hours at or above 300 level for BA or at least 60 hours in
physical, biological and/or mathematical sciences for BS
39 hours within the major
1 course that includes some laboratory or field experience
30 hours UK Core
6 hours of free electives not counted toward UK Core or major
University graduation writing and resident requirements

Specific required course

Please list: _____

6. List pre-major or pre-professional course requirements, including credit hours (if applicable):

7. List the major's course requirements, including credit hours:

Major Requirements:

a. Statistics: choose one course from the following: , 3

STA 296 Statistical Methods and Motivations

SOC 303 Quantitative Sociological Analysis

GEO 309 Introduction to GIS

b. One Math class (MA 109, 111, 113, 123, 137) (MA 111, 113, 123, 137 recommended), 3

c. WRD 205 (see advisor for suggested sub-topics/sections), 3

d. Science: two courses; choose one BIO course and one from any of the remaining science electives.

ANA 109 Anatomy and Physiology for Nursing 1

ANA 110 Anatomy and Physiology for Nursing 2

ANA 209 Principles of Human Anatomy

BIO 102 Human Ecology

NEW UNDERGRADUATE PROGRAM FORM

BIO 103 Basic Ideas of Biology
BIO 148 Introductory Biology 1
BIO 208 Principles of Microbiology
CHE 104 Introductory General Chemistry
CHE 108 Introduction to Inorganic, Organic and Biochemistry
PGY 206 Elementary Physiology

e. Social Science approaches to Health: Choose two courses, 9

1) Required: SOC/HSP 255 Medicine Health and Society

2) Choose two:

ANT 429 Survey of Medical Anthropology
GEO 475G Medical Geography
PSY 223 Developmental Psychology
SOC 355 Sociology of Health and Illness

f. Topics in Society and Health:

For a total of 4 additional courses, choose any remaining courses from the list in (e), or from the following list; must choose from at least 2 different disciplines, 12

ANT 225 Culture, Environment and Global Issues
ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities
ANT 303 Topics in the Anthropology of Food and Nutrition
ANT 333 Contemporary Human Variation
GEO 261 Global Dynamics of Health and Disease
GEO 544 Human Population Dynamics
GRN 250 Aging in Today's World
GRN 585 Aging and Environment
GWS 300 Topics in Gender and Women's Studies (note this course is approved ONLY for the subtitle, "Gender, Race & Science")
HIS 584 Health and Disease in the U.S.
PHI 305 Health Care Ethics
SOC 235 Inequalities in Society
SOC 340 Community Sociology
SOC 360 Environmental Sociology
SOC 439 Topics in Crime (note this course is approved ONLY for the subtitle, "Mental Illness, Crime, Law and Deviance")

g. Health Professions: choose two from the following: 6

CPH 201 Introduction to Public Health
CPH 202 Public Health through Popular Film
CPH 203 Sexual Health
CPH 310 Disease Detectives: Epidemiology in Action
CPH 320 Foundations of Environmental Health
CPH 351 Preparing for Apocalyptic Events: Crisis Mgmt & Population Health
CPH 440 Foundations of Health Behavior
CPH 450 Managing Health Services Organizations to Improve Population Health
CPH 451G A Sick World: Global health in the Early 21st Century
CPH 472 Public Health Professions and Practice
HSM 241 Health and Medical Care Delivery System
KHP 230 Human Health and Wellness
KHP 270 Introduction to Health Education and Health Promotion
KHP 590 Advanced Health Concepts

NEW UNDERGRADUATE PROGRAM FORM

h. HSP 499 Health Society and Populations Capstone

8. Does program require a minor? Yes No

If so, describe, including credit hours. _____

9. Does program allow for an option(s)? Yes No

If so, describe option(s) below, including credit hours, and also specialties and subspecialties, if any:

10. Does the program require a certain number of credit hours outside the major subject in a related field? Yes No

If so, describe, including credit hours: _____

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

If so, describe, including credit hours: _____

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

If so, describe, including credit hours: Not in the major, but there is for satisfaction of A&S requirements

13. Summary of Required Credit Hours.

<p>a. Credit Hours of Premajor or Preprofessional Courses: <u>3</u></p> <p>b. Credit Hours for Major Requirements: <u>42</u></p> <p>c. Credit Hours for Required Minor: _____</p> <p>d. Credit Hours Needed for Specific Option: _____</p> <p>e. Credit Hours Outside of Major Subject in Related Field: _____</p> <p>f. Credit Hours in Technical or Prof. Support Electives: _____</p> <p>g. Minimum Credit Hours of Free/Supportive Electives: <u>6 (see #5 above)</u></p> <p>h. Total Credit Hours Required by Level:</p> <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"><u>varies</u></td> <td style="width: 25%;">200: <u>varies</u></td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td><u>depending</u></td> <td></td> <td><u>depending</u></td> </tr> <tr> <td>100:</td> <td><u>on course</u></td> <td>300: <u>min 24</u></td> <td>400-500: <u>3 or more</u></td> </tr> <tr> <td></td> <td><u>choices,</u></td> <td></td> <td></td> </tr> <tr> <td></td> <td><u>3-9</u></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td><u>15</u></td> </tr> </table> <p>i. Total Credit Hours Required for Graduation: <u>45</u></p>		<u>varies</u>	200: <u>varies</u>			<u>depending</u>		<u>depending</u>	100:	<u>on course</u>	300: <u>min 24</u>	400-500: <u>3 or more</u>		<u>choices,</u>				<u>3-9</u>						<u>15</u>	<p>Not Applicable <input type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>
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100:	<u>on course</u>	300: <u>min 24</u>	400-500: <u>3 or more</u>																						
	<u>choices,</u>																								
	<u>3-9</u>																								
			<u>15</u>																						

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

N/A

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

NEW UNDERGRADUATE PROGRAM FORM

separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See Attached 4 year Curricular Plan</u>	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

NEW UNDERGRADUATE PROGRAM FORM
Signature Routing Log

General Information:

Major Name and Degree Title: Bachelor of Arts, Health, Society and Populations
 Proposal Contact Person Name: Deborah L. Crooks Phone: 7-4654 Email: dlcrooks@uky.edu
Brea L. Perry 7-4416 brea.perry@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
HSP Faculty of Record	3/28/13	Deborah L. Crooks / 7-4654 / dlcrooks@uky.edu Brea L. Perry/7-4416/brea.perry@uky.edu	
HSP Co-Directors	3/28/13	Deborah L. Crooks / 7-4654 / dlcrooks@uky.edu Brea L. Perry/7-4416/brea.perry@uky.edu	
		/ / / /	
A&S EPC and A&S Office of the Dean	4/23/13	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

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

Comments:

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

TABLE OF CONTENTS

- Cover page
- Table of Contents
- Request to Classify Proposed Program (Section I)
- Request to Classify Proposed Program (Section II; contents below)

I. PROGRAM DESCRIPTION

- A. Abstract
- B. Rationale for a Program in Health, Society and Populations
- C. Similar Programs at Benchmark and Land Grant Institutions
- D. Relationship to Existing UK Programs
- E. Preparing Students for Life and Work
 - 1. *Student Skills Development*
 - 2. *Career Opportunities*
- F. Student Recruitment and Potential Enrollment
 - 1. *New students entering the program (including transfers)*
 - 2. *Anticipated students from other majors*

II. COMPREHENSIVE PROGRAM DESCRIPTION AND COMPLETE CURRICULUM

- A. Degree Development
- B. Major Requirements
 - 1. *General Education Requirements (UK Core).*
 - 2. *College of Arts and Sciences Requirements.*
 - 3. *Graduation Writing Requirement*
 - 4. *Major requirements*
 - 5. *Capstone*
- C. Advising, Mentoring and Integrative Activities
- D. Program and student evaluation.
 - 1. *Annual program evaluation and student assessment.*
 - 2. *Longer-term measures of success*

III. RESOURCES

- A. Program Structure and Faculty Rules
 - 1. *Overview*
 - 2. *Faculty of Record and Affiliated Faculty*
 - 3. *Director or Co-Directors*
- B. Other Resources

IV. New Undergraduate Proposal Form w/Signature Routing Log

V. Appendices

- A. B.A. in Health, Society and Populations Requirements
- B. Coursework Distinction among HSP, BPH, HHS, KHP degrees
- C. Four Year Curricular Map
- D. Letters of support
- E. New Program Form

F. Status of New Courses in HSP Curric as of 4/30/2013
G. New course forms, SOC 255, HSP 499

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): <input checked="" type="checkbox"/> Undergraduate* <input type="checkbox"/> Masters* <input type="checkbox"/> Doctoral* <input type="checkbox"/> Professional*		
2.	Have you contacted the Associate Provost for Academic Administration (APAA)? YES <input checked="" type="checkbox"/> Date of contact: 3/19/2013 NO <input type="checkbox"/> (Contact the APAA prior to filling out the remainder of this form.)		
3.	Degree Title:	Bachelor of Arts in Health, Society and Populations	
4.	Major Title:	Health, Society and Populations	
5.	Option:	N/A	
6.	Primary College:	Arts and Sciences	
7.	Primary Department:	College of Arts & Sciences (Interdisciplinary Programs)	
8.	CIP Code (supplied by APAA)	30	
9.	Accrediting Agency (if applicable):	CPE	
10.	Who should be contacted for further information about the proposed new degree program:		
	Name: Deborah L. Crooks, PhD Brea L. Perry, PhD	Email: dlcrooks@uky.edu breaperry@uky.edu	Phone: 257-4654 257-4416
11.	Has the APAA determined that the proposed new degree program is outside UK's band? <input type="checkbox"/> YES (Continue with the Section II* on a separate sheet.) <input type="checkbox"/> NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)		

Section II (Attach separate pages.)

I. Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.

II. Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.

III. Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

REQUEST TO CLASSIFY PROPOSED PROGRAM – Section II

I. PROGRAM DESCRIPTION

A. Abstract

The Bachelor of Arts in Health, Society and Populations (HSP) will make significant contributions to the University's undergraduate degree options and teaching mission. Students can obtain the HSP B.A. as a stand-alone degree or as a second major with any other department or discipline-specific B.A. or B.S. degree. The proposed HSP program draws on the expertise of numerous faculty members within the College of Arts and Sciences, as well as coursework across a number of Colleges at the University of Kentucky. It is a much-needed complement to current undergraduate health-related programs at UK, providing students the opportunity to pursue their interests in health-related issues through the analytical lens of the social sciences. The program simultaneously fosters collaboration with other health-related disciplines on campus through shared coursework that puts students from multiple disciplines into conversation with each other in the classroom.

The program in Health, Society and Populations focuses on understanding health outcomes and their unequal distribution as a product of multiple interacting influences, including health care, behaviors, environmental conditions, genetic and biological factors, and social and cultural characteristics of groups and individuals. It draws on models of population health as proposed by ION (2013), Kindig and Stoddard (2003), NIH (2008) and Soto (2013). While the definition of "population health" is much debated among these agencies and scholars, there is consensus that population health outcomes are the result of a complex set of interacting factors at multiple scales and encompassing biology, society and culture. The strengths and expertise of the interdisciplinary faculty in the College of Arts and Science (especially Medical Anthropology, Medical Sociology, Medical Geography, and the History of Medicine and Disease) provide coursework through which students in the HSP program can explore specific aspects of causal mechanisms leading to population health outcomes and illness experiences. These are:

- 1) the multi-scalar social and political structures that produce and sustain health disparities;
- 2) the complexity of pathways that promote, constrain and/or mediate relationships among biological and social factors in the production of health outcomes;
- 3) the agency of local populations and their actions toward producing change in their own health.

The specific coursework requirements are provided in Section II.B., and also in Appendix A. The intent of the requirements is to provide students with a substantial foundation in population health and health disparities from the perspective of the social sciences, as well as the skills necessary to succeed in the entry-level, health-related work force, and/or graduate and professional schools, as they choose.

- 1) Students in the HSP program will take courses to satisfy the University's Core Requirements.

2) Housed within the College of Arts and Sciences which “embodies the liberal arts” (UK Bulletin), the HSP degree also requires that students satisfy the requirements of the College which includes courses in Natural Science, Social Science, Humanities and Foreign Language.

3) Coursework for the major includes a course each in statistics and math, two courses each in science and social science, WRD 205, HSP 255 (Medicine, Health and Society), two disciplinary foundations courses in Social Sciences Approaches to Health (Anthropology, Geography, Sociology and Psychology); four courses in Society and Health drawn from a broad range of coursework across numerous disciplines; two courses in the Health Professions drawn from courses in the College of Public Health and the Department of Health Promotion in the College of Education, and HSP 499 the major’s Capstone.

The variety of course offerings in the major provides flexibility in designing (with the help of their advisor – see section II.C.) a broad-based degree program or a program of study that meets their own specific interests, educational, and career aspirations in three content areas - Global Health, Health Ecologies, and Social Inequalities in Health and Illness.

The value of the proposed HSP B.A. program lies in its social science approach to health outcomes, particularly health inequalities. In addition, coursework that satisfies the UK Core, College of A&S, and major requirements will provide students with strengths in communication, problem solving, and critical thinking. This degree will make students competitive in rapidly expanding health and health care fields, and will provide important advantages to students who plan to continue their education through graduate or professional programs.

Finally, the HSP B.A. will place the University at the forefront of degree programs offering a social science approach to health (for a list of current programs at other institutions, see I.C. and I.F., Tables 1 and 2). It will be an important component of the College of Arts & Sciences goals to promote innovative preparation for life and career, multidisciplinary scholarly research, connectivity with the world, and substantive community involvement (Ampersand: Envision 2020, Fall 2010).

B. Rationale for a Program in Health, Society and Populations.

The 21st century holds the promise of a new kind of health science and health care delivery system in which disciplinary and professional boundaries are becoming increasingly blurred. Academics, practitioners, and policy makers from diverse disciplines now recognize that health outcomes are the result of complex interactions between social, behavioral, and biological factors (Hamer 2002; Shonkoff and Phillips 2000; Singer and Ryff 2001). The ideology underlying the proposed undergraduate B.A. degree program in Health, Society and Populations is to train students to contribute to a continuing process of integration and collaboration in which the best theoretical, methodological, and clinical approaches – across disciplines - are brought to bear on health disparities and other contemporary empirical questions and public health issues, with emphasis on the ways in which societal structure and cultural ideologies interact with human biology to shape health and well-being.

Acute and chronic disease morbidity and mortality are among the most critical problems facing the Commonwealth of Kentucky, and they are unequally distributed across the geographical and social landscapes. The University of Kentucky has a responsibility to train future health professionals who are committed to understanding and improving health in their communities. Kentucky is one of the unhealthiest states in the U.S., and was recently ranked 43rd overall by the United Health Foundation (2007). Moreover, due to elevated rates of cardiovascular disease, cancer, and diabetes, Kentucky's all-cause mortality rate is the second highest in the nation. Similarly, the 2009 Kids Count Data Book outlined several health challenges among children in Kentucky, which earned a ranking of 41st in the nation for child well-being. A goal of the HSP program is to arm citizens of Kentucky with an integrative and interdisciplinary view of these health and social problems that will inspire collaborative and effective solutions at the levels of individual, community, and society.

C. Similar Programs at Benchmark and Land Grant Institutions

The University of Kentucky benchmark institutions offer variable types of health-related degrees. However, the majority are B.S. degrees in Health Science or professional degrees in Public Health, both of which currently exist or are awaiting approval at the University of Kentucky. Two benchmark institutions offer degrees similar to the proposed program in Health, Society and Populations. Michigan State offers a degree in Interdisciplinary Studies in Social Science with a concentration in Health and Society. In addition, the University of Iowa offers a certificate and a minor in Global Health, alongside a major in International Studies, through its Global Health Studies program. Both of these schools are ranked 28th nationally among public universities. The University of Kentucky is # 60 in this ranking. Thus, the new HSP degree program will be another means for UK to attain higher national status.

A survey of land grant institutions reveals that an additional 9 universities out of 71 land grants offer 11 different undergraduate degrees or certificates with an emphasis on health through Liberal Arts, Arts and Sciences or other colleges that are not Colleges of Public Health or Health Sciences. Like this proposed degree, all of these programs have a heavy emphasis on interdisciplinary studies, including substantial concentrations in the social science disciplines and writing-intensive courses. These universities are listed in Table 1 below.

To highlight important commonalities among these programs and the proposed HSP degree, we present an in-depth comparison of the proposed HSP degree program and two existing programs as listed in Table 1, the University of Pennsylvania and Michigan State University.

The Health & Societies major at University of Pennsylvania (see <http://hss.sas.upenn.edu/hsoc>) is an interdisciplinary major focusing on "the ways in which political systems, economic institutions, social practices and cultural values shape and are shaped by ideas about health and health care." Like the proposed HSP degree, Health & Societies at Penn is anchored by an introductory course and a capstone course that are designed for majors. Also required are a social science methods course and two core courses (choose two of four) that represent social science approaches to health (Medical Anthropology, Medical Sociology, Medicine in History, or American Health Policy). Students then choose a field of concentration, similar to our HSP

degree program (e.g. global health, environment and health, disease and society). Health & Societies majors choose nine courses for their field of concentration from a long list of options across disciplines, including biology, anthropology, sociology, public health, history, environmental studies, Africana studies, Asian studies, and so on. It is important to note that this flexibility is intentionally built into the Health & Societies degree at Penn, as with the proposed HSP degree., and is advertised as “combining the freedom of an individualized major with the coherence of a core curriculum,” while permitting a focus “on the interest of the individual student that is composed of courses drawn from across the university.”

The degree in Interdisciplinary Studies with a Health and Society Concentration at Michigan State (see <http://www.reg.msu.edu/AcademicPrograms/ProgramDetail.asp?Program=4567>) is also very similar to the proposed HSP degree with respect to program goals and organization. The degree at Michigan State examines “the social, behavioral, and economic determinants of health” and provides “knowledge and skills to improve population health.” As with the proposed HSP degree, the Michigan State Health and Society major is anchored by an introductory course on social science perspectives and a capstone course that is specific to the major. Students also take a course in critical writing, as well as three “foundation courses” from a restricted list, including Sociocultural Diversity, Microeconomics, World Regional Geography, Intro to Psychology, and Intro to Sociology. Finally, similar to the UK HSP degree program, students choose between six and nine additional courses from a diverse list of social science courses from disciplines such as anthropology, economics, family studies, geography, psychology, sociology, and social work.

Table 1. Undergraduate health/liberal arts programs at land grant and benchmark institutions (additional non-land grant and non-benchmark institutions are listed in Table 2).

University	College	Department	Degree
Auburn University	College of Liberal arts	Political Science	Health Services Administration
Cornell University	College of Human Ecology	Division of Nutritional Sciences	Human Biology, Health, and Society
Louisiana State University	College of Humanities and Social Sciences	Multiple - Interdisciplinary	Interdisciplinary Studies, Health Sciences Concentration
Michigan State University	College of Social Science	Interdisciplinary Studies	Interdisciplinary Studies, Health and Society Concentration
North Dakota State University	College of Arts, Humanities and Social Science	Health Communication	Health Communication

University of Arizona	College of Letters, Arts and Science	Global Studies	Global Studies, Health and Development Concentration
University of Arizona	College of Letters, Arts and Science	General Studies	Science, Technology, Health, and Society
University of Arizona	College of Social and Behavioral Sciences	Sociology	Care, Health, and Society
University of Delaware	College of Arts and Science	Department of Sociology and Criminal Justice	Sociology, Health and Health Services Concentration
University of Iowa	College of Liberal Arts and Sciences	Global Health Studies	International Studies, Global Health Studies Concentration
University of Pennsylvania	College of Arts and Sciences	History and Sociology of Science	Health and Societies
University of Wisconsin Madison	College of Agriculture and Life Sciences	Global Health Institute	Certificate in Global Health
Utah State University	College of Education and Human Services	Health, Physical Education, and Recreation	Health Communication, Concentration in Community Health

Overall, this listing of degree programs similar to the proposed Health, Society and Populations B.A. suggests that interdisciplinary, liberal arts degrees in health or health care are trending upward, possibly with the greater focus on transdisciplinarity and integrative health research and clinical practice as a whole. In fact, most of these degree programs have been established in the last 1-3 years. Importantly, this highlights an opportunity for the University of Kentucky to be ahead of most institutions and states by creating a social science focused program on health within the College of Arts and Sciences.

D. Relationship to Existing UK Programs

There are two undergraduate majors currently offered at the University of Kentucky which are related to the proposed Health, Society and Population B.A. These are the Bachelor of Human Health Sciences (HHS) offered by the College of Health Sciences and the Bachelor of Science in Health Promotion offered by the Department of Kinesiology and Health Promotion (KHP) in the College of Education. In addition, the College of Public Health has proposed a Bachelor of Public Health (BPH). These three programs differ from the HSP B.A. degree in significant ways; however we see the differences less as a function of goals and more as a function of theoretical, disciplinary and pedagogical approaches to health and well-being that shape the larger field of population health. The HSP B.A. program provides students the choice of a degree that approaches population health from a social science perspective.

- The Human Health Sciences (HHS) baccalaureate program prepares undergraduate students for future health care careers in a dynamic, interprofessional healthcare environment. Graduates of this program will have a strong foundation in the basic

sciences and develop competencies in healthcare skills and knowledge, thereby maximizing professional career opportunities. This program is not intended to replace traditional pathways leading to healthcare careers; instead, it is intended to offer a unique alternative embracing interdisciplinary education with a broad exposure to health care practices, policies and management for those seeking careers in healthcare and the health professions. Specifically, the degree offers four options for students' interested in future graduate or professional study in Dentistry, Pharmacy, Physical Therapy, and Physician Assistant programs. This degree also prepares students for work in a variety of other fields, including mid-level management or supervision across healthcare environments, medical or pharmaceutical sales, and community health advocacy. Students graduating from this program would also be competitive for other graduate disciplines.
<http://www.mc.uky.edu/healthsciences/hhs/>

- The B.S. in Health Promotion offered by the College of Education is designed to provide future school teachers with pedagogical and practical training aimed at changing individual behavior, environments, and policy. The health promotion program ensures an understanding of and knowledge about the structure of the health promotion discipline through content and methodology courses in sexuality education, drug education, human health and wellness, nutrition, and program planning in health education. The purpose of health promotion is to promote quality of life for all people; it generally focuses on the whole individual, including social and emotional dimensions, not just the physical. The program is described as being designed for those interested in teaching health education in schools, and requires teacher certification.
- The goal of the BPH is to train public health practitioners to address population-wide shifts in morbidity and mortality through health education, prevention, and promotion campaigns and interventions. Utilizing an interprofessional learning approach, one of its goals is to prepare students for deliberately working together with the common goal of improving public health infrastructure, an approach also shared by HHS. The College of Arts and Sciences and the College of Public Health worked together to design the proposed new programs (BPH, HSP B.A.). This innovative collaboration resulted in companion degree programs – one from a public health approach, one from a social science approach, which share some aspects of coursework, thus promoting cross-disciplinary collaboration among future professionals, while also allowing BPH students to sit for the national credentialing exam in Public Health.

The Bachelor of Human Health Sciences, the Bachelor of Science in Health Promotion, and the Bachelor of Public Health are distinct from the proposed Health, Society and Populations B.A. in that they are pre-professional degrees, and as a consequence, the curricula are highly structured, while the Liberal Arts based HSP degrees allows students to move into the program from other A&S degree programs as their interests may change and without much loss of time toward degree, if any. And while they all degree programs mentioned above draw from the population health concept, and all emphasize relationships between the individual and their environment at multiple levels, the emphasis on relevant aspects may differ according to their disciplinary

perspectives and strengths, as does their coursework (see Appendix B for an analysis of the distinction in coursework among the four programs).

The proposed Health, Society and Populations program provides an emphasis on structural factors and uneven distribution of resources that interact with other “determinants of health” to shape and maintain inequalities in health outcomes, as well as providing an emphasis on the agency of individuals, organizations and communities in responding to these inequalities. This interdisciplinary, social science of health perspective is missing from UK’s current degree offerings; the proposed HSP will provide a much-needed addition.

E. Preparing Students for Life and Work

1. Student Skills Development

Interdisciplinary approaches to health demand creative and critical thinking skills to be able to evaluate and integrate alternative causes, consequences, and solutions. A primary focus of the HSP B.A. degree will be the development of creative and critical thinking skills through active learning. In the introductory core course, SOC/HSP 255, the four foundational social science courses (ANT 429, GEO 475G, PSY 223, and SOC 355) and the capstone course (HSP 499), students will learn to assess population health issues and problems from the perspective of social science and then formulate viable solutions. Students will also practice higher-order thinking through critical reading, verbal reasoning, synthesis of scientific literature, and data analysis and interpretation. These critical thinking activities will be reinforced through the required statistics course and through individual and group assignments and activities in carefully-selected elective courses in natural science, social science, and health professions. Thus, a primary outcome of the program will be to produce graduates with the ability to think critically and independently.

Critical thinking will be an attribute the students can employ throughout their lives and will make them more successful in their careers. Work in health-related fields requires critical thinking skills to assess the needs of community members, researchers, and policy makers, and to apply problem-solving techniques. Because health professionals are often involved in designing and implementing new programs, they must be adaptable and able to break down complex tasks into manageable parts in a systematic, detailed way. Likewise, they must be capable of addressing problems, situations, or opportunities by drawing on their knowledge and experience base, and calling on other references and resources as necessary.

Another important outcome will be to train the students to communicate effectively through written and oral media. Individuals employed in health-related fields must have excellent communication skills to work well with people and groups from diverse cultural and socioeconomic backgrounds. They must be able to prepare reports, proposals, and other written materials, and need to be able to effectively communicate orally and in writing with various groups and individuals. Skill in recording, compiling, and analyzing data for case histories, medical records, reports, and other general correspondence, and demonstrable communications

skills, including public speaking, with an ability to adapt complex information for lay and professional audiences is critical. These skills will be developed throughout the core courses in social science approaches to health, which have substantial writing and presentation components. Communication skills are also the principle focus of WRD 205. The best of the students' written documents and presentations will be incorporated into the Program Website to educate the public about existing and emerging health issues.

Greater expertise in health issues of the students' own interest will be provided by the elective courses in Topics in Society and Health, and Health Professions. Here, students may choose to focus more narrowly on a specific health problem or process that is related to their career or graduate education aspirations. The current curriculum provides for **three health concentrations**, and students will design their programs in consultation with the HSP advisors (see Section II.C.):

- 1) Global health (e.g. choosing from ANT 225, ANT 251, GEO 261, GEO 544)
- 2) Health ecologies (e.g., choosing from ANT 225, ANT 303, ANT 333, GEO 544, GRN 585, SOC 360, CPH 320, CPH 351),
- 3) Social inequalities in health and illness (e.g., choosing from ANT 251, SOC 235, SOC 360, GWS 300, CPH 310).

Alternatively, students may choose courses in a variety of areas that provide a **broader understanding** of many of the current perspectives and challenges in addressing the health of populations, including health inequalities.

The Student Learning Outcomes for the B.A. in Health, Society and Populations will be:

- 1) Understand and apply the core principles of a social science approach to population health
- 2) Articulate the social and political structures that produce and sustain health disparities
- 3) Explain the complexity of pathways that promote, constrain, and/or mediate relationships among biological and social factors in the production of health outcomes
- 4) Analyze patterns of health inequalities and evaluate the strength and significance of associations between social factors and population health outcomes
- 5) Apply knowledge from degree coursework to develop and/or assess policies and interventions for reducing health disparities and/or improving population health

In addition, each of the three concentrations has an associated learning outcome:

- 6) *Global health*: Explain patterns of global health inequalities and how these are linked to both global and local cultures, political systems, and social inequalities.
- 7) *Health ecologies*: Articulate how the physical, social, and resource environments in which individuals are embedded influence health behaviors and outcomes
- 8) *Social inequalities*: Describe social institutions that reproduce inequality over time and identify how individual and community resources can be leveraged to produce social change

2. Career Opportunities

The Health, Society and Populations B.A. degree will provide graduates with a broad liberal-arts education which is the core of Arts and Sciences, in addition to a concentration on social science based approaches to understanding health outcomes that is common in Health and Society programs. HSP students will obtain the fundamental knowledge required to understand the relationships that exist between the global economy, societal problems and needs, and the distribution of health and illness. The program will develop the critical thinking, communication, and independent study skills necessary for students to pursue careers in health and human services that are currently in high demand. More specifically, the degree will prepare students for career opportunities in city, state and federal government, nonprofit organizations, and in the public and private health sectors.

Research on employment web sites such as www.publichealthjobs.net indicates that common entry-level positions that would be appropriate for our graduates include the following. The majority of these positions specify a Bachelor's in public health, social science, or another health-related degree:

Health advocacy – Health advocates are unlicensed professionals that engage in education, public outreach, community organizing, and other activities that promote the health of individuals and populations. Health advocates frequently work to improve access to safe and quality health care, particularly in impoverished or underserved communities. They may also provide information to individuals and communities about the importance of healthy living, disease prevention, safety, effective parenting, family planning and many other public health issues, and work with them in creating and/or executing strategies for health improvement.

Case management – Case managers are patient advocates who serve as a liaison between patients, families, doctors, and social services organizations; individuals with degrees in social sciences have been part of case management teams for some time, e.g., to assist in assessing structural and social challenges to health, local interpretations of health, the social organization of clinical interactions, etc. The HSP B.A. will allow graduates entry into this collaborative profession in many different settings, including hospitals, clinics, social services organizations, and non-profit organizations.

Health counseling - A bachelor's degree in a health-related field qualifies individuals for entry-level health counseling positions that do not require licensing, such as those with non-profit or community-based organizations. Health counselors provide support, guidance, and information to assist clients in overcoming emotional, socioeconomic and other types of hardships. They may work with children, families, mental health patients, substance abusers or prisoners.

Health marketing and communications – Health marketing and communications professionals create and use products or programs to promote health changes in individuals and communities. They use social marketing to define problems, identify target audiences, select communication channels, and develop and implement communication strategies. For example, health marketing and communications professionals may design and manage websites or social media sites, write

pamphlets or other promotional materials, plan events, or create public service announcements for radio or television that are aimed at health prevention and promotion.

Program development and evaluation – The HSP degree would qualify graduates to work with program developers, who oversee the design of health programs based on assessments of population health needs. They may also assist in writing proposals for program funding from government agencies or private donors and/or work as members of evaluation teams to collect, analyze, and present information in all sectors of government and in for-profit and non-profit agencies.

Project management – Project managers coordinate the overall and day-to-day tasks associated with implementation of one or more research projects or programs. They might perform tasks such as mailing surveys, coordinating data collection or data entry, and/or in various writing tasks, e.g., preparing project materials for review and/or dissemination, and may assist in managing data collectors and interviewers. Project managers work in many settings, including universities, research institutes, and for-profit and non-profit organizations.

Research analysis – Research analysts are responsible for analyzing and reporting data to monitor population health trends to those who make policy decisions and/or for purposes of informing the general public. They often work with statistical software to identify patterns and relationships between social or economic risk and protective factors and population health outcomes. Research analysts may work in universities, research institutes, government agencies, and in for-profit and non-profit organizations.

Job prospects for students with a B.A. in Health, Society and Populations are very positive. In a recent examination of post-graduate careers of students in the Health, Society and Policy program at the University of Utah (see Table 2), 176 graduates (between 2006 and 2010) reported on their experiences. Of the 176, 107 (58%) found employment, 75 (40%) pursued graduate studies and 4 (2%) took internship positions <http://hsp.utah.edu/careers.php>.

Due to the rising cost of healthcare, employers, insurance companies and governmental organizations are looking for ways to curb costs through preventative and innovative health measures. Moreover, a growing elderly population and the expansion of health services and health coordination associated with the 2010 healthcare reform act have increased demand for graduates in health-related fields, including entry-level positions. The U.S. Bureau of Labor Statistics predicted in 2008 that employment opportunities in various sectors of the health care system, including health advocacy, health marketing and communication, counseling, and program development and evaluation, would grow substantially faster than the national average through the year 2018 (www.bls.gov). Many careers in health and health care, including those described above, do not require professional certification or licensing. The emphasis of the HSP social science-based curriculum on interdisciplinarity, critical thinking, communication skills, and an understanding and appreciation of patterns of inequality in health and access to health care will be valuable and attractive assets for nonprofit organizations and other employers in the health sector.

F. Student Recruitment and Potential Enrollment

A recruitment plan has been developed with the Director of Academic and Enrollment Planning in the College of Arts and Sciences that targets high school seniors in the fall semester prior to their graduation. A significant number of students come to UK from local and regional high-schools; students also originate from states bordering on the Commonwealth and a variety of countries internationally. Targeting high school seniors in all these venues ensures that the recruitment plan reaches a diverse community. In addition, the A&S Passport to the World Program will provide unique opportunities to recruit international students into HSP. The HSP program will discuss potential minority and Appalachian student recruiting with the Louis Stokes Alliance for Minority Participation (LSAMP), and the Appalachian and Minority Science, Technology, Engineering, and Mathematics Majors (AMSTEMM) Programs. Finally, the Director/Co-Directors of HSP will initiate and maintain advertising of the HSP program to all institutions within the KCTC system, where many non-traditional and ethnically diverse students begin their college careers.

1. New students entering the program (including transfers).

The most recent enrollments for institutions with similar degrees are shown in Table 2, where available. There is no information available for the two University of Arizona health degree programs that are currently being offered, and the program through Sociology that is most similar to our proposed Health, Society and Populations B.A. will be offered for the first time in the fall of 2013 so figures are not yet available.

Because these degree programs are newer, enrollments at these institutions are a good indicator of numbers of majors that the HSP B.A. might attract during the first 1-3 years. Based on these programs, we anticipate having about 40 majors by fall of 2015. We hope to have enrollments similar to more established interdisciplinary programs at the University of Kentucky (e.g. International Studies, Environmental and Sustainability Studies) after five years (~ 200). We expect that many of our students will take disciplinary major and minor degrees in conjunction with the HSP B.A., and that the majority of these will be in Biology, Anthropology, Sociology, Geography, and Psychology (based on overlap in curriculum with these majors).

Table 2. Student enrollments in similar programs

University	Degree	Enrollment
Auburn University	Health Services Administration	53
Beloit College	Health and Society	40
Cornell University	Human Biology, Health, and Society	450
Louisiana State University	Interdisciplinary Studies, Health Sciences Concentration	21
Michigan State University	Interdisciplinary Studies, Health and Society Concentration	18
North Dakota State University	Health Communication	22

SUNY College at Old Westbury	Health and Society	Not Available
University of Arizona	Global Studies, Health and Development Concentration	Not Available
University of Arizona	Science, Technology, Health, and Society	Not Available
University of Arizona	Care, Health, and Society	Launching in 2013/14
University of Delaware	Sociology, Health and Health Services Concentration	15
University of Iowa	International Studies, Global Health Studies Concentration	10
University of Pennsylvania	Health and Societies	160
University of Utah	Health, Society, and Policy	200
University of Wisconsin Madison	Certificate in Global Health	49
Utah State University	Health Communication, Concentration in Community Health	122

2. Anticipated students from other majors.

While the HSP program intends to focus recruitment on students that otherwise would not have chosen UK for their undergraduate degree, or who are at UK but undecided about their majors, students may also choose to enter the program from other Arts and Sciences departments, e.g., Anthropology, Sociology and Geography. We did see this sort of migration within the College with the establishment of the interdisciplinary degree in International Studies. We may also receive some majors from Biology, given the size of their program, change in requirements and associated pressure on teaching and resources.

We also expect that many students who choose the HSP program for their primary degree, will choose to obtain a minor in another A&S program. For example, by design, enough courses exist in the social science components of the degree for students to readily obtain a minor in Sociology or Anthropology. In addition, some of these students will undoubtedly recognize the benefits of a double-major in HSP and a social science discipline, or in biology and HSP (as we see currently with Biology and Anthropology). Once established, the HSP program will explore the possibility of “imbedding” other departmental minors in the course listings as a means of increasing the number of majors in the participating departments. This appears ideally suited to encourage majors in Geography, Sociology, Anthropology, International Studies, and Environmental and Sustainability Studies.

Thus, in the first years of the HSP B.A. program the student enrollment will probably be comprised of students with an interest in human biology, sociology, or anthropology and those pursuing double-majors; some students have already registered an interest. As the HSP B.A. becomes more established and more widely recognized regionally, it is anticipated that the

enrollment will be largely comprised of students who would not have come to UK in the absence of the B.A. degree.

II. COMPREHENSIVE PROGRAM DESCRIPTION AND COMPLETE CURRICULUM

A. Degree Development

The interdisciplinary curriculum for the Bachelor of Arts in Health, Society and Populations was developed in Fall 2012 by an Advisory Committee consisting of representatives from the College of Arts and Sciences and the College of Public Health. The curriculum was finalized in Spring 2013 by the Population Health co-Directors, with the approval of the Advisory Committee. Letters of support from the Deans of the Colleges of Arts and Sciences and Public Health are attached. In addition, following reviews by the HHS and KHP programs, and the Undergrad Council, further revisions were made and are incorporated herein.

B. Major Requirements

The major in Health, Society and Populations is interdisciplinary and coursework draws on the vast expertise in health and health-related topics within the College of Arts and Sciences. Coursework in the major (see B.A. in Health, Society and Populations Program Requirements document, Appendix A) is sectioned into eight units, with students having a choice of courses within each unit, except for three, the WRD 205 writing requirement, the SOC/HSP 225 entry-level course, and the HSP 499 capstone. The benefits of this flexible program are numerous.

- 1) Having a choice of courses in the core program eliminates the roadblocks to graduation students often face by being closed out of a required course, while guaranteeing coverage of disciplinary knowledge necessary to the degree.
- 2) This “structure of choice” provides students flexibility in designing their major to fit their interests, while its “unit-based organization scheme” ensures students will gain the core knowledge expected by prospective employers and/or graduate and professional programs.
- 3) While the only choice for satisfying the major writing requirement is WRD 205, it is taught in many sections each semester, including sections focused on health, thus providing a writing course that allows students to research and write about a topic in health, while again eliminating roadblock that a single-section course might engender. It also currently satisfies the GWR requirement and has been submitted to satisfy the GCCR requirement (see approval letters in appendix).
- 4) The HSP 499 capstone course will provide students a final opportunity to integrate their coursework (a process that begins with their first course, HSP 255 and is on-going throughout their coursework) and apply it to a real world situation by designing and/or evaluate a health-related intervention program from a social science perspective. They will work collaboratively with their class peers, sharing ideas during the project, and sharing their final program/evaluation with the class and members of the HSP Faculty of Record (see Section II.C.).

Our detailed curriculum plan is provided in Appendix A of this proposal, and is explained and supported in the following section.

1. General Education Requirements (UK Core).

A number of UK Core courses have direct relevance to the B.A. degree in Health, Society and Populations, and we have included these courses in our curriculum (Appendix A) providing a great deal of flexibility in mapping out coursework (which students will do in consultation with their HSP advisors – see below). As indicated on the program requirements document, courses marked with a double-plus, “++” satisfy UK Core requirements. As the major grows, there will also be opportunities to design HSP courses that can be used on a campus-wide basis to satisfy UK Core requirements. However, we also believe in the value of UK Core as a general education curriculum and will encourage students to develop their critical thinking skills as evidence-based thinkers by selecting some courses that may not seem directly relevant to population health, and will challenge their perspectives and understandings of how things work, e.g., Living on the Right Side of the Brain (LA 111), The Dark Side of Interpersonal Communication (COM 314), Earthquakes and Volcanoes (EES 150), African-American History (AAS 261), Immigrant America (GEO 221), French Film Noir (FR 225), or any of the other interesting UK Core courses that are not on the “Program Requirements” list. Students have many “electives” outside the major (see 4 Year Curricular Map, Appendix B) and these courses will only contribute to their liberal arts background and development as critical thinkers.

2. College of Arts and Sciences Requirements.

We have also identified a number of courses from the A&S requirements list in the Undergraduate Bulletin that will be of interest to majors in Health, Society and Populations, providing flexibility in satisfying these requirements. They are marked on the Program Requirements document (Appendix A) with a double asterisk, “**”. There are numerous other courses, as well, and HSP advisors (Section II.C.) will encourage students to explore courses outside those recommended in the major. Again, students have many “electives” outside the major (see 4-year Curricular Map, Appendix C) which allow them the opportunity to explore new ideas through these courses without increasing time to degree.

3. Graduation Writing Requirement.

One of the student skills developed in this major is “demonstration of excellence in communication, with an emphasis on writing” (p. 4). We have identified WRD 205 as a required course for the major, and it fulfills the university’s current GWR and has been proposed to full the new GCCR (see email in Appendix D). This course is particularly appealing for a number of reasons, including the intensity of the writing component, but also the focus on “rhetorical analysis of issues of academic, political, social or cultural significance” (course description). The course is taught in multiple sub-sections from a variety of topical foci; of particular interest to HSP students might be “The Rhetorics of Disease,” “Women, Rhetoric and Health” and “Epidemics.” As the degree grows, we will work with WRD to develop additional and/or specific sub-sections of WRD 205 for HSP majors.

4. Major Requirements.

Table 3 provides the requirements for the major that allow students to obtain an understanding of foundational concepts and skills in statistics and quantitative analysis, math, science, social science, health professions and writing. In addition, the structure of the major enables HSP students to gain advanced knowledge and critical understandings of the health of populations from societal and cultural perspectives through the “structure of choice” framework within the “unit-based organization scheme” outlined above. (Courses marked with an asterisk “*” are new courses for which New Course Forms have been submitted through the appropriate departments).

HSP 255, Medicine, Health and Society is a newly proposed course required of all HSP majors, and provides a gateway into the major. It provides an introduction to foundational social theories and concepts through the lens of health, healing, and medicine. Social science perspectives on health disparities across populations, how health and disease are defined and managed, and cultural experiences of illness provide a window into a broader understanding of social life. The course has four major sections. The first section has theoretical foundations in social constructionism. It covers cultural relativism in the experience and treatment of illness, as well as the social construction of deviance and other social problems as disease. The second section is grounded in symbolic interactionism and other social psychological theories. It presents material on the role of social interaction, groups, and identity processes in health and illness. The third section has a basis in conflict theory and emphasizes the social origins of illness and disease. This section focuses largely on evidence and explanations for race, class, gender, and other social inequalities in health and health care. The fourth section covers functionalist theories of social organization. In this section, students will learn about social roles, social institutions, and the social structure of health care. Class sessions will emphasize group discussions and exercises based on peer-reviewed empirical work. These are designed to encourage the development of analytic skills, recognition of the benefits of collaborative approaches to complex problems, and independent exploration of course material.

Table 3. Course Requirements.

Intellectual Unit	Distribution	Course Choices
Statistics	Choose one.	STA 296 Statistical Methods and Motivations* SOC 303 Quantitative Sociological Analysis GEO 309 Introduction to GIS
Math	Choose one	MA 109, 111, 113, 123, 137
Writing	Required	WRD 205 Intermediate Writing
Science	Choose two	ANA 109 Anatomy and Physiology for Nursing 1 ANA 110 Anatomy and Physiology for Nursing 2 ANA 209 Principles of Human Anatomy BIO 102 Human Ecology BIO 103 Basic Ideas of Biology BIO 148 Introductory Biology I

		BIO 208 Principles of Microbiology CHE 104 Introductory General Chemistry CHE 108 Intro Inorganic, Organic & Biochem PGY 206 Elementary Physiology
Core Social Science Approaches to Health	<u>Required:</u> <u>Choose two:</u>	SOC/HSP 255 Medicine, Health and Society * ANT 429 Survey of Medical Anthropology GEO 475G Medical Geography PSY 223 Developmental Psychology SOC 355 Sociology of Health and Illness *
Topics in Society and Health	Choose four from at least 2 different disciplines. Students may also choose courses from the above category (Social Science Approaches to Health) that were not utilized to satisfy requirements in that category).	ANT 225 Culture, Environment & Global Issues ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities ANT 303 Topics in Anthropology of Food & Nutrition ANT 333 Contemporary Human Variation GEO 261 Global Dynamics of Health & Disease GEO 544 Human Population Dynamics GRN 250 Aging in Today's World GRN 585 Aging and Environment GWS 300 Topics in Gender and Women's Studies (note this course is approved ONLY for the subtitle, "Gender, Race & Science") HIS 584 Health and Disease in the U.S. PHI 305 Health Care Ethics SOC 235 Inequalities in Society SOC 340 Community Sociology SOC 360 Environmental Sociology SOC 439 Topics in Crime (note this course is approved ONLY for the subtitle, "Mental Illness, Crime, Law and Deviance")
Health Professions	Choose two	CPH 201 Introduction to Public Health CPH 202 Public Health through Popular Film CPH 203 Sexual Health CPH 310 Disease Detectives: Epidemiology in Action CPH 320 Foundations of Environmental Hlth CPH 351 Preparing for Apocalyptic Events: Crisis Mgmt & Population Health CPH 440 Foundations of Health Behavior

		CPH 450 Managing Health Services Organizations to Improve Population Health CPH 451G A Sick World: Global Health in the Early 21 st Century CPH 472 Public Health Profession & Practice HSM 241 Health and Medical Care Delivery Systems KHP 230 Human Health and Wellness KHP 270 Introduction to Health Education and Health Promotion KHP 590 Advanced Health Concepts
Capstone	Required	HSP 499 Population Health Capstone *

* New course – Status of new courses provided in Appendix D

5. Capstone.

HSP 499, a new course (Appendix G), provides a culminating capstone experience for students in their senior year. The course works as a seminar in which students integrate their coursework to develop, or critically analyze, a project that addresses health change. The course will consist of seminar sessions, smaller peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers and effectively communicate the results of their projects to a broader audience (see II.C.).

C. Advising, Mentoring and Integrative Activities

Formal advising and informal mentoring with take place in a number of venues over the course of the year as described below, and it is through these venues, particularly #2, 3 and 4 below, that much integration will take place.

- 1) Students are required to meet with their HSP advisors each semester. These advisors are assigned upon entrance to the program, and are drawn from the Faculty of Record in the initial years of the program, and from the Affiliated Faculty as the program grows. Students will work with their advisors to map out their coursework based on their own interests, and adjust that coursework as circumstances require and as interests change.
- 2) Students will engage with other faculty in the program through the HSP Seminar Series. This annual series will provide a forum for discussion of various topics, and will include guest speakers from within the university, as well as the community of Lexington. The purpose of this series is to bring students, faculty and guests into discussion with one another in a collaborative learning situation and to foster interdisciplinarity as well as a platform for integration of various ideas and concepts encountered in the yearly coursework.
- 3) HSP students will be involved in the selection and coordination of the visit of one guest speaker each year (the HSP Distinguished Speaker) – this may be a faculty member from another academic institution, a health practitioner, someone who works on health-related issues at an NGO or CBO, and once the program is established, may include our own HSP graduates. This will provide a more formal opportunity for mentoring, as well as professionalization.

4) Finally, HSP students will present their final papers (either program design or program evaluation) in the annual, year-end gathering of HSP students and HSP faculty (both Faculty of Record and Affiliated Faculty) following which will be a reception honoring graduating seniors. This will showcase the work of the graduating students, but will also provide the continuing students an opportunity to view how other students, through collaborative and integrative activities with mentors and peers, put their own learning into practice through the design and/or evaluation of a health-related program of change.

D. Program and student evaluation.

1. Annual HSP program evaluation and student assessment.

The specific targeted outcomes for the HSP program and the courses where the outcomes are addressed are shown in Table 4 below. The program builds skills in three specific areas, as described above (critical thinking, written communication, and oral communication), and also addresses five broad program learning outcomes (see below). In addition, should students choose to concentrate in global health, health ecologies, or social inequalities in health, each concentration has an associated learning outcomes. Specific outcomes will be associated with developing skills and knowledge that the students will utilize to build successful careers and to live healthy, productive lives as global citizens. Table 4 shows the HSP Curriculum Map for all of the major sections of the degree program and for the three concentrations.

Program Learning Outcomes:

- 1) Understand and apply the core principles of a social science approach to population health
- 2) Articulate the social and political structures that produce and sustain health disparities
- 3) Explain the complexity of pathways that promote, constrain, and/or mediate relationships among biological and social factors in the production of health outcomes
- 4) Analyze patterns of health inequalities and evaluate the strength and significance of associations between social factors and population health outcomes
- 5) Apply knowledge from degree coursework to develop and/or assess policies and interventions for reducing health disparities and/or improving population health

In addition, each of the three concentrations has an associated learning outcome:

- 6) *Global health:* Explain patterns of global health inequalities and how these are linked to both global and local cultures, political systems, and social inequalities.
- 7) *Health ecologies:* Articulate how the physical, social, and resource environments in which individuals are embedded influence health behaviors and outcomes
- 8) *Social inequalities:* Describe social institutions that reproduce inequality over time and identify how individual and community resources can be leveraged to produce social change

Table 4. Courses Introducing, Reinforcing, and Emphasizing Students Skills and Learning Outcomes

	Math (1)	Statistics (1)	Writing and Rhetoric (1)	HSP 255 Medicine, Health and Society	Biological Sciences (2)	Social Science Approaches to Health (2)	Topics in Health and Society (4)	Health Professions (2)	Global Health Concentration (4)	Health Ecology Concentration (4)	Social Inequalities Concentration (4)	HSP 499 Capstone
Student Skills Development	I	R	I	I		R	R	L	R	R	R	E
Student Learning Outcomes (Program)			I			R	R	L	L	L	L	E
Student Learning Outcomes (Concentrations)			I			R	L	L	L	L	L	E
I = Outcome is introduced				I		R	E		E	E	E	E
R=Outcome is reinforced				I		R	E		R	R	E	E
L=Outcome is likely to be reinforced				I		R	E		R	R	E	E
E=Outcome is emphasized				I		R	E		R	R	E	E
Critical thinking												
Written communication												
Oral communication												
Understand and apply the core principles of a social science approach to population health												
Articulate the social and political structures that produce and sustain health disparities												
Explain the complexity of pathways that promote, constrain, and/or mediate relationships among biological and social factors in the production of health outcomes												
Analyze patterns of health inequalities and evaluate the strength and significance of associations between social factors and population health outcomes	I	R		R		E						E
Apply knowledge from degree coursework to develop and/or assess policies and interventions for reducing health disparities and/or improving population health			I	I		R	R	E	R	R	R	E
<i>Global health:</i> Explain patterns of global health inequalities and how these are linked to both global and local cultures, political systems, and social inequalities.				I		I	R		E			
<i>Health ecologies:</i> Articulate how the physical, social, and resource environments in which individuals are embedded influence health behaviors and outcomes				I		I	R	R		E		
<i>Social inequalities:</i> Describe social institutions that reproduce inequality over time and identify how individual and community resources can be leveraged to produce social change				I		I	R				E	

Student learning outcomes will be assessed on an annual basis via the Blackboard Assessment vehicle as required by the Office of Assessment. Each year one of the program student learning outcomes will be assessed by at least two members of the HSP Faculty of Record via the final project in the program's capstone course, HSP 499. Final papers will be submitted through Blackboard with identifiers removed, and faculty will assess and score the achievement of the learning outcome via a rubric created specifically for each outcome, and tailored to the final paper assignment. The rubric scoring system will allow categorization of papers as "excellent," "average," and "poor" with respect to the learning outcome; and will provide detailed data on which to reflect and build improvement plans in specific areas (e.g., are students doing well at critical thinking skills, but are lacking in communication; have they developed a solid background in factual academic knowledge, but are lacking in integrating that knowledge into a comprehensive program for health change; etc.). Once the Capstone Course assessment (HSP 499) is complete, the Co-Directors and Faculty Assessors will meet to review the outcome in light of the specific coursework undertaken by the HSP 499 students to determine if specific courses are meeting the needs of the program according to the Curricular Map provided in Table 4 above. This will serve as the basis of adding, removing and/or developing new courses that will best serve the program.

In addition, each year student progress will be assessed via the following methods: (1) completion of program requirements as indicated via the APEX system based on the program's 4 year curricular map; and (2) achievement of a grade point of 2.0 better in program courses. During advisor meetings each semester (see above), students and advisors will review progress in these two areas, and create individual improvement plans where needed, e.g., if students receive less than a "C" in any of the program requirements, withdraw from required and elective courses, do not make progress toward the degree according to the curricular map, and/or express a desire to improve their performance. These assessments and improvement plans will be filed in their individual student file and reviewed during the next annual advisor/student review for assessment of progress. With identifiers removed, these data will be compiled into an annual report for review by the HSP Faculty of Record, providing the basis for on-going reflection, discussion and development of program changes and improvement plans.

2. Long-term measures of success.

Longer-term measures of program and student success will be assessed as follows: (1) at least two members of the HSP Faculty of Record will meet with students prior to graduation to discuss the program and solicit suggestions from graduating seniors for improvement; (2) HSP will maintain contact with as many graduates as possible via e-mail, contacting them every other year with their permission to solicit information on what aspects of the program they find most helpful in their current careers, and where additional training might have been helpful in securing their current position or fulfilling the requirements of their current position; and (3) local graduates will be invited back to campus for HSP special events and/or to speak to HSP students, as outlined in II. C above. Data from these interviews and other activities will be compiled into an annual report for review by the HSP Faculty of Record, providing the basis for on-going reflection, discussion and development of program changes, including improvement plans.

III. RESOURCES

A. Program Structure and Faculty Rules

1. Overview

The HSP Program will be located in the College of Arts & Sciences. The program will have Faculty of Record, Affiliated Faculty and two Co-Directors (currently Brea Perry and Deborah Crooks). The Affiliated Faculty will consist of the Co-Directors of the Program, Faculty of Record, additional full-time University faculty regularly teaching HSP or cross-listed courses, or full-time faculty making other important contributions to the HSP Program. The Faculty of Record represents a subset of Affiliated Faculty who are voting members and who will make key decisions about the HSP program.

2. Faculty of Record and Affiliated Faculty

Affiliated Faculty will be those who teach courses within the HSP Program, participate in collaborative HSP Program initiatives such as mentoring students in independent studies, research and educational proposal submissions, hosting outside speakers, and other relevant activities. Appointment to the HSP Affiliated Faculty will be voluntary but must be approved by the existing Faculty of Record. Appointment will be for two year terms with reappointment considered on an annual basis by the Faculty of Record. The current Faculty of Record contains six faculty members in the natural and social sciences who regularly engage in teaching and research in the area of health and who were involved in the initial stages of planning the Health, Society and Populations degree program. The Faculty of Record and Affiliated Faculty represent nine different disciplines and two colleges at the University of Kentucky, ensuring that diverse perspectives will be drawn upon when making curricular and other important decisions about the program. This interdisciplinarity is reflective of the liberal arts philosophy that is the foundation of the College of Arts and Sciences. Faculty of Record term will be one-year, with reappointment considered on an annual basis by the co-Directors/Director.

All substantive academic and administrative decisions will be made by the Faculty of Record. This will include, as examples, the appointment of new Affiliated Faculty, bringing new or existing courses into the program, removing courses from the program, the structure and operation of capstone course, procedures and recipients for Student Scholarships, Program Website content, and making recommendations to the Dean of Arts & Sciences about any future program Director appointments (see 3b below).

In a typical procedure the Director or Co-Directors will work with the Faculty of Record to determine and outline the decisions or changes that should be considered. The Director or Co-Directors will then provide the Faculty of Record with a clearly written description of the issue requiring a decision. Additionally, Faculty of Record can introduce, at any time, discussion items for future meetings. Unanimous consensus will be the goal for any HSP program decisions (this was achieved throughout the process of designing and creating the HSP

B.A.). In the event that a vote becomes necessary, decisions must be approved with a > 50% majority made through confidential ballots with no less than two-thirds of the Faculty of Record in attendance. It is anticipated that the Faculty of Record may create specific committees comprised of Faculty of Record members and other Affiliated Faculty to gather information and make some program decisions. For example, a committee of Faculty of Record and Affiliated Faculty will be tasked with annual assessment of student learning outcomes. Affiliated Faculty and Faculty of Record are listed in Table 5 below.

Table 5. Health, Society and Populations Faculty of Record and Affiliated Faculty

Faculty	Position	Department	Role
Deborah Crooks	Associate Professor	Anthropology	Co-Director
Brea Perry	Assistant Professor	Sociology	Co-Director
Ruth Beattie	Professor	Biology	Faculty of Record
Christia Brown	Associate Professor	Psychology	Faculty of Record
Jeremy Crampton	Associate Professor	Geography	Faculty of Record
Erin Koch	Assistant Professor	Anthropology	Faculty of Record
Mary Anglin	Professor	Anthropology	Affiliated Faculty
Eric Christianson	Professor	History	Affiliated Faculty
Richard Crosby	Professor	Public Health	Affiliated Faculty
Melanie Goan	Lecturer	History	Affiliated Faculty
Claudia Hopenhayn	Associate Professor	Public Health	Affiliated Faculty
Peggy Keller	Assistant Professor	Psychology	Affiliated Faculty
Bruce O'Hara	Professor	Biology	Affiliated Faculty
Carrie Oser	Associate Professor	Sociology	Affiliated Faculty
Ellen Riggle	Professor	GWS	Affiliated Faculty
Suzanne Segerstrom	Professor	Psychology	Affiliated Faculty
Gary Shannon	Professor	Geography	Affiliated Faculty
Allison Soult	Lecturer	Chemistry	Affiliated Faculty
Melissa Stein	Assistant Professor	GWS	Affiliated Faculty
Stephen Testa	Associate Professor	Chemistry	Affiliated Faculty

3. Director or Co-Directors

a) Program Operation and Advising

The Director or Co-Directors will identify new collaborative opportunities, organize Faculty meetings, submit annual reports to the Faculty of Record and Affiliated Faculty and Dean of Arts

& Sciences, coordinate program assessments, manage the Program budget, and engage in fund-raising activities through the A&S Development Office.

The Director or Co-Directors will be assisted by the A&S administrative staff member assigned to Interdisciplinary Programs. The Director will keep a detailed record of HSP Program plans, activities, meeting agendas and outcomes, and other relevant information in a continuously-updated Strategic Plan. The Strategic Plan will be periodically provided to the Affiliated Faculty (typically before meetings) or upon request.

The Director or Co-Directors will manage the day-to-day operations of the program that will include appointment of student advisors and the placement of students into appropriate engagement and research activities, if requested. Coursework advising of first- and second-year students based on program curriculum will be conducted by A&S professional advisors. Faculty of Record members, including the Director or Co-Directors, will share responsibility for advising students with a declared HSP major in their third year and beyond. Coursework advising for these advanced students will take place each semester, as needed. In addition, faculty advisors will also act as mentors to students at all levels (Freshmen – Seniors), including newly transferred students, providing guidance regarding long-term goals and ensuring preparation for careers or graduate or professional school. The Director or Co-Directors will also hold group advising sessions at the beginning of each semester for all students. This will provide guidance to the students and provide the means of describing the availability of new courses and other opportunities. As the number of HSP students increases it may be advantageous for other Affiliated Faculty to participate in advising, particularly for double-majors within their own departments.

b) Appointment

In spring 2013, the A&S Dean appointed two Co-Directors to begin the process of strategic planning and obtaining formal approval for the HSP program. Following approval of the HSP degree, subsequent Co-Directors will be appointed using the following procedure: The Faculty of Record will invite internal applications for the HSP Directorship, review applications, and interview potential candidates. Then, the Faculty of Record will select one individual to recommend to the Dean of Arts & Sciences, agreed upon by a > 50% majority vote with no less than two-thirds of the Faculty of Record in attendance.

B. Other Resources

As indicated in Section II above, the curriculum for the B.A. in Health, Society and Populations draws on courses already in place across the University, and included in this proposal are letters from department chairs approving the use of their courses in the major. The two new courses specific to the degree, i.e., the entry level SOC/HSP 255 and the capstone course (HSP 499), have been designed and the new course forms are included in this proposal packet (Appendix G).

In addition, the College of Arts and Sciences has committed to providing funding to continue supporting the Directorship of the program, as well as provide support staff by subsuming the program into the centralized service model and assigning the HSP program to one of the project

managers housed in an existing department. The College will also provide support for recruitment and publicity through the Hive, and has committed to providing a modest operating budget to support guest speakers and other activities for the major. Finally, as the program grows in size it is likely that some of the courses central to the major will experience increasing enrollments; the College has committed to providing additional resources to the departments involved as needed. (See letter from Dean Mark Kornbluh, Appendix D).

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VI. APPENDICES

- A. B.A. in Health, Society and Populations Program Requirements
- B. Analysis of Distinction in Coursework among HSP, CPH, HHS and KHP programs
- C. Four-Year Curricular Map
- D. Letters of support
- E. New Program Form
- F. Status of New Courses
- G. New Course Forms, SOC/HSP 255, HSP 499

Bachelor of Arts (BA) in Health, Society and Populations – Program Requirements – 11/30/13

UK Core Requirements:

See the UK Core section of the *2012-2013 Undergraduate Bulletin* at: www.uky.edu/Registrar/bulletinCurrent/ukc.pdf for the complete list of UK Core requirements. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity	
Choose one course from approved list	3
II. Intellectual Inquiry in the Humanities	
Choose one course from approved list	3
III. Intellectual Inquiry in the Social Sciences	
Choose one course from approved list (PSY 100 recommended as pre-req to PSY 223 - see Major Requirements “e” next page; also fulfills A&S Lab requirement)	3
IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences	
Choose one course from approved list.....	3
V. Composition and Communication I	
CIS/WRD 110 Composition and Communication I	3
VI. Composition and Communication II	
CIS/WRD 111 Composition and Communication II	3
VII. Quantitative Foundations	
Choose one course from approved list (MA 111, 113, 123, 137 recommended).....	3
VIII. Statistical Inferential Reasoning	
Choose one course from approved list	3
IX. Community, Culture and Citizenship in the USA	
Choose one course from approved list.....	3
X. Global Dynamics	
Choose one course from approved list	3
UK Core Hours	30

Graduation Composition and Communication Requirement:

After attaining junior status, students must complete a GCCR course. This requirement is satisfied by the major requirement, WRD 205

3

College Requirements for BA (24 credit hours must be at 300+I level)

See the A&S College requirement section of the *2012-2013 Undergraduate Bulletin* at: http://www.uky.edu/sites/www.uky.edu.registrar/files/a_s_0.pdf for the complete list of A&S requirements. Students should work closely with their advisor to complete the A&S College Requirements.

I. Foreign Language (placement exam recommended).....	6-14
II. Disciplinary Requirements	
a. Natural Science (may be satisfied by major requirements)	(6)
b. Social Science (may be satisfied by major requirements)	(6)
c. Humanities	6
III. Lab or field work (Psy 100 recommended)	1-3
IV. Free electives	6
College Requirement Hours:	19-29

Major Requirements: Major courses that also fulfill A&S College requirements are marked with “***”; major courses that also fulfill UK Core areas are marked with “++”. 24 credit hours within the major must be at the 300+ level.

- | | |
|---|---|
| a. Statistics: choose one course from the following: | 3 |
| STA 296 Statistical Methods and Motivations | |
| SOC 303 Quantitative Sociological Analysis ** | |
| GEO 309 Introduction to GIS ** | |
| b. One Math class (MA 109, 111++, 113++, 123++, 137++) (MA 111, 113, 123, 137 recommended) | 3 |
| c. WRD 205 (see advisor for suggested sub-topics/sections)..... | 3 |
| d. Science: two courses; choose one BIO course and one from any of the remaining science electives: | 6 |
| ANA 109 Anatomy and Physiology for Nursing 1 | |
| ANA 110 Anatomy and Physiology for Nursing 2 | |
| ANA 209 Principles of Human Anatomy ** | |
| BIO 102 Human Ecology ++ ** | |
| BIO 103 Basic Ideas of Biology ++ ** | |
| BIO 148 Introductory Biology 1 ** | |
| BIO 208 Principles of Microbiology ** | |
| CHE 104 Introductory General Chemistry ** | |
| CHE 108 Introduction to Inorganic, Organic and Biochemistry ** | |
| PGY 206 Elementary Physiology ** | |
| e. Social Science Approaches to Health: | 9 |
| 1) Required: HSP 255 Medicine, Health and Society | |
| 2) Choose two: | |

ANT 429 Survey of Medical Anthropology **
 GEO 475G Medical Geography **
 PSY 223 Developmental Psychology **
 SOC 355 Sociology of Health and Illness

f. Topics in Society and Health:

For a total of 4 additional courses, choose any remaining courses from the list in (e), or from the following list; must choose from at least 2 different disciplines: 12

ANT 225 Culture, Environment and Global Issues ++ **
 ANT 251 Global Health: Cultures, Pathologies, and Social Inequalities **
 ANT 303 Topics in the Anthropology of Food and Nutrition: (Subtitle required) **
 ANT 333 Contemporary Human Variation **
 GEO 261 Global Dynamics of Health and Disease ++ **
 GEO 544 Human Population Dynamics **
 GRN 250 Aging in Today's World ++
 GRN 585 Aging and Environment
 GWS 300 Topics in Gender and Women's Studies** (note this course is approved ONLY for the subtitle, "Gender, Race & Science")
 HIS 584 Health and Disease in the U.S. **
 PHI 305 Health Care Ethics **
 SOC 235 Inequalities in Society ++ **
 SOC 340 Community Sociology **
 SOC 360 Environmental Sociology ++ **
 SOC 439 Topics in Crime ** (note this course is approved ONLY for the subtitle, "Mental Illness, Crime, Law and Deviance")

g. Health Professions: choose two from the following:6

CPH 201 Introduction to Public Health
 CPH 202 Public Health through Popular Film
 CPH 203 Sexual Health
 CPH 310 Disease Detectives: Epidemiology in Action
 CPH 320 Foundations of Environmental Health
 CPH 351 Preparing for Apocalyptic Events: Crisis Mgmt & Population Health
 CPH 440 Foundations of Health Behavior
 CPH 450 Managing Health Services Organizations to Improve Population Health
 CPH 451G A Sick World: Global Health in the Early 21st Century
 CPH 472 Public Health Professions and Practice
 HSM 241 Health and Medical Care Delivery Systems
 KHP 230 Human Health and Wellness
 KHP 270 Introduction to Health Education and Health Promotion

KHP 590 Advanced Health Concepts

h. HSP Health, Society and Populations 499 Capstone3

Subtotal: Core Hours:42

Total courses within major (to include pre-major, core requirements and electives):45

Additional Electives

Choose electives to lead to the minimum total of 120 hours required for graduation.

Total Minimum Hours Required for Degree = 120

Please note that for a BA degree in the College of Arts and Sciences, a student must complete at least 39 credit hours in courses at or above the 300 level (courses within and outside the major may be used to satisfy this requirement).

APPENDIX B.

ANALYSIS OF COURSEWORK DISTINCTION AMONG HSP, BPH, HHS, KHP PROGRAMS

Table. Major requirements for Bachelor's Degrees in Health, Society and Populations, Public Health, Health Promotion, and Human Health Sciences at UK

HSP	BPH	KHP	HHS
<u>College (19-29)</u>	<u>Pre-major (18)</u>	<u>Program (57)</u>	<u>Major (55)</u>
Foreign Language* (6-14)	BIO 103 (3)	PSY 100 (4)	BIO 148 (3)
Natural Science* (6)	BST 330 (3)	SOC 101 (3)	BIO 152 (3)
Social Science* (6)	CLA 131 (3)	BIO 102 (3)	BIO 155 (1)
Humanities* (6)	CPH 201 (3)	ANA 209 (3)	CHE 107 (3)
Lab/field work* (1-3)	GRN 250 (3)	PGY 206 (3)	CHE 113 (2)
Electives* (6)	MA 111 (3)	NFS 101 (3)	CLA 131 (3)
		KHP 240 (3)	HHS 241 (3)
	<u>Major (48)</u>	EDP 202 (3)	HHS 350 (3)
<u>Major (45)</u>	CPH 310 (3)	EDP 203 (3)	HHS 351 (3)
Statistics* ³⁻³ (3)	CPH 320 (3)	EDP 301 (3)	HHS 353 (2)
Math* ⁵⁻¹ (3)	CPH 440 (3)	EDC 317 (1)	HHS 356 (2)
WRD 205 (3)	CPH 472 (3)	KHP 361 (1)	HHS 361 (3)
SOC/HSP 255 (3)	HSM 241 (3)	KHP 430 (3)	HHS 362 (2)
Core Social Science Approaches to Health* ⁴⁻⁴ (6)	Public Health Electives* ⁸⁻² (15)	KHP 371 (12)	HHS 405 (3)
Natural Science* ¹⁰⁻⁴ (6)	Electives within the Major* ⁶⁻³ (6)	Electives* (9)	HHS 443 (2)
Topics in Society and Health* ¹⁷⁻⁸ (12)	Natural or Physical Science* ¹⁵⁻⁵ (12)		HHS 453 (3)
Health Professions* ¹³⁻³ (6)	CPH 470 (3)	<u>Major (30)</u>	HHS 454 (3)
PPH 499 (3)		NFS 101 (3)	HHS 503 (1)
		KHP 190 (2)	PHY 211 (5)
		KHP 220 (2)	PHY 213 (5)
		KHP 222 (2)	
		KHP 230 (3)	<u>Track (10-27)</u>
		KHP 330 (3)	ANA 209 (3; Pharm, PA)
		KHP 420 (3)	BCH 401G (3; Dentistry, PA)
		KHP 445 (3)	BIO 208 (3; Dent, Pharm, PA)
		KHP 310 (3)	BIO 209 (2; Dent, Pharm, PA)
		KHP 270 (3)	BIO 304 (4; PT)
		KHP 590 (3)	CHE 230 (3; Dent, Pharm, PA)
			CHE 231 (2; Dentistry, PA)

			ECO 201 (3; Pharm) HHS 450 (3; Dent) HHS 451 (2; PA) PGY 206 (3; PA) PSY 223 (3; PT, PA) STA 291 (3; Pharm, PT, PA)
--	--	--	---

Notes: Does not include UK Core; Credit hours in parentheses; *Indicates student choice; #
#Indicates number of course options followed by number of disciplines represented among
options (major requirements only; e.g. Choose 5 courses from 3 disciplines would be denoted
with “5-3”)

A list of major and college/program requirements for Health, Society and Populations, Population Health, Public Health, Health Promotion, and Human Health Sciences Bachelor’s degree programs at the University of Kentucky is presented in the above Table. As shown in the table, degree requirements for Public Health, Health Promotion, and Human Health Sciences contain very few social science requirements. Public Health majors will take no more than two social science courses, which are listed under “Electives within the Major.” Health Promotion majors are required to take two introductory social science courses (SOC 101 and PSY 100). Human Health Sciences majors would take one social science course (PSY 223), but only if they are pursuing the Physical Therapy or Physician’s Assistant tracks. In contrast, the Health, Society and Populations degree requires 27 hours (9 courses) in social science.

Another key difference among between these four programs is the extent to which students may individualize their degree. The course requirements for Health Promotion and Human Health Sciences majors are far more rigid, by necessity, than the proposed HSP program. This is true to a somewhat lesser degree for Public Health majors. In contrast, the Health, Society and Populations degree program is designed to be flexible so that students can tailor their education to their future career aspirations, and move into the degree program from other A&S majors should their interests change and without much loss of time to degree, if any. This flexibility is consistent with a liberal arts approach to education which emphasizes critical thinking, communication, multiculturalism, and other adaptable skills rather than a specific body of disciplinary knowledge required for entry into a particular profession.

Because the BA in Health, Society and Populations and the Bachelor’s of Public Health were designed to be companion degrees with a liberal arts or a professional emphasis, respectively, there is modest overlap between these program requirements. The largest point of overlap is between courses fulfilling the “Health Professions” requirement in the HSP program, and the “Electives within the Major” requirement in Public Health. This overlap was incorporated strategically by faculty who jointly designed these degree programs due to strong agreement that people working in allied health professions and organizations must understand and appreciate diverse disciplinary perspectives. However, the maximum amount of overlap,

calculated by choosing all courses that appear in both majors, is 47%, or 21 of 45 total credit hours. In practice, this level of overlap is highly unlikely given the number of course options available to students, particularly for those pursuing a degree in Health, Society and Populations. In fact, under the assumption of random selection of particular courses from each category in the HSP degree program, the probability of maximum overlap (i.e. 47%) is only 0.006 ($1/5 \times 1/10 \times 6/17 \times 10/12$). It is also worth noting that students could choose a combination of courses that resulted in no overlap between the two degree programs. Based on the structure of the degree requirements, we expect that students in Health, Society and Populations and Public Health will complete about 3-4 common courses (or 9-12 credit hours), on average. This level of overlap is characteristic of many majors within colleges at the University of Kentucky that share common foundational perspectives.

4-YEAR CURRICULAR MAP

Bachelor of Arts in Health, Society and Populations

YEAR 1	
<p>FALL ‡UK Core CC1 ◻Foreign language 101 UK Core QFO (MA 111, 113, 123, 137 recommended) ◊Elective UK 101</p> <p style="text-align: right;">Total Credits: 14</p>	<p>SPRING UK Core CC2 ◻Foreign language 102 HSP 255 UK Core SIR UK Core CCC</p> <p style="text-align: right;">Total Credits: 16</p>
YEAR 2	
<p>FALL ◻Foreign language 201 UK Core NPM UK Core HUM UK Core SSC (Psy 100 recommended) ◊Elective</p> <p style="text-align: right;">Total Credits: 15</p>	<p>SPRING ◻Foreign language 202 UK Core ACR A&S NS (see HSP Major list) WRD 205 A&S Hum</p> <p style="text-align: right;">Total Credits: 15</p>
YEAR 3	
<p>FALL A&S Hum HSP Soc Sci requirement (see HSP Major list) HSP Hlt Prof requirement (see HSP Major list) A&S NS (see HSP Major list) ◊ Elective</p> <p style="text-align: right;">Total Credits: 15</p>	<p>SPRING HSP Stats requirement (see HSP Major list) HSP Soc Sci requirement (see HSP Major list) HSP Society & Hlth requirement (see HSP Major list) ◊Elective UK Core GDY</p> <p style="text-align: right;">Total Credits: 15</p>
YEAR 4	
<p>FALL HSP Hlth Prof requirement (see HSP Major list) HSP Society & Hlth requirement (see HSP Major list) HSP Society & Hlth requirement (see HSP Major list) ◊300+ Free Elective ◊Elective</p> <p style="text-align: right;">Total Credits: 15</p>	<p>SPRING HSP 499 Capstone ◊Elective HSP Society & Hlth requirement (see HSP Major list) ◊ 300+ Free Elective</p> <p style="text-align: right;">Total Credits: 15</p>

- ‡ Incoming students do not have to enroll in CC1 (CIS/WRD 110) if they have any of the following: 1) An ACT English score of 32 or higher; 2) an SAT Verbal score of 700 or higher; 3) or a score of 4 or 5 on the English Language AP exam. In these situations, the student should replace CIS/WRD 110 with electives.
- * To be discussed with your academic advisor.
- ◊ Students who have taken at least 2 years of a language in high school can complete the A&S Foreign Language Requirement with 3 college semesters of a different language. Students choosing this option should replace the 4th semester of language with electives. Also note that if you take a foreign language placement exam, you may be exempt from 1 or more of the beginning semesters of that language. In this case, replace the by-passed language courses with electives. Any language sequence may be used to satisfy the foreign language requirements

- ◇ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor.

UK Core Abbreviations	
HUM =Intellectual Inquiry in the Humanities	CC1= Composition and Communication I
NPM=Intellectual Inquiry in the Natural/Physical/Mathematical Science	CC2= Composition and Communication II
SSC=Intellectual Inquiry in Social Sciences	QFO= Quantitative Foundations
ACR=Intellectual Inquiry in Arts & Creativity	SIR= Statistical Inferential Reasoning
	CCC= Community, Culture and Citizenship in U.S.
	GDY= Global Dynamics
College of Arts & Sciences Abbreviations	
SS: Social Sciences NS: Natural Sciences	Lab: College Laboratory or Field Experience
HUM: Humanities	

**** Students must complete: 39 credit hours at the 300+ level; 90 credit hours in A&S courses; 39 credit hours within the major, at least 24 of which must be at 300+ level.**



KENTUCKY®

College of Arts and Sciences

Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-8354
fax 859 323-1073

March 28, 2013

To whom it may concern,

I am writing in strongest support of the proposed BA degree in Population Health. The College of Arts and Sciences is very excited to sponsor this new innovative degree that will give University of Kentucky students the opportunity to study a multidisciplinary topic of great contemporary significance for the State of Kentucky and the United States more broadly.

Health researchers have been increasingly aware in recent decades of the social dimensions of health. An example of such a dimension is the effect of inequalities and social-economic status on health and well-being. Although awareness of the social codetermination of health has steadily increased, relatively few degree programs focus on the topic: as the degree proposal details, the proposed BA will be one of the first of its kind at our benchmarks or at other land grant institutions. The social dimensions of health, moreover, are not the province of any one social science; researchers who study them are found throughout the social disciplines. As a result, the proposed BA program is deeply multidisciplinary. It does not only join, however, the social disciplines. For its curriculum it also calls on the sciences and the College of Medicine. Most significantly, the program results from cooperation with the College of Public Health (CPH). CPH faculty helped design the major, majors will be required to take CPH courses, and the program is designed to complement and coordinate with the BS degree in public health that the CPH recently proposed and that is presently wending its way through the approval process.

Public health is of ever growing concern in the State of Kentucky and the United States in general. This major will produce graduates who are schooled in the social dimensions of health and able to take up a variety of positions in the health care industry. In this way, the major will strongly support the University's land-grant mission and work to better the lives of Kentuckians.

The resources required to run the program are pretty much already in place. The faculty needed to run the program and to teach its courses already exist, as do most of the courses themselves. The College will provide needed staff support by subsuming the program into our new centralized service model and assigning it to one of the project managers housed in an existing department; this is what we are doing with all A&S majors that are not run by departments. If any of the departmental courses central to the major need to significantly grow in size to accommodate unexpectedly large number of majors, the College will provide additional resources to the departments involved. Recruitment and publicity will be handled centrally by Hive. Finally, the College will provide a modest operating budget to the program to support guest speakers and activities for majors.

The College of Arts and Sciences is very excited about this proposed major and believes that it nicely expands the offerings of the College and the University. The program is intellectually adventurous as well as socially timely, and we expect that it will attract to the University quality students who might go elsewhere.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. L. Kornbluh', written in a cursive style.

Mark Lawrence Kornbluh
Dean



Office of the Dean
111 Washington Ave., Ste. 112
Lexington KY 40536-0003
(859) 218-2247 phone
(859) 323-5698 fax
www.uky.edu/PublicHealth

March 28, 2013

Mark Lawrence Kornbluh, PhD
Dean, College of Arts and Sciences
202 Patterson Office Tower
Lexington, KY 40506-0027

Dear Dr. Kornbluh:

I am pleased to offer my enthusiastic support for the College of Arts and Sciences proposal for a Bachelor of Arts degree (major) in Population Health. I have reviewed the proposed curriculum and see a proposed major that provides substantive experiences for students in all aspects of population/public health.

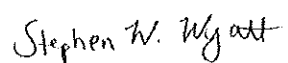
As the current President of the accrediting body for public health education (Council on Education for Public Health-CEPH), I review and assess undergraduate and graduate curriculum routinely and firmly believe that the proposed content is consistent with some of the strongest undergraduate degrees I have seen. Over the last several years there has been a proliferation of population/public health degree offerings at the undergraduate level, at some of the most prestigious universities in the U.S. The proposed BA degree program, when combined with the professional Bachelor of Public Health (BPH) degree proposal from our College that has been submitted for review, positions the University of Kentucky to compete with these universities for future students. Many universities have seen their undergraduate degrees in public/population health become incredibly successful, and very quickly. I routinely hear that there is heavy demand for these courses and degrees from a generation of students who see that society must aggressively engage and ensure healthier lifestyles, sustainable environments, reduce healthcare costs, etc. This need will be met with the BA degree assuming the liberal arts education approach to population health, and the BPH curriculum being constructed to serve as a pre-professional curriculum for health sciences careers.

The level of coordination/collaboration between faculties from our two Colleges in the development of these two new degrees has been extraordinary. Our College leadership welcomes BA degree-seeking students into any of the College of Public Health (CPH) courses in the proposed program requirements

list and is especially pleased that your faculty sees such value in CPH 201, Introduction to Public Health, that it is proposed as a pre-major requirement for all BA students.

The faculty in CPH looks forward to working with A&S faculty to move forward and begin to implement these exciting new degree offerings.

Sincerely,

A handwritten signature in cursive script that reads "Stephen W. Wyatt".

Stephen W. Wyatt, DMD, MPH
Dean



College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

March 19, 2014

Dr. Mark Kornbluh, Dean
College of Arts & Sciences
261 Patterson Office Tower
CAMPUS 0027

Dear Dean Kornbluh:

This letter is written in reference to your request for a letter of support for the proposed *Health, Society, and Population* undergraduate major. The original proposal was vetted by our college and our major concerns focused on 1) concerns that the original degree name implied graduates could function as health educators; 2) failure of the document to identify correctly all the related programs offered by KHP; 3) concern that the document did not clearly state the policy and environmental foci of the Health Promotion program; 4) the statement in the document that the proposed degree would prepare students to be health educators and health counselors; 5) concern that the proposal indicates that graduates of the new program will be able to conduct program development and evaluation without proper coursework to complete this task, and; 6) lack of interdisciplinary work.

These concerns have been addressed in the modified program proposal. We appreciate the opportunity to collaborate with you on this new degree and hope our health promotion courses will prove to be a useful component of the program. Given the modifications to the *Health, Society, and Population* proposal, we are pleased to be able to support its adoption.

We wish you success with this new program offering.

Sincerely,

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

Mary John O'Hair
Dean and Professor

CC: Dr. Melody Noland, KHP Department Chair
Dr. Rosetta Sandidge, Associate Dean for Academic Programs, Accreditation, and Planning



College of Health Sciences
Office of the Dean
Wehington Building, Rm. 123
Lexington, KY 40506-0200
859 323-1100 ext. 80480
fax 859 323-1058
www.uky.edu/HealthSciences

February 27, 2014

Dr. Mark Kornbluh, Dean
College of Arts & Sciences
261 Patterson Office Tower
CAMPUS 0027

Dear Dean Kornbluh:

This letter is written in reference to your request for a letter of support for the proposed "Health, Society, and Population" undergraduate major. The original proposal was vetted by our College, and our major concerns focused on 1) proposal statements that misrepresented our undergraduate Human Health Sciences (HHS) degree program and 2) lack of clarity regarding the differences between Population Health and Public Health.

The most recent iteration of the proposal contains a more accurate description of our undergraduate HHS program and its purposes. The proposal revision also addresses more clearly how the proposed program differs from the Public Health undergraduate degree. Given these modifications, we are able to support the "Health, Society, and Population" proposal.

We wish you the best of success with this new program.

Sincerely,

A handwritten signature in cursive script that reads "Sharon R. Stewart".

Sharon R. Stewart
Interim Dean

ENG 205
WRD 205

Crooks, Deborah L

From: Mountford, Roxanne D
Sent: Wednesday, December 18, 2013 4:57 PM
To: Crooks, Deborah L
Subject: Re: ENG 205/WRD 205

You should send our approval of the GWR and our willingness to serve your major with our course for the GCCR should it be approved by the GCCR Committee.

Cheers, Roxanne

--
Roxanne Mountford, PhD

Associate Professor
Division of Writing, Rhetoric, & Digital Studies College of Arts and Science University of Kentucky
1339 Patterson Office Tower
Lexington, KY 40506-0027
859-257-6985
mountford@uky.edu

On 12/18/13 4:55 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

>Roxanne - thanks so much for that information! If the Undergrad Council
>questions on this aspect, we can let them know that the deal isn't done
>yet! And we can include the approval of our use of WRD 205 for the GWR
>requirement.

>

>Best, Deb

>*****

>Deborah L. Crooks, Ph.D., Associate Professor Dept. of Anthropology,
>University of Kentucky Co-Director, Population Health Program
>President, Human Biology Association

>
>211 Lafferty Hall, Lexington, KY 40506-0024
>859-257-4654 (Office Phone)
>859-323-1959 (FAX)
>dlcrooks@uky.edu

>
>
>
>

>From: Mountford, Roxanne D
>Sent: Wednesday, December 18, 2013 4:53 PM
>To: Crooks, Deborah L

>Subject: Re: ENG 205/WRD 205

>

>It is not, unfortunately. The GCCR requirement is being reviewed by a
>Senate Committee; nothing is approved for this requirement as of yet.

>

>My apologies!

>

>Roxanne

>

>

>--

>Roxanne Mountford, PhD

>

>Associate Professor

>Division of Writing, Rhetoric, & Digital Studies College of Arts and

>Science University of Kentucky

>1339 Patterson Office Tower

>Lexington, KY 40506-0027

>859-257-6985

>mountford@uky.edu

>

>

>

>

>On 12/18/13 4:50 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

>

>>Hi Roxanne,

>>

>>Thanks for this - and my apologies if I wasn't clear. I need you to

>>approve the use of WRD 205 to fulfill the new GCCR requirement, not

>>the previous GWR. Is that possible?

>>

>>Thanks! Deb

>>*****

>>Deborah L. Crooks, Ph.D., Associate Professor Dept. of Anthropology,

>>University of Kentucky Co-Director, Population Health Program

>>President, Human Biology Association

>>

>>211 Lafferty Hall, Lexington, KY 40506-0024

>>859-257-4654 (Office Phone)

>>859-323-1959 (FAX)

>>dlcrooks@uky.edu

>>

>>

>>

>>

>>From: Mountford, Roxanne D

>>Sent: Wednesday, December 18, 2013 4:46 PM

>>To: Crooks, Deborah L; Mountford, Roxanne D

>>Cc: Perry, Brea L

>>Subject: Re: ENG 205/WRD 205

>>

>>You have our permission to use WRD 205 to fulfill the GWR requirement
>>in the newly proposed Population Health BA degree.

>>
>>All best, Roxanne

>>
>>
>>--
>>Roxanne Mountford, PhD

>>
>>Associate Professor
>>Division of Writing, Rhetoric, & Digital Studies College of Arts and
>>Science University of Kentucky
>>1339 Patterson Office Tower
>>Lexington, KY 40506-0027
>>859-257-6985
>>mountford@uky.edu

>>
>>
>>
>>
>>On 12/18/13 1:24 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

>>
>>>Roxanne,
>>>
>>>In March of last year, you approved using WRD 205 as a major
>>>requirement (for the GWR) in our newly proposed Population Health BA
>>>degree (see string of messages below). Since that time, the GWR has
>>>morphed into the GCCR, and the name of our degree has changed from
>>>Population Health to Health, Society and Populations (in response to
>>>on-going review processes). Can you please send me an email approving
>>>WRD 205 for use by Health, Society and Populations program in
>>>fulfillment of the GCCR requirement? We would really appreciate it
>>>and it would save time during the Undergrad Council review.

>>>
>>>Thanks, Deb
>>>
>>>*****

>>>Deborah L. Crooks, Ph.D.
>>>Associate Professor
>>>Co-Director, Population Health
>>>President, Human Biology Association
>>>
>>>University of Kentucky
>>>Department of Anthropology
>>>211 Lafferty Hall
>>>Lexington KY 40506-0024
>>>859-257-4654
>>>dicrooks@uky.edu

>>>
>>>-----Original Message-----
>>>From: Perry, Brea L
>>>Sent: Monday, March 11, 2013 9:10 AM

Crooks, Deborah L

ANA

From: Gash, Don M
Sent: Monday, April 29, 2013 2:00 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Brea and Deb

I support your new program in Population Health. I recommend ANA 209 as the best option for your students. It is offered every semester and can be taken as either a classroom course or online. ANA 109/110 is for pre-nursing students.

Thanks,
Don

Don M. Gash, Ph.D.
Alumni Endowed Chair
Professor and Chair
Anatomy & Neurobiology

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:00 AM
To: Gash, Don M
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Dr. Gash,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Anatomy courses for inclusion in the degree. We would like to include ANA 109, ANA 110 and ANA 209 as possible options among a list of about ten courses in our degree program. We recognize the importance of knowledge of fundamentals of anatomy for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Crooks, Deborah L

ANT

From: Anglin, Mary K
Sent: Monday, April 29, 2013 9:05 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Brea and Deb,

Your request sounds fine with me. I think the hope is that this new major will help students locate courses in our respective disciplines-- all to the good, in my view.

All best,
Mary

Mary K. Anglin, PhD, MPH
Associate Professor and Chair,
Department of Anthropology
University of Kentucky
Lexington, KY 40506-0024

phone: 859-257-1051
fax: 859-323-1959

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:10 AM
To: Anglin, Mary K
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Mary,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Anthropology courses for inclusion in the degree. We would like to include ANT 429, ANT 225, ANT 251, ANT 303, and ANT 333 as possible options among a list of about a dozen courses in our degree program. We recognize the importance of a cultural perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD

Crooks, Deborah L

Bio

From: Cassone, Vincent
Sent: Friday, May 03, 2013 6:06 PM
To: Crooks, Deborah L
Cc: Perry, Brea L; Beattie, Ruth E
Subject: Re: Request regarding Population Health major

No. I just wish there was a prerequisite. There isn't.

Sent from my iPhone

On May 3, 2013, at 12:43 PM, "Crooks, Deborah L" <deborah.crooks@uky.edu> wrote:

Vinnie,

Thank you for your message about the BIO courses. I'm a bit confused over the pre-req for BIO 208, though. There is no pre-req listed for this course other than a recommendation for high school Chem. However, if you would prefer us to NOT include this course as one of a number of possibilities for the degree, we would be happy to remove it. Please let me know your preference.

Thanks, Deb Crooks

Deborah L. Crooks, Ph.D.
Associate Professor
Co-Director, Population Health
President, Human Biology Association

University of Kentucky
Department of Anthropology
211 Lafferty Hall
Lexington KY 40506-0024
859-257-4654
dlcrooks@uky.edu

From: Cassone, Vincent
Sent: Friday, May 03, 2013 11:00 AM
To: Perry, Brea L
Cc: Crooks, Deborah L; Beattie, Ruth E
Subject: RE: Request regarding Population Health major

I'll support it. I hate the fact that Bio 208 does not have a prerequisite

From: Perry, Brea L
Sent: Friday, May 03, 2013 10:44 AM
To: Cassone, Vincent
Cc: Crooks, Deborah L; Beattie, Ruth E
Subject: RE: Request regarding Population Health major

Crooks, Deborah L

CHE

From: Perry, Brea L
Sent: Friday, May 03, 2013 9:06 AM
To: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Here you go

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breaperry@uky.edu

From: Meler, Mark
Sent: Thursday, May 02, 2013 1:22 PM
To: Perry, Brea L
Subject: Re: Request regarding Population Health major

Hi Brea - Yes, I got the earlier message but have been completely buried in grading and other 'fires' that have demanded my attention. I was confused on a few points.

Do you intent for students to be able to choose EITHER 103 or 105? That's fine, but if you intend a 2-semester sequence then it doesn't work as well as the "general-organic-biochemistry" sequence which is CHE 104 - CHE 108. If you can clarify that would help me understand the intent.

I am sure that we will support the use of CHE courses in the program - I'd just like to be sure that it all makes sense.

Mark Meier

On May 2, 2013, at 12:35 PM, "Perry, Brea L" <breaperry@uky.edu> wrote:

Hello Dr. Meier,

I wanted to check back to see if you received the email request regarding inclusion of Chemistry courses in the Population Health major? I know it is a very busy time right now. However, we are anxious to submit to CPE since we have a companion Public Health degree waiting on our proposal. Please reply at your earliest convenience.

Thanks much,

Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breperry@uky.edu

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:07 AM
To: Meler, Mark
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Dr. Meler,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Stephen Testa and Allison Sout, who are members of our Affiliated Faculty, to identify appropriate Chemistry courses for inclusion in the degree. We would like to include CHE 103 and CHE 105 as possible options among a list of about ten courses in our degree program. We recognize the importance of knowledge of fundamentals of chemistry for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breperry@uky.edu

Crooks, Deborah L

GEO

From: Secor, Anna J
Sent: Monday, April 29, 2013 10:06 AM
To: Perry, Brea L
Cc: Crooks, Deborah L; Schein, Richard H
Subject: RE: Request regarding Population Health major

Dear Brea,

The Geography Department would be happy to have our courses, GEO 309, GEO 475G, GEO 261, and GEO 544, included as options within the Public Health degree program. We have recently removed prerequisites from GEO 309 so it is now open to all students. Likewise, there are no prerequisites for GEO 261. Both of these classes are offered every semester, so we anticipate that Public Health majors will not have trouble finding seats. We will also enjoy having Public Health majors in our upper division classes. We are glad that a geographical perspective will be included in this major and are supportive of the new degree.

Best wishes,
Anna Secor
Professor and Interim Chair
Department of Geography

(Note: Rich Schein will be Chair beginning July 1st. I have cc-ed him on this note)

From: Perry, Brea L
Sent: Monday, April 29, 2013 9:52 AM
To: Secor, Anna J
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Anna,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Jeremy Crampton, who is a member of the Advisory Board of the Population Health Program, to identify appropriate Geography courses for inclusion in the degree. We would like to include GEO 309, GEO 475G, GEO 261, and GEO 544 as possible options among a list of about a dozen courses in our degree program. We recognize the importance of geographical perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Crooks, Deborah L

GRN

From: Rowles, Graham
Sent: Thursday, May 02, 2013 4:01 PM
To: Perry, Brea L.
Cc: Crooks, Deborah L; Watkins, John
Subject: RE: Request regarding Population Health major

Dear Brea:

Please accept my apologies for the delay in responding to your previous letter. As you surmised, the end of the semester rush has meant that I have fallen a little behind with my correspondence.

I have shared your request with Dr. John F. Watkins in the Graduate Center for Gerontology. As you may be aware, he is a mathematical demographer by training and currently teaches a graduate course entitled Demography of Aging. We are both pleased to see that you propose to include GRN 250 and GRN 585 as possible options in your degree program. Both of these courses are entirely appropriate for a degree in population health. We are pleased to provide strong support for your application and to have these two courses included within your curriculum.

Finally, I would like to point out that professor Watkins is in the process of developing an undergraduate course at the 300 level that will be entitled "Population Dynamics." This course will be an undergraduate appropriate version of his current high level graduate course and will have a strong focus on issues of population health. My sense is that this course might well be a good addition to your proposed curriculum.

I look forward to hearing the good news that your new program has been approved by CPE and to having some of the students in this option included in our classes.

With best wishes,

Graham
Graham D. Rowles, Ph.D.
Professor of Gerontology
Director, Graduate Center for Gerontology
Chair, Department of Gerontology
University of Kentucky
J 527 Kentucky Clinic
740 S. Limestone
Lexington, KY 40536-0284
growl2@uky.edu
(859) 218-0145

*"They won't say: The times were dark,
Rather, why were their poets silent?"
Berthold Brecht (1935)*

From: Perry, Brea L.
Sent: Thursday, May 02, 2013 12:37 PM
To: Rowles, Graham
Cc: Crooks, Deborah L.
Subject: RE: Request regarding Population Health major

Crooks, Deborah L

GWS

From: Tice, Karen W
Sent: Thursday, May 02, 2013 7:53 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Dr. Crooks and Dr. Perry,
I am writing on the behalf of the Department of Gender and Women's Studies to give our wholehearted support for the proposed A&S Interdisciplinary undergraduate major in Population Health. Our faculty is very excited about participating in this new major and we are eager to include our GWS 300 course, Gender, Race, and Science as part of the degree program. I strongly believe that such a major is essential and that there will be wide interest among students from varied backgrounds who will be interested in questions of health care politics and policies. I am very eager to continue to participate in this exciting interdisciplinary major.
Sincerely,
Karen Tice

Karen W. Tice
Chair of the Department of Gender and Women's Studies
Professor of Gender and Women's Studies and Educational Policy Studies
211 Breckinridge Hall
University of Kentucky
Lexington, KY 40506-0056
859-257-7976
karen.tice@uky.edu

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:24 AM
To: Tice, Karen W
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Karen,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Ellen Riggle and Melissa Steln, who are members of our Affiliated Faculty, to identify appropriate GWS courses for inclusion in the degree. We would like to include GWS 300 Gender, Race, and Science as a possible option among a list of about a dozen courses in our degree program. We recognize the importance of a gender and women's studies perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

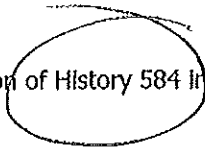
HIS

Crooks, Deborah L

From: Petrone, Karen
Sent: Monday, April 29, 2013 10:32 AM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Dr. Perry,

I am sorry not to have responded to this sooner. I warmly support the inclusion of History 584 in the Population Health Major.



Best, Karen Petrone

Karen Petrone
Professor of History and Chair
Department of History
University of Kentucky
Lexington, KY 40506-0027
Tel: 859-257-4345
petrone@email.uky.edu

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:26 AM
To: Petrone, Karen
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Dr. Petrone,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working with Eric Christianson, who is a member of our Affiliated Faculty, to identify appropriate History courses for inclusion in the degree. We would like to include HIS 584 as a possible option among a list of about a dozen courses in our degree program. We recognize the importance of a historical perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include this course in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD

Crooks, Deborah L

PGY

From: Reid, Michael B
Sent: Monday, April 29, 2013 3:39 PM
To: Perry, Brea L
Cc: Reid, Michael B; Crooks, Deborah L
Subject: Re: Request regarding Population Health major

Brea, we would be happy to have your students. Sign us up and best of luck. - Mike Reid

Sent from my iPhone

On Apr 29, 2013, at 10:01 AM, "Perry, Brea L" <breaperry@uky.edu> wrote:

Dear Dr. Reid,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Physiology courses for inclusion in the degree. We would like to include PGY 206 as a possible option among a list of about ten courses in our degree program. We recognize the importance of knowledge of fundamentals of physiology for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Assistant Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breaperry@uky.edu

Crooks, Deborah L

PHI

From: Bradshaw, David H
Sent: Monday, April 29, 2013 12:28 PM
To: Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Profs. Perry and Crooks,

Yes, I enthusiastically support the inclusion of PHI 305: Health Care Ethics in a major on Public Health. Best of luck with your proposal.

Sincerely,
David Bradshaw

David Bradshaw
Professor and Chair
Philosophy Department
University of Kentucky
Lexington, KY 40506-0027

office (859) 257-7107
fax (859) 257-3286

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:33 AM
To: Bradshaw, David H
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Dr. Bradshaw,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Philosophy courses for inclusion in the degree. We would like to include PHI 305 as a possible option among a list of about a dozen courses in our degree program. We recognize the importance of a philosophical perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include this course in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Crooks, Deborah L

PSY

From: Lorch, Robert
Sent: Monday, April 29, 2013 10:51 AM
To: Perry, Brea L
Cc: Crooks, Deborah L; Brown, Christia S
Subject: RE: Request regarding Population Health major

Hi Brea,

Yes, Psychology wants to support the Population Health major and we planned from the start to open PSY 223 to majors in Population Health.

Bob

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

From: Perry, Brea L
Sent: Monday, April 29, 2013 10:13 AM
To: Lorch, Robert
Cc: Crooks, Deborah L
Subject: FW: Request regarding Population Health major

Dear Bob,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working Christia Brown, a member of our Advisory Board, to identify appropriate Psychology courses for inclusion in the degree. We would like to include PSY 223 as a possible option among a list of four courses in our degree program. We recognize the importance of a psychological perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include this course in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breaperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Crooks, Deborah L

SOC

From: Renzetti, Claire
Sent: Monday, April 29, 2013 10:12 AM
To: Perry, Brea L; Mooney, Patrick
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Brea and Deb,
I know your message was directed to Pat, since he remains chair until June 30th, but I want to thank you for copying me on the message and also let you know that I strongly support this new major. I think the courses you've identified are a good fit for the major's curriculum. Please let me know if I can be of any assistance in this process.

Claire

Claire M. Renzetti, Ph.D.
Judith Conway Patton Endowed Chair, Center for Research on Violence Against Women
Professor of Sociology
University of Kentucky

Violence Against Women: An International, Interdisciplinary Journal

From: Perry, Brea L
Sent: Monday, April 29, 2013 9:55 AM
To: Mooney, Patrick; Renzetti, Claire
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Pat,

Deb Crooks and I are writing to you as Co-Directors of a new A&S interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

We have been working to identify appropriate Sociology courses for inclusion in the degree. We would like to include SOC 355, SOC 303, SOC 235, SOC 340 and SOC 360 as possible options among a list of about a dozen courses in our degree program. We recognize the importance of a sociological perspective for developing a comprehensive and interdisciplinary understanding of health, illness, and health care in society.

We are not anticipating huge numbers of students in the first couple of years of this degree, but we are expecting growth over time as students become aware of the program. The target date for implementation of the degree is Fall 2014.

We hope that you will agree to allow us to include these courses in our degree program. If so, **we are requesting that you reply to this email** to express your support. We would like to include support emails in our proposal to the CPE.

Thanks in advance for considering this request. Please let me (breperry@uky.edu) or Deb Crooks (deborah.crooks@uky.edu) know if you have any questions or concerns.

Best,
Brea

Brea L. Perry, PhD

Crooks, Deborah L

500

From: Mooney, Patrick
Sent: Monday, April 29, 2013 8:04 PM
To: Renzetti, Claire; Perry, Brea L
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

This is fine with me.

Patrick H. Mooney, Professor and Chair
Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027 USA

Phone (859) 257-4409
Fax (859) 323-0272
e-mail phmooney@uky.edu

From: Renzetti, Claire
Sent: Monday, April 29, 2013 10:12 AM
To: Perry, Brea L; Mooney, Patrick
Cc: Crooks, Deborah L
Subject: RE: Request regarding Population Health major

Dear Brea and Deb,
I know your message was directed to Pat, since he remains chair until June 30th, but I want to thank you for copying me on the message and also let you know that I strongly support this new major. I think the courses you've identified are a good fit for the major's curriculum. Please let me know if I can be of any assistance in this process.

Claire

Claire M. Renzetti, Ph.D.
Judi Conway Patton Endowed Chair, Center for Research on Violence Against Women
Professor of Sociology
University of Kentucky

[Violence Against Women: An International, Interdisciplinary Journal](#)

From: Perry, Brea L
Sent: Monday, April 29, 2013 9:55 AM
To: Mooney, Patrick; Renzetti, Claire
Cc: Crooks, Deborah L
Subject: Request regarding Population Health major

Dear Pat,

Deb Crooks and I are writing to you as Co-Directors of a new A&S Interdisciplinary undergraduate degree in Population Health. The degree will be a BA, and will include a number of courses from across A&S and the College of Public Health. The degree proposal was recently approved by the Educational Policy and Curriculum (EPC) committee, and we are in the process of moving forward with obtaining approval from the Council on Postsecondary Education (CPE).

SOC/HSP 255

Crooks, Deborah L

From: Renzetti, Claire
Sent: Thursday, December 12, 2013 9:32 AM
To: Crooks, Deborah L; Perry, Brea L
Subject: SOC 255

Dear Brea and Deb,

Please accept this email as my approval of cross-listing SOC 255 as a core course for HSP. This new course has been specifically designed to provide students with an introduction to major theories and concepts in the discipline through the lens of health, medicine and healing, thus serving as a foundational course for students in HSP in addition to pre-med students preparing to take the MCAT. I am delighted that this course will be added to our curriculum.

If you have any questions or require additional information, please don't hesitate to get in touch with me.

Claire

Claire M. Renzetti, Ph.D.
Judi Conway Patton Endowed Chair for Studies of Violence Against Women
Professor and Chair of Sociology
University of Kentucky

[Violence Against Women: An International, Interdisciplinary Journal](#)

9/26/13

RE: BA in Population Health Proposal

Send

Options... HTML

Western
Kentucky
Univ.

To... Perry, Brea L

Cc...

Subject: RE: BA in Population Health Proposal

Tahoma 10 B I U

From: Lartey, Grace [grace.lartey@wku.edu]
Sent: Friday, August 23, 2013 3:05 PM
To: Perry, Brea L
Subject: RE: BA in Population Health Proposal

Dr. Perry,

Thank you for your courtesy email. We received your pre-proposal a couple weeks ago for review. We have no objections to your new degree. I'm sure graduates from the program would contribute towards efforts aimed at improving the health of Kentuckians. We all wish you a wonderful weekend.

Grace

Grace Lartey, PhD
Associate Professor
Coordinator, Undergraduate Public Health Program
Department of Public Health
Western Kentucky University
1906 College Heights Blvd # 11082
Bowling Green, KY 42101
Phone: 270-745-3941
Fax: 270-745-4437

From: Perry, Brea L [mailto:breperry@uky.edu]
Sent: Friday, August 23, 2013 1:04 PM
To: Lartey, Grace
Subject: BA in Population Health Proposal

Dear Dr. Lartey,

I hope your semester is getting off to a good start. I'm writing to inform you that the University of Kentucky College of Arts and Sciences has designed a BA degree program in Population Health, and has submitted the pre-proposal to the CPE for posting. This liberal arts degree was designed to be non-competitive with other health-related degrees at UK and across the state, including the Western Kentucky University undergraduate degree in Public Health with an Environmental Health concentration.

The A&S BA program in Population Health has been vetted and approved by the College of Arts and Sciences Educational Policy Committee and will be taken up for consideration by the Undergraduate Council this fall. Though I see very little overlap with your degree in Environmental Health, I did want to make sure that your department is aware of the proposal as a courtesy. I've attached a copy of the description here.

If you have any questions or concerns, please feel free to let me know.

Best,

Eastern Ky. Univ.

Crooks, Deborah L

From: Perry, Brea L
Sent: Monday, September 30, 2013 11:11 AM
To: Crooks, Deborah L
Subject: FW: BA in Population Health Proposal

No Response

From: Perry, Brea L
Sent: Friday, August 23, 2013 1:58 PM
To: carolyn.harvey@eku.edu
Subject: FW: BA in Population Health Proposal

Dear Dr. Harvey,

I hope your semester is getting off to a good start. I'm writing to inform you that the University of Kentucky College of Arts and Sciences has designed a BA degree program in Population Health, and has submitted the pre-proposal to the CPE for posting. This liberal arts degree was designed to be non-competitive with other health-related degrees at UK and across the state, including the Environmental Health degree at Eastern Kentucky University.

The A&S BA program in Population Health has been vetted and approved by the College of Arts and Sciences Educational Policy Committee and will be taken up for consideration by the Undergraduate Council this fall. Though I see very little overlap with your degree in Environmental Health, I did want to make sure that your department is aware of the proposal as a courtesy. I've attached a copy of the description here.

If you have any questions or concerns, please feel free to let me know.

Best,

Brea

Brea L. Perry, PhD
Co-Director, Population Health Program
Associate Professor, Department of Sociology
1515 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
Phone: 859-257-4416
Fax: 859-323-0272
E-mail: breperry@uky.edu

Status of New Courses in the PPH Curriculum as of 4/29/14

HSP 499 (Formerly PPH 499 – documents uploaded into WorkFlow to change designation from PPH to HSP) At Senate Council

SOC/HSP 255* At Senate Council

SOC 355 At Senate Council

STA 296 At Senate Council

* HSP 255 cross listing to SOC 255 will be added upon approval of the Degree Proposal per Department Chair, Dr. Claire Renzetti – see email in “Letters of Support” section.

From: Crooks, Deborah L
Sent: Friday, February 28, 2014 4:40 PM
To: Hanson, Roxie
Subject: RE: Need information [PPS 499 title and prefix changed at UGC]

Hi Roxie,

The course is PPH 499 Population Health Capstone: Subtitle Required.

It will need to read HSP 499 Health, Society and Populations: Subtitle Required.

When I submitted the revised proposal to the UGC, I changed the syllabus to reflect the new 3 digit designation and title, but couldn't change the New Course Proposal form.

Cheers, Deb

Deborah L. Crooks, Ph.D., Associate Professor
Dept. of Anthropology, University of Kentucky
President, Human Biology Association

211 Lafferty Hall, Lexington, KY 40506-0024
859-257-4654 (Office Phone)
859-323-1959 (FAX)
dlcrooks@uky.edu

From: Patterson, Matt
Sent: Monday, December 09, 2013 11:23 AM
To: Crooks, Deborah L
Subject: RE: Registrar question

Deb,

HSP is available. Let me know if you need anything else.

From: Crooks, Deborah L
Sent: Monday, December 09, 2013 10:38 AM
To: Patterson, Matt
Subject: RE: Registrar question

Hi Matt,

Last March I contacted you about prefixes for a new degree that we were proposing, a degree, Population Health using the prefix PPH. Our proposal is still going through the system, and we may need to change the title to something on the order of Health, Society and Populations. Can you tell me if the prefix HSP is available for use.

Thanks, Deb Crooks

Deborah L. Crooks, Ph.D.
Associate Professor
Co-Director, Population Health
President, Human Biology Association

University of Kentucky
Department of Anthropology
211 Lafferty Hall
Lexington KY 40506-0024
859-257-4654
dlcrooks@uky.edu

Brothers, Sheila C

From: Grzegorz Wasilkowski [greg@cs.uky.edu]
Sent: Thursday, April 24, 2014 9:18 AM
To: Blonder, Lee
Cc: Brothers, Sheila C; Jones, Nancy C; Grzegorz Wasilkowski
Subject: Department of Theatre and Dance

Lee:

This is a recommendation from Senate Advisory Organization and Structure Committee that the University Senate endorse the change of the name of the Department of Theatre to the Department of Theatre and Dance in the College of Fine Arts.

Greg

```
=====
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
=====
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COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*¹.

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at <http://www.uky.edu/Faculty/Senate/forms.htm>). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	The Department of Theatre proposes a unit name change to "The Department of Theatre and Dance" to more effectively communicate the breadth and scope of our program.		
Contact person name:	Nancy Jones	Phone:	2573297
		Email:	Nancy.Jones@uky.edu
Administrative position (dean, chair, director, etc.):	Chair		

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).	
<input type="checkbox"/>	Department of: Theatre
<input type="checkbox"/>	School of:
<input type="checkbox"/>	College of: Fine Arts
<input type="checkbox"/>	Graduate Center for:
<input type="checkbox"/>	Interdisciplinary Instructional Program:
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:

Section III – Type of Proposal

Check all that apply.

¹ Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

A. Changes	
<input checked="" type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
B. Other types of proposals	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input type="checkbox"/>	Discontinuation, suspension or closure of an educational unit.
<input type="checkbox"/>	Other (Give a one- or two-sentence description below; a complete description will be in the proposal).

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
 - SAOSC information must be shared with unit 10 days prior to hearing.
 - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
 - This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.
- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

**Proposal to Change the Name of
The Department of Theatre
to
The Department of Theatre and Dance**

History and Rationale:

The Department of Theatre was formed as its own unit in the College of Arts & Sciences in 1967, although theatre has been a dynamic part of the University of Kentucky student experience since 1911 when it was housed in the English Department. Since that time the Department of Theatre has been an active and vital component of the Lexington and Central Kentucky arts scene.

In April 2010 the Department of Kinesiology and Health Promotions in the College of Education voted to suspend its Dance Minor, and at that time the Department of Theatre began the process to revise the program and take over dance courses in its curriculum. Part of that revision included creating classes that would be featured in the new UK Core such as TAD 140, Introduction to Dance. The UK Senate approved the Dance Minor in the Department of Theatre in November 2011 and Susie Thiel was hired as Lecturer and Director of the Dance Program. The Dance Minor has become tremendously popular with UK students, representing majors from 8 colleges across campus. At its inception the Dance Minor had 6 students and in less than 3 years has grown to over 50 Dance Minors. The Dance Program has quickly become a highpoint for recruitment, research/performance, outreach, and pedagogy in our unit. The annual Dance Concert features nationally renowned choreographers for an audience that has doubled in three years. Dance faculty and students engage in outreach programs to local schools, and have been awarded top recognition at national festivals and conferences such as American College Dance Festival and National Dance Education Organization. Student choreographic work is presented annually on campus, at national venues, and at NCUR. In addition, since the inception of the Dance Minor, dance courses (TAD) now comprise 25% of the Student Credit Hours in the Department of Theatre, and our Dance Faculty member, Susie Thiel, who was hired as a Lecturer in 2011, was converted to Assistant Professor, Tenure-Track in August 2013.

The Interdisciplinary Certificate in Musical Theatre was approved in April 2013, and includes Dance courses as a large component of its curriculum and this program has been an enormous draw for incoming students. In addition, the Dance Program has strengthened the rigor of our acting program and is the source of a newfound physical strength for our actors on stage.

At this time the Department of Theatre does not seek to create a Dance Major, but to recognize the significance that the Dance Minor plays in our programming,

curriculum, and student body by including "Dance" in our Department name. Changing the name of our unit to the Department of Theatre and Dance will better communicate the scope of our program, and benefit our recruitment efforts both on and off campus.

Comparison with Benchmarks:

What follows is a list of 13 institutions (both public and private) with the name "Department of Theatre and Dance" that have only the Dance Minor (without a Dance Major) in their degree programs.

- University of New Hampshire
- Bucknell University
- Belmont University
- Salisbury University
- Wake Forest University
- East Tennessee State University
- Providence College
- Otterbein University
- Milliken University
- University of Memphis
- Western Illinois University
- College of William & Mary (*Department of Theatre, Speech, and Dance*)
- Florida Atlantic University (*only Dance Courses - no minor*)

Procedure:

Faculty in the Department of Theatre met on Wednesday, April 9, 2014 to discuss and subsequently vote on this issue. During that meeting the motion was brought before the full-time faculty according to our Departmental Rules and Procedures and passed unanimously. There were 10 of the 11 full-time faculty members in theatre present at the meeting who all voted unanimously in favor of the proposal. The one faculty member who was not present to vote at the meeting is on sabbatical, but she too submitted her approval and support of the name change via email. Her email is attached to this proposal. Complete minutes of this meeting are available upon request.

LETTERS IN SUPPORT OF NAME CHANGE

Provost Riordan
Dean Michael Tick, College of Fine Arts
Dr. Skip Gray, Interim Director, School of Music

College of Fine Arts Advisory Council

Anna Brzyski, Associate Dean, *CFA, School of Art & Visual Studies* – **Email Included**
James Campbell, Professor, *School of Music* – **Email Included**
Beth Ettensohn, Lecturer, *School of Art and Visual Studies* – **Email Included**
Rae Goodwin, Asst. Professor, *School of Art and Visual Studies* – **Email Included**
Diana Hallman, Professor, *School of Music* – **Letter Included**
Rob Jensen, Director, *School of Art and Visual Studies* – **Email Included**
Bradley Kerns, Assoc. Professor, *School of Music* – **Email Included**
Andrew Maske – Professor – School of Art & Visual Studies – **Email Included**
Ron Pen – Professor – School of Music – **Email Included**
Hunter Stamps – Asst. Professor – School of Art & Visual Studies – **Email Included**
Michael Tick, Dean, CFA – **Letter Included**
John Holloway, *Department of Theatre* – **Approved** in Department of Theatre Vote
Russell Henderson, *Department of Theatre* - **Approved** in Department of Theatre Vote

Department of Theatre

Voting Faculty Members Present at Meeting on 4/9/2014

Herman Farrell
Nelson Fields
Nancy Jones, Chair
Tony Hardin
Russell Henderson
John Holloway
Christina Ritter
Zachary Stribling
Susie Thiel
Tracy Ward
Geraldine Maschio, wrote email of support (on sabbatical)



Christine Riordan, Provost
University of Kentucky
105 Main Building
Lexington, KY 40506-0032
P: 859-257-2911 www.uky.edu/Provost

April 17, 2014

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

Dear Lee:

The Department of Theatre faculty have proposed to change the departmental name to Department of Theatre and Dance. I understand the proposal has the approval of the full-time faculty in the Department, which is required by departmental rules and procedures. The Dean of the College of Fine Arts also supports the proposal.

The proposed change will not cause any disposition of faculty or staff and will not affect operational resources. The information provided supports the rationale for the proposed name change. I certify the administrative feasibility of the proposed change.

Sincerely yours,

Christine M. Riordan, Ph.D.
Provost

kh



UNIVERSITY OF KENTUCKY

Department of Theatre
College of Fine Arts
114 Fine Arts Building
Lexington, KY 40506-0022
(859) 257-3297
Fax: (859) 257-3042
www.uky.edu

April 10, 2014

Dean Michael Tick
College of Fine Arts
University of Kentucky
201 Fine Arts Building

Dear Dean Tick:

The faculty members in the Department of Theatre voted unanimously on April 9, 2014 to change the name of our academic unit to the Department of Theatre and Dance. This letter is accompanied by a formal proposal that reflects the rationale of this decision and the merits of the name change. We respectfully ask that you consider our proposal and request your assistance in obtaining official recognition of the name change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nancy C. Jones', written in a cursive style.

Nancy C. Jones
Chair, Department of Theatre
College of Fine Arts
Nancy.Jones@uky.edu

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-  Madeleine Stuff
-  Name change - Theatre an...
-  Recruitment (9)
-  Sayre (1)
-  civilian (4)
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Re: Name Change Materials to Department of Theatre and Dance

Tick, Michael

Sent: Thursday, April 10, 2014 11:49 AM

To: Jones, Nancy C

Nancy,

Having reviewed your proposal (³Changing the name of the Department of Theatre²to the ³Department of Theatre and Dance² a couple of weeks ago, and now having had time to review your completed proposal, I continue to be supportive of this initiative. Please proceed with this initiative.

Greetings from Shanghai, where we arrived 30 minutes ago!

Michael

Michael S. Tick, Ph.D.
 Dean, College of Fine Arts and
 Professor of Theatre
 University of Kentucky
 202 Fine Arts Building
 Lexington, KY 40506-0022
 Executive Assistant: belinda.rubio@uky.edu
 859-257-1707

On 4/10/14, 9:57 PM, "Jones, Nancy C"
 <Nancy.Jones@uky.edu> wrote:

>Good Morning Michael!
 >I hope you are doing well - CFA is just fine!
 >The Department of theatre met yesterday and
 >voted unanimously on a name
 >change to "The Department of Theatre and Dance."



School of Music
College of Fine Arts
105 Fine Arts Building
Lexington, KY 40506-0022

administrative 859 257-4900
student affairs 859 257-8181
fax 859 257-9576

www.uky.edu/FineArts/Music

April 14, 2014

To Whom It May Concern:

Please accept this endorsement in support of the University of Kentucky Department of Theatre name change. The addition of Dance to the department is an exciting transformation for the program. It will not only increase enrollment for the department but serve as an entirely new artistic focus for the College of Fine Arts, adding depth to study options as well as new performance opportunities. Changing the name to Department of Theatre and Dance is reflective of this metamorphosis and is certainly most appropriate.

Sincerely,

A handwritten signature in black ink, appearing to read "Skip Gray". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Skip Gray
Interim Director

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- Recruitment (9)
- Sayre (1)
- civilian (4)

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Re: Theatre would love your assistance...

Shane, Rachel

Sent: Monday, April 14, 2014 11:36 AM

To: Jones, Nancy C

Dear Nancy,

I have reviewed your proposal to change the name of the Department of Theatre to the Department of Theatre and Dance. I think this is a wonderful idea and I am in support of the change. This new department name will better reflect the great work being done with Dance and the Musical Theatre programs to your internal and external constituents. You have my support.

Best,
Rachel

Rachel Shane, Ph.D.
 Program Director, Arts Administration
 University of Kentucky
 109 Fine Arts Building
 Lexington, KY 40506-0022
 859.257.7717
 rachel.shane@uky.edu

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 - ATL College Days
 - Dance Program
 - GEOC (7)
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 - Guest Artists
 - Madeleine Stuff
 - Name change - Theatre an... (1)
 - Recruitment (10)
 - curriculum revisions (2)
 - Manage Folders...

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Re: did you get my letter requesting an email of support?

Brzyski, Anna

Sent: Friday, April 18, 2014 3:22 PM

To: Jones, Nancy C

Dear Nancy,

I fully support the proposed name change. It reflects more accurately the current scope of instruction and degrees in the Theater Department, the expertise and research of the new faculty in Dance, visibility of the Dance recitals, and popularity of the Dance minor.

Best,
Anna Brzyski

Anna Brzyski, Ph.D.
Associate Dean for Research and Undergraduate Education, College of Fine Arts
Associate Professor of Art History & Visual Studies
University of Kentucky
School of Art and Visual Studies
207 Fine Arts Building
Lexington, KY 40504
E-mail: anna.brzyski@uky.edu

Visit UK College of Fine Arts on Facebook:
<https://www.facebook.com/UKFineArts>

On 4/18/14, 1:59 PM, "Jones, Nancy C" <Nancy.Jones@uky.edu> wrote:

>Just checking - I only need three more to fill out the Advisory Council...
>n
>
>
>Nancy C. Jones, Chair
>Department of Theatre
>University of Kentucky

Mail

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- GEOC (7)
- Graduate Students (2)
- Guest Artists
- Madeleine Stuff
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- Recruitment (10)
- curriculum revisions (2)
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Re: Theatre would love your assistance...

Campbell, James B

You replied on 4/18/2014 4:18 PM.

Sent: Friday, April 18, 2014 4:10 PM
To: Jones, Nancy C

Attachments: Pasted Graphic 2.tiff (52 KB)

Dear Nancy,

I enthusiastically endorse the name change for the Theatre Department from its current name to "The Department of Theatre and Dance". This new name not only recognizes the importance that the Dance Minor plays in your curriculum, but could help market the offerings to potential students both on and off campus. Let's move forward!

Cordially,

Jim

James Campbell
Provost's Distinguished Service Professor

Past-President, Percussive Arts Society
Drum Corps International Hall of Fame
Bands of America Hall of Fame

University of Kentucky
School of Music
Director of Percussion Studies
University of Kentucky
105 Fine Arts Bldg.
Lexington, KY 40506-0022
Voice: 859-257-8187
<http://finearts.uky.edu/faculty/music/james-b-campbell>

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- Sayre (1)
- civilian (4)
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Proposal for the Department of Theater

Ettensohn, Beth M

You replied on 4/12/2014 7:44 AM.

Sent: Friday, April 11, 2014 11:47 PM

To: Jones, Nancy C

Dear Nancy,

I am writing in regards to your proposal to change the name of the Department of Theater. As a professor in the College of Fine Arts, I have been thrilled to witness the growth of UK's dance program in a few short years. With support from the Department of Theater, Susan Thiel has brought the study of dance at UK to a highly distinguished level!

By combining foundational skills, creative expression, physical conditioning and stage presence, students are challenged to integrate many aspects of theater and dance. Clearly, the dance-minor at UK both compliments and informs theater-major practice. The title, "Department of Theater and Dance" acknowledges dance as an integral component of creative inquiry and aesthetic literacy particularly as it applies to theater. University of Kentucky theater and dance have established a strong partnership, and together, they have proven to be a dynamic force for the entire community.

I believe that "Department of Theater and Dance" would accurately describe the depth and breadth available to students who wish to explore the performing arts at UK. For these reasons, I strongly support the renaming of the Department of Theater to "Department of Theater and Dance."

I look forward to future staging in which students perform and choreograph in a variety of theater and dance productions!

Sincerely,
Beth

Beth Mosher Ettensohn

Lecturer in Art Education, UK CORE

Art Education Student Chapter, Faculty Advisor

beth.a.mosher@uky.edu

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University of Kentucky

107B Fine Arts Building, 257-9380

Lexington, KY 40506-0022

www.uky.edu/FineArts/Art



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ATL College Days

Dance Program

GEOC (7)

Graduate Students (2)

Guest Artists

Madeleine Stuff

Name change - Theatre an... (1)

Recruitment (10)

curriculum revisions (2)

Manage Folders...

RE: One more plea for help?

Goodwin, Belinda R

Sent: Friday, April 18, 2014 1:19 PM

To: Jones, Nancy C

Dear Nancy,

After reviewing your proposal I am absolutely convinced that the Department of Theatre must change its name to the Department of Theatre and Dance. I am in complete support of your proposal. I have seen in our own students, in Art Studio, a significant increase in kinesthetic creative practices that I attribute to the success of the dance program.

Congratulations on your many achievements!

Rae

Rae Goodwin, MFA
www.raegoodwin.com

office: 227 Reynolds Building

Director of Foundations
 Department of Art
 Room 207, Fine Arts Building
 University of Kentucky
 Lexington, KY 40506-0022

From: Jones, Nancy C

Sent: Friday, April 18, 2014 12:33 PM

To: Brzyski, Anna; Campbell, James B; Campbell, James B; Goodwin, Belinda R; Pen, Ron; Hallman, Diana

Subject: One more plea for help?

Hello Colleagues,

I'm not sure if you received my email late last week, but the Department of Theatre has submitted a proposal to the Senate requesting a name change to the Department of Theatre and Dance. The Senate Committee is very happy with the proposal and ready to move forward but would like a short statement of support from the members of the CFA College Advisory Council. Some members have already written in support (Beth Ettensohn, Rob Jensen, Brad Kearns, Andrew Maske, and Hunter Stamps.) We have also received letters of support from Skip Gray, Michael Tick, and the



School of Music
College of Fine Arts
105 Fine Arts Building
Lexington, KY 40506-0022

April 18, 2014

Nancy Jones, Chair
Department of Theatre
College of Fine Arts
University of Kentucky

Dear Nancy:

I fully support the proposal to change the name of the UK Department of Theatre to The Department of Theatre and Dance. Not only would the name change reflect the strong, integral changes that have come about in theatre curriculum and productions since the hiring of Susie Thiel and the introduction of the dance minor, but it also would sharpen the department's profile and potentially enhance the recruitment of students into its programs.

Sincerely,

Diana R. Hallman
Associate Professor – Musicology
Member, College Advisory Council



School of Art & Visual Studies

203 Fine Arts Building
Lexington, KY 40506-0022

859 257-2336
fax 859 257-3042

www.uky.edu

April 14, 2014

To: University Senate Academic Organization and Structure
Committee (SAOSC)

From: Robert Jensen, Director, School of Art & Visual Studies

I am writing on behalf of Nancy Jones, chair, and the Department of Theatre's proposal to change the name of their program from the Department of Theatre to the Department of Theatre and Dance. I strongly endorse this proposal. Since the Dance minor was introduced students have flocked to the department's dance courses and in numbers that rival those of Theatre's. Moreover, there are close connections between the creation of dance performances and theatrical performances in regards to staging, costume, lighting design, and so on. Quite simply it just makes sense to acknowledge the multidisciplinary character of the programming in the current Department of Theatre by changing its name.

With warmest regards,

A handwritten signature in black ink, appearing to read "Robert Jensen".

Dr. Robert Jensen
Director, School of Art & Visual Studies
Robert.Jensen@uky.edu

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-  Guest Artists
-  IBU Issues (1)
-  Madeleine Stuff
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-  Recruitment (9)
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-  civilian (4)
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Re: Theatre would love your assistance...

Kerns, Bradley S

Sent: Monday, April 14, 2014 8:23 AM

To: Jones, Nancy C

Hi Nancy, below is a sentence or two....I hope it is ok!

I am heavily in favor of the proposal for the inclusion of "Dance" into the Department of Theatre's name. The inclusion of the Dance minor in the department in 2011 has proven to be incredibly fruitful in many ways. It is benefitting all involved in both Theatre and Dance programs and I think the proposal is an excellent way to acknowledge, support and foster even further growth in the unit, college, university and community.

Brad

Bradley Kerns
 Assistant Professor of Trombone
 University of Kentucky
 27 Fine Arts Building
 Lexington, KY 40506-0022
 Tel: 859.559.6333

www.bradleykerns.com

>Dear Colleagues,
 >The Department of Theatre is currently submitting a proposal to change
 >its name to the Department of Theatre and Dance. (Our official proposal
 >and rationale is attached to this email.) The SAOSC Committee of Faculty
 >Senate considers our proposal sound, but they would like to see evidence

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 Graduate Students (2)
 Guest Artists
 Madeleine Stuff
 Name change - Theatre an...
 Recruitment (10)
 Sayre (1)
 curriculum revisions (2)
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RE: Theatre would love your assistance...

Maske, Andrew

You replied on 4/17/2014 7:26 AM.

Sent: Wednesday, April 16, 2014 11:05 PM**To:** Jones, Nancy C

Nancy,

My apologies for the delay in replying.

As the member of the Fine Arts Curriculum Committee who was in the past charged with evaluating and making a recommendation on the adoption of the Minor in Dance, I enthusiastically support the change in name. It's clear that the area of Dance has already had a significant impact on UK students and on the Theater department, and the name change would serve to underline that fact.

With sincere hopes for quick passage!

Andrew

Andrew L. Maske, DPhil (Oxon)

アンドルー（アンディー）マスキ、アジア美術史准教授

安迪马思奇（亚洲美术史副教授）

Associate Professor of Art History

School of Art and Visual Studies

University of Kentucky U.S.A.

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

From: Jones, Nancy C**Sent:** Friday, April 11, 2014 12:37 PM
To: Withers, Benjamin C; Brzyski, Anna; Gray, Skip; Adams, Ruth; Lugo, Noemi G; Arnold, Elizabeth P; Ettensohn, Beth M; Henton, Martha K; Goodwin, Belinda R; Stamps, W. Hunter; Maske, Andrew; Campbell, James B; Kerns, Bradley S
Subject: Theatre would love your assistance...

Dear Colleagues,

The Department of Theatre is currently submitting a proposal to change its name to the Department of Theatre and Dance. (Our official proposal and rationale is attached to this email.) The SAOSC Committee of Faculty Senate considers our proposal sound, but they would like to see evidence that the other units in the



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Administration: (859) 257-4900
Student Affairs: (859) 257-8181
Fax: (859) 257-9576
www.uky.edu/FineArts/Music

April 18, 2014

Professor Nancy C. Jones, Chair
Department of Theater
University of Kentucky
Lexington, KY 40506-0022

Dear Professor Jones:

As a professor of music serving on the College of Fine Arts Advisory Committee, I have had the opportunity to consider the Department of Theater's proposal to alter the name of the department to acknowledge the program changes resulting in a Dance Minor offered through the Department of Theater in the College of Fine Arts. With the retirement of Professor Rayma Beal and the demise of dance offered through the Department of Kinesiology and Health Promotions in the College of Education, dance courses have enjoyed tremendous growth both as a minor and as a component of the University Core Curriculum. Performances have reflected the intensive growth in artistic quality and quantity of students involved in productions.

Please allow me to advocate strongly the proposal to update the unit name to reflect the actual state of affairs. The departmental acgis should now be called "The Department of Theater and Dance" according to the proposal being

Theater and Dance-2

forwarded to the University Senate. I am excited by the vibrant state of theater and dance at our university.

Thank you for your consideration.

Cordially,

A handwritten signature in black ink, appearing to read "Ron Pen". The signature is fluid and cursive, with the first name "Ron" being larger and more prominent than the last name "Pen".

Ron Pen,
Professor of Music
Director, John Jacob Niles Center for American Music
Coordinator, Division of Musicology and Ethnomusicology

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
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-  Recruitment (9)
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-  Manage Folders...

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RE: Theatre would love your assistance...

Stamps, W. Hunter

You replied on 4/14/2014 11:05 AM.

Sent: Monday, April 14, 2014 9:55 AM

To: Jones, Nancy C

Dear Nancy,

I am in full support of the name change to the Department of Theatre and Dance. I can see nothing but positive outcomes from the name change and continued investment in Dance. Congratulations on the significant growth and success of the Dance Minor. Please let me know if I can me of further assistance.

Sincerely,

Hunter Stamps

Art Studio Area Coordinator
 Associate Professor of Ceramics
 School of Art and Visual Studies
 University of Kentucky

Art Website: <http://www.hunterstampssculpture.com>
 China Ceramic Research Blog:
www.hunterstamps.weebly.com

From: Jones, Nancy C
 Sent: Friday, April 11, 2014 12:37 PM
 To: Withers, Benjamin C; Brzyski, Anna; Gray, Skip; Adams, Ruth; Lugo, Noemi G; Arnold, Elizabeth P; Etensohn, Beth M; Henton, Martha K; Goodwin, Belinda R; Stamps, W. Hunter; Maske, Andrew; Campbell, James B; Kerns, Bradley S
 Subject: Theatre would love your assistance...

Dear Colleagues,
 The Department of Theatre is currently submitting a proposal to change its name to the Department of Theatre and Dance. (Our official proposal and rationale is attached to this email.) The SAOSC

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 - Guest Artists
 - IBU Issues (1)
 - Madeleine Stuff
 - Name change - Theatre an...
 - Paris 2014 (3)
 - Recruitment (9)
 - civilian (4)
- Manage Folders...

support of name change

Maschio, Geraldine

You replied on 4/11/2014 12:37 PM.

Sent: Friday, April 11, 2014 12:33 PM

To: Jones, Nancy C

Nancy,

I am writing in full support of the proposal to change the Theatre department's name to the Department of Theatre and Drama. This name change reflects the reality of the department's curricular and co-curricular (i.e. Production) programs.

Geri Maschio
Associate Professor

REQUEST FOR NEW UNDERGRADUATE MINOR OR CHANGE IN MINOR

Please fill out Section I.

SECTION I: GENERAL INFORMATION

Program: Theatre

Minor: Dance

College: Fine Arts

Department: Theatre

Bulletin PP: _____

CIP Code: 50.0501

Accrediting Agency (if applicable): _____

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

Section II: New Minor

Minor Prerequisites (list course prefix, number and title): _____

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

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

Total Hours Required: _____

Rationale for Proposal: _____

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

Section III: Change in Minor Requirements

Current

- KHP 147 Dance Foundations
- KHP 181 Modern Dance I
- KHP 182 Modern Dance II
- KHP 293 Classical Ballet I
- KHP 592 Choreography
- KHP 155 Principles of Conditioning
- KHP 240 Nutrition and Physical Fitness
- KHP 290 History and Philosophy of Dance
- KHP Dance Activites in Elementary School
- KHP 393 Rhythmical Forms, Improvisation, and Analysis

Proposed

- TAD 140 Introduction to Dance (3cr.)
- TAD 141 Modern Dance I (2 cr.)
- TAD 241 Modern Dance II (2 cr.)
- TAD 245 Choreography (2 cr.)
- TAD 370 Dance History (3 cr.)
- TAD 392 Dance Practicum (1 cr., 3 hours)

And 4-6 hours from the following:

- KHP 293 Classical Ballet I
- KHP 294 Classical Ballet II
- KHP 391 Jazz Dance I
- KHP 392 Jazz Dance II
- KHP 395 Independent Study in KHP

Plus 6 hours from the following courses:

- TAD 142 Ballet I(2 cr.)
- TAD 242 Ballet II (2 cr.)
- TAD 143 Jazz Dance I (2 cr.)
- TAD 243 Jazz Dance II (2 cr.)
- TAD 246 Dance Improvisation (2 cr.)
- TAD 447 Studies in Dance: Subtitle Required (2 cr.)

REQUEST FOR NEW UNDERGRADUATE MINOR OR CHANGE IN MINOR

Current Total Hours: 22-24 hours

Proposed Total Hours: 21 hours

Rationale for Proposal:

The Department of Theatre in the College of Fine Arts requests this opportunity to introduce a Dance Curriculum into our programming and take over the ownership of the Dance Minor at UK. We believe that this decision will benefit students across all areas of campus, as well as students in the Colleges of Fine Arts and Education. Although Dance has historically been located in the College of Education at UK, a decision was made recently to eliminate the dance program from its home in KHP. An April 22, 2010 article in the Kentucky Kernel highlighted student enthusiasm for dance courses, affirmed the curricular importance of Dance at the University of Kentucky, and explained the College of Education's decision to eliminate the program based on limited resources and enrollment. (See attached.)

The Department of Theatre would like to take this opportunity to bring dance into our curriculum, a place where it would have a fitting home in the College of Fine Arts. Our proposed Introduction to Dance as an Arts and Creativity Course will provide 400+ students with access to an additional option in this General Education category. The Dance Minor in the College of Education currently has 35 students, and the Dance Ensemble has an annual membership of nearly 40 students. Consequently, many UK students will benefit from the inclusion of the Dance Minor in the Department of Theatre.

The legitimacy of this proposal is based in a history of arts programming within Higher Education across the country. Until the 1970's most University Dance Programs resided in Colleges of Education until the majority of Dance Programs in the U.S. migrated to Arts Colleges and Departments of Theatre. According to Diana DeFries, Executive Director of the American College Dance Festival, of their 349 participating member departments, only 2 are aligned with Education. Of the remaining 347 programs, 112 are aligned with Theater Departments and the rest are stand-alone Dance Departments. Leading University programs that house combined Theatre and Dance programs are University of Texas at Austin, University of Florida, University of California at San Diego, and UC Davis. In fact, of UK's current Top 20 benchmark institutions all but two offer dance programs aligned with Schools of the Arts.

In terms of the General Education Reform Arts & Creativity Rubric, Dance can and should play an important role at the University of Kentucky. According to dance scholar Lynette Overby in a Rationale for Dance in Education, "Dance transforms images, ideas, and feelings into movement sequences that are personally and socially significant." In addition, education in the arts has been found to have a positive effect on both student motivation and academic performance (J.L. Hanna, Connections: Arts, Academics, and Productive Citizens, 1992). The proposed Introduction to Dance and other technique and history courses will provide an opportunity to support the Arts and Creativity Rubric approved curricular template to "explore the human need to experience, comprehend, and utilize processes that transcend the conventions of utility, whether that involves the mastery of rules or the decision to break them, the desire to identify and refine the expressible or to recognize and prize the ineffable."

Moreover, dance courses, and the Dance Minor will enhance critical thinking and analytical skills, cooperation and teamwork, self-expression and self-esteem, organization and problem solving, and cultural literacy. In short, maintaining a Dance Minor in the UK curriculum through the Department of Theatre will align with UK's mission to achieve Top 20 status, provide Arts and Creativity programming for nearly 500 UK Freshmen, and retain many other UK students.

REQUEST FOR NEW UNDERGRADUATE MINOR OR CHANGE IN MINOR

UK Honors sophomore Martha Groppo describes the student perspective regarding potential loss of Dance Courses at UK poignantly in an impassioned letter to President Lee Todd dated January 5, 2010:

"I am a National Merit Scholar who was tenaciously recruited by this University...UK's dance program has kept me in school. The dance program is full of honor students, Governor's scholars, scholarship recipients, and students from technical majors like math and engineering. We all came to UK because we could continue to dance while pursuing an education."

Finally, Melody Noland, the Chair of KHP, is enthusiastic about the fact that the Department of Theatre wants to take over the Dance Minor, and is willing to provide any help necessary for a smooth transition.

Will this program be printed in the Bulletin?

Yes

No

Johnson, Jane

From: O'Hair, Mary J
Sent: Friday, March 11, 2011 11:36 PM
To: Jones, Nancy C
Cc: Tick, Michael; Johnson, Jane
Subject: Re: Theatre Course Prefix Change

Thanks, Nancy. The TAD course prefix sounds perfect.
Best regards,
Mary John

Sent from my iPhone

On Mar 10, 2011, at 1:08 PM, "Jones, Nancy C" <ncjone0@email.uky.edu> wrote:

Dear Dean O'Hair,

Thank you so much for the College of Education's assistance in expediting the proposals to change ownership of several dance courses formerly housed in KHP into the Department of Theatre. Both Melody Noland and Bob Singleton were wonderfully obliging and conscientious throughout the entire process.

Sheila Brothers in Senate Council Office encouraged me to write to you, in order to explain that we have subsequently changed the course prefix for the dance courses from TA to TAD. This new designator will allow APEX to read students' degree plans more easily, and allow students' transcripts to accurately reflect course content. The Registrar's Office has already approved the use of the TAD prefix. Although this decision doesn't impact you or the College of Education, the curriculum committee in the College of Fine Arts wanted to make sure you were informed of the change before the proposals are transmitted to Senate Council.

Thank you again for your generosity and collegiality in this transition. If you have any questions, please feel free to contact me at 859 257 3297.

Sincerely,

Nancy C. Jones
Chair, Department of Theatre

Nancy C. Jones, Chair
Department of Theatre
University of Kentucky
859.257.8166
www.uky.edu/finearts/theatre
<Course Prefix Change.docx>

REQUEST FOR NEW UNDERGRADUATE MINOR OR CHANGE IN MINOR

Signature Routing Log

General Information:

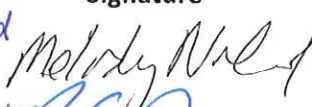




Proposal Name: Dance Minor, Department of Theatre

Proposal Contact Person Name: Nancy C. Jones, Chair Phone: 7-3297 Email: Nancy.Jones@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
CHAIR, KHP	1/21/11	Melody Noland / 7-5826 / melody.noland@uky.edu	
CHAIR, THEATRE	1/20/11	Nancy Jones / 7-3297 / nancy.jones@uky.edu	
COLLEGE OF ED. CAC	2/21/11	Doug Smith / 257-1824 / dcsmit1@uky.edu	
COLLEGE OF ED / Dean	3/14/11	Steve Parker / 257-8847 / sparker1@uky.edu	
College of Fine Arts Curriculum Committee	3/21/11	Jane Johnson / 7-1709 / jhjohn@email.uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ¹
Undergraduate Council	4/12/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

Proposal to Institute a College of Health Sciences Undergraduate Academic Probation and Suspension Policy

The College of Health Sciences (CHS) is a selective admissions college, with several undergraduate programs all requiring students to obtain a minimum grade point average (GPA) to be eligible for admission. While many students desire to obtain CHS degrees from one of our undergraduate programs, some fall short academically. With the increasing emphasis on academic success, progression toward a degree, and retention at all levels, it is important for students who are not able to overcome academic challenges in the coursework in each CHS major to select another major in which they can succeed in a more timely manner. Thus, this proposal addresses the need to help steer students toward academic success as early as possible.

Undergraduate Program Probation

A College of Health Sciences (CHS) student is placed on *CHS probation* if the student earns a grade-point average (GPA) of less than 2.0 in any given term (semester), even if the student's cumulative UK GPA is 2.0 or higher. Students on *CHS probation* are required to meet with their academic advisor and develop a remediation plan.

There are 2 possible scenarios for the student placed under probation/remediation:

- **Scenario 1:** The student successfully completes the remediation plan, earning a semester GPA of 2.0 or higher AND earns at least a grade of "C" (2.0) in each course required for the major (pre-requisite courses and major courses).
 - At this point, the student is **removed from *CHS probation*** and regains good standing status in the College.
- **Scenario 2:** The student does not successfully complete the remediation plan and fails to meet any or all requirements for removal of probation.

Undergraduate Program Suspension from the College of Health Sciences

A CHS student may be suspended for any of the following reasons:

1. The student fails to successfully complete a probationary remediation plan.
2. The student earns a GPA of less than 2.0 in any given semester AND has a cumulative UK GPA below 2.0, including the first semester at the University of Kentucky.
3. The student earns less than a 1.5 GPA in any semester.

In all cases, the suspended student will be required to select a new major outside of the CHS.

Note: If a student admitted to a selective admissions program fails to meet the programs academic standards, the programs policies for probation and suspension, if more stringent, supersede the College's Academic Probation and Suspension policy.

Removal from Suspension

A student suspended from the College of Health Sciences may petition for re-admittance only if he/she has obtained a cumulative GPA in accordance with the respective program's admission standards (see list below) and completed all pre-requisite courses and major courses with a "C" or better. Students who fail a major course and are placed on suspension must petition the program to repeat the major course while on suspension. Students have the opportunity to use the three repeat options that the University allows in order to facilitate the improved GPA required and individual course grades. In accordance with the University policy, courses may only be repeated one time. Any additional retakes will not count if the second attempt does not result in the "C" or better needed for a pre-requisite or major course.

Program	GPA minimum
Clinical Leadership and Management	2.0
Communication Sciences and Disorders	3.0
Human Health Sciences	3.0
Medical Laboratory Sciences	2.5

It is important to note that our college has high admissions standards for each of our selective admissions programs. Thus, this is taken into consideration when making readmission decisions in the College of Health Sciences.

Student Affairs Academic Standing Sub-Committee

An Academic Standing Committee will be formed and comprised of a representative from each of the undergraduate programs, the Assistant Dean of Student Affairs, Academic Affairs Chairperson, and an academic advisor. The Assistant Dean of Student Affairs will serve as the chair of this committee. The Academic Standing Committee will meet regarding suspension and probationary status once a semester after final grades are posted. The committee will convene to hear appeals at least twice a year and more often as needed.

Appeals

Students who are placed on suspension may appeal their status to the College of Health Sciences Student Affairs Academic Standing Sub-Committee. The student must submit documentation regarding any circumstances that influenced their academic performance for review by the committee. This includes, but is not limited to, a personal statement explaining their situation and how they plan to rectify this in the future. Students are welcome to submit letters of support

from individuals who have knowledge about their situation and can provide insight into how the student is addressing the issue(s).

All appeals must be submitted electronically by January 10 or July 1 to the Office of Student Affairs. While students are in the appeals process, he/she may maintain their current major in the College of Health Sciences.

College of Health Sciences (CHS) Probation and Suspension Decision Tree

Student is placed on **CHS probation** by the CHS Assistant Dean, if student earns a GPA of less than 2.0 in any given semester (even if student's cumulative UK GPA is 2.0 or higher)

- CHS Advisor calls a meeting with the student.
- A specific student success contract is negotiated; one copy of plan is placed in the student's electronic file and copies are sent to the students program.
- Student's progress is monitored by student's academic advisor during the probationary period



Scenario 1: Student successfully completes remediation plan, earning a 2.0 semester GPA or higher AND earns at least a grade of "C" (2.0) in each course required for major



At this point, student is removed from CHS probation and regains good standing status in the College.



Scenario 2: Student does not successfully complete the remediation plan and fails to meet any or all requirements for removal of probation.



At this point the student is placed on CHS suspension and is required to select a new major outside of the College.



CHS students can be **immediately placed on CHS suspension** by the CHS Assistant Dean under two other circumstances.

- Student earns a GPA of less than 2.0 in any given semester AND has a cumulative UK GPA below 2.0.
- Student earns less than a 1.5 GPA in any semester.

Students who are placed on suspension may appeal their status to the College of Health Sciences Student Affairs Academic Standing Sub-Committee. (Students appealing suspension may remain in their major, until a decision is reached by the committee.)


- Student must submit documentation regarding their academic situation for review by the committee, including a personal statement with their explanation of their situation and how they plan to rectify this in the future.
- Letters of support from individuals who have knowledge about their situation and can provide insight into how the student is addressing the issue(s).

Diploma for *In Memoriam* Honorary Degree

Recommendation from the SREC: The SREC recommends that the University Senate Council consider and approve an appropriate content for the *In Memoriam* Honorary Degree. The SREC offers the following as a starting point for discussion and action by the Senate Council.

Background: At its Feb. 10, 2014 [meeting](#), the University Senate approved for submission to the Board of Trustees (BoT) a recommendation that the BoT establish a new category of Honorary Degree, the "*In Memoriam*" Honorary Degree. Acting upon the recommendation of the University Senate, the BoT approved this recommendation at its April 1, 2014 meeting.

The BoT has delegated to the University Senate the final decision-making authority on the contents to be displayed on diplomas (GR IV.C.3). The University Senate's Feb. 10, 2014 action recommended to the BoT, and the BoT approved, that the basic layout of the diploma for this new honorary degree will be the same as prescribed by the Senate Rules (SR 5.4.5.B) for other categories of current honorary degrees. Within that context, it remains then for the University Senate to decide the specifics of how the information will be displayed on the *In Memoriam* diploma.

<h1>University of Kentucky</h1>		
Upon recommendation of the University Faculty, and with the approval of the Board of Trustees, the President of the University confers on [name] an <i>In Memoriam</i> Honorary Degree this day of [date]		
President of the University		Dean
Chairman, Board of Trustees		University Registrar

Recommendation: That the University Senate endorse for submission to the Board of Trustees the indicated amendment to Governing Regulation XI (Attachment 1)

Brief Background: From 1970 to 2005, Governing Regulation XI prescribed that the **nonacademic** relationship of students to the University is controlled by Part I of the Code of Student Conduct, and that the **academic** relationship of students to the University is controlled by the University (Faculty) Senate Rules (Attachment 2). The University Senate Rules established academic policies and procedures within which the University Appeals Board (UAB) would hear, determine and render sanction/remedies on issues of academic offense and student academic rights. In parallel, a President's Administrative Regulation described the role of the University Appeals Board as an "appellate" body (Attachment 2a).

In 2005, there was a **nonacademic** issue of contest of the SGA election of a new SGA President, in which the UAB became involved, to the protest of some parties. The parties went to court, and the **only** issue the court had with the University's regulations about the UAB was that the regulations did not state that the UAB has a role to be involved in SGA elections (Attachment 3).

Specifically in response to the issue of the SGA election and UAB involvement, the University Provost then charged an ad hoc committee to draft a revision to GR XI to make clear what role the UAB would have in the future in regards to the SGA election and other nonacademic matters.

The committee's draft changes to GR XI were presented to the Senate Council at its Jan 9, 2006 meeting. Attending the meeting were three members of the ad hoc committee that drafted the changes to GR XI (the Provost's liaison to the Senate Council Assistant Provost Richard Greissman, Associate General Counsel Marcy Deaton, and then/current UAB Chair Joe Fink). Greissman and Deaton in good faith **expressly assured** the Senate Council, and Fink agreed, that the drafted changes to GR XI did **not** change the University Senate's **academic** control over the UAB. For example, the new wording about "original jurisdiction" was described to the Senate Council to be about the UAB being able to conduct hearings for 'new fact-finding' (Attachment 4). **On the basis** of these representations and assurances made to the Senate Council by the Provost's representative, by the UK Legal Office and by then/current UAB Chair, the Senate Council endorsed the proposed changes.

Further, when the draft GR XI was submitted to the Board of Trustees, it was **expressly described** to the Board itself that problem the draft changes were addressing were the nonacademic relationships of students to the University and to the UAB (Attachment 5).

However, **in direct contradiction** to what the Senate Council had been assured in 2006, the new UK General Counsel Bill Thro (arrived fall 2012) has just issued (April 2, 2014) an official opinion that the 2006 changes to GR XI have the effect **to substantively remove the UAB from the controlling academic policy architecture of the University Senate Rules**. In his opinion, the UAB is not bound by limitations (upper or lower) that the Senate has established for academic offenses of cheating and plagiarism. In addition, he opines that the UAB is no longer bound by the Senate Rules that place student grades under the "good faith judgment" of the course instructor (Attachment 6). The University's official Sept 2012 [Certification Report](#) to SACS for our institution's accreditation represented that "*Policies on academic offenses (cheating and plagiarism) are clearly defined in the Senate Rules and are reproduced in Student Rights and Responsibilities*" and provided a link to the very [Senate Rules](#) that the General Counsel states do not control the UAB.

The Senate Rules and Elections Committee (SREC) is **extremely alarmed** that the University (Faculty) Senate has apparently lost control of **academic policies** on student academic offense and ultimate determination of student grades. The SREC recently met with Richard Greissman and Marcy Deaton and discussed what revision in GR XI would be needed to restore the University Senate's control over the UAB to the nature of **academic control** that the University Senate possessed from 1970 until 2005. The needed revisions are attached here (Attachment 1) and the SREC recommends the University Senate endorse for submission to the Board of Trustees the indicated revisions.



DRAFT

Student Affairs

Major Topics

[Student-University Relationships](#)

[The University Appeals Board - Jurisdiction](#)

[Composition of the University Appeals Board](#)

[Appointments to the University Appeals Board](#)

[References and Related Materials](#)

A. Student Government Association

The University of Kentucky Student Government Association is recognized by the Board of Trustees, administration, the Staff Senate and the University Senate as the official representative of the student body in University matters to ensure a maximum of self-government and to foster mutual respect, collaboration and cooperation between students and the faculty, staff and administration. It shall develop rules for its composition and procedures, and provide services to the students, staff, faculty, and administration of the University. These rules shall be consistent with the vision, mission and values of the University and shall be governed by the University's written policies and procedures, including those prescribed in the *Governing Regulations*, *Administrative Regulations* and *University Senate Rules*. Copies of the Student Government Association rules and approved changes shall be provided to all members of the student body of the University, the Secretary of the Staff Senate, the Secretary of the University Senate, Vice President for Student Affairs, the President, and the Secretary of the Board of Trustees.

The President of the Student Government Association shall be considered to be the President of the student body of the University as specified in KRS 164.131.

The Student Government Association may have additional responsibilities delegated to it by the President or the Office of the Vice President for Student Affairs. The Vice President for Student Affairs shall have administrative oversight of the Student Government Association in matters pertaining to the expenditure of university funds. The Vice President for Student Affairs shall also ensure that any action taken by the Student Government Association is consistent with University written policies and procedures, including those prescribed in the *Governing Regulations*, *Administrative Regulations* and *University Senate Rules*. An appeal of a decision of the Vice President for Student Affairs in any of the above matters may be made to the Provost. The Vice President for Student Affairs shall assign a university advisor to the Student Government Association, whose duties shall be to counsel and advise the organization and its officers as to their roles and responsibilities. The Student Government Association advisor shall review all proposed changes to the Student Government Association Constitution and By-Laws as well as rules for its

composition and procedures and advise the Student Government Association concerning the consistency or inconsistency with University policies and procedures, including but not limited to the *Governing Regulations, Administrative Regulations, University Senate Rules* and the *Code of Student Conduct*.

Pursuant to KRS 61.810, the meetings of the Student Government Association are open meetings. Through the respective presiding officer, any person may request the privilege of the floor to address all meetings of the Student Government Association.

B. Student-University Relationships

The non-academic relationships between University students and the University are articulated in the document entitled, *Student Rights and Responsibilities: Part I - Code of Student Conduct: Rules, Procedures, Rights and Responsibilities Governing Non-Academic Relationships*, which has been adopted by the Board of Trustees and may be amended only by that body.

The academic relationships between University students and the University are incorporated in the document entitled, *Student Rights and Responsibilities: Part II - Selected Rules of the University Senate Governing Academic Relationships*. The rules in Part II have been adopted by the University Senate and may be amended only by that body.

Copies of the document, *Student Rights and Responsibilities: Parts I and II*, shall be made available to all students. The *Student Rights and Responsibilities: Parts I and II* are also available at www.uky.edu/StudentAffairs/Code. Registration by the student constitutes acceptance of the policies in the *Student Rights and Responsibilities* governing student-University relationships. In no case, however, shall this acceptance preclude legitimate efforts to obtain amendments to this document covering these relationships.

C. The University Appeals Board - Jurisdiction

There shall be a University Appeals Board (hereinafter UAB) with specific jurisdiction over student matters. The UAB shall be assigned either original or appellate jurisdiction over various students, as established by this *Governing Regulation*, as follows:

1. Disciplinary Offenses

In cases of disciplinary offenses (outlined in the *Code of Student Conduct*, Article II) where the student is sanctioned with social suspension, disciplinary suspension, or expulsion, the UAB shall have appellate jurisdiction.

2. Academic Offenses

~~(a) In cases of academic offenses (outlined in the *University Senate Rules*, Section 6.3) where the student contests guilt, the UAB shall have original jurisdiction.~~

~~(b) In cases of academic offenses (outlined in the *University Senate Rules*), Section 6.3) where the only issue is the severity of the sanction,~~ the UAB shall have appellate jurisdiction. [The *University Senate Rules* define the procedures that the UAB shall use in these cases and the scope of the actions that the UAB may take.](#)

3. Violation of Student Rights

(a) In cases where a student claims a violation of student rights (outlined in the *Code of Student Conduct*, Article I), the UAB shall hear any case referred to it by the Dean of Students and may grant the written appeal of any student to hear a case not referred to it by the Dean of Students.

- (b) Registered student organizations that receive the majority of their regular operating budgets from allocations of student fee monies and/or University allocation shall have a hearing process which shall include final appeal to the UAB.
- (c) The UAB shall have jurisdiction over final decisions of University hearing agencies in which a student alleges a violation of student rights. In a case involving a student election in which a candidate alleges that his or her student rights were violated, the UAB may affirm the decision of the Student Government Association appellate body, refer the matter back to the Student Government appellate body to correct the error identified by the UAB, or affirm or void the election. The jurisdiction of the UAB does not extend to the selection of the President of the Student Government Association.

4. Violation of Academic Rights

In cases where a student claims a violation of academic rights (outlined in the *University Senate Rules*, ~~Section 6.1~~), the UAB shall have **original appellate** jurisdiction. [The University Senate Rules define the procedures that the UAB shall use in these cases and the scope of the actions that the UAB may take.](#)

5. College Honor Code Offenses

The UAB shall hold appellate jurisdiction over the decisions of college honor councils or committees, except that if the hearing panel, by majority of those present, decides the student's rights have been substantially violated, the hearing panel has original jurisdiction on the issue of guilt.

6. Cases of Temporary Sanctions

When the Vice President for Student Affairs imposes temporary sanctions on a student, the UAB shall have appellate jurisdiction.

D. Composition of the University Appeals Board

1. The UAB shall consist of thirty (30) members, eighteen (18) faculty members and twelve (12) full-time students, and a Hearing Officer who shall be the Chair.
2. A hearing panel of the UAB shall consist of nine (9) members, at least five (5) of whom are faculty members, at least one (1) of whom is a student, and a Hearing Officer, who shall be the chair.
3. A quorum of the hearing panel for the conduct of business will be nine (9), including the Hearing Officer, at least five (5) faculty members (exclusive of the Hearing Officer) and at least one (1) student.

E. Appointments to the University Appeals Board

1. The Hearing Officer

The Hearing Officer shall be the Chair of the hearing panel and shall be a person with training in the law appointed by the President of the University for a three-year term, subject to reappointment. The term shall begin on September 1, and end August 31. The Hearing Officer shall convene and preside at all meetings of the hearing panel, but does not vote as a member of the Board or have the authority to cast a tie breaking vote. All questions of the law, either substantive or procedural, and all procedural questions shall be addressed to and ruled upon by the Hearing Officer. The Hearing Officer shall have the authority to exclude any hearing panel member that the Hearing Officer determines has a conflict of interest or the appearance of a conflict of interest with a case. If the Hearing Officer cannot serve when needed, the President or, in the President's absence, the Provost shall appoint a temporary substitute.

2. The Student Members

- (a) The student membership of the UAB shall be appointed to one-year terms, subject to reappointment. Their terms shall begin September 1 and end August 31.
- (b) The student membership shall consist of four (4) graduate or professional students and eight (8) undergraduate students. The undergraduates must be full-time students and either sophomores, juniors or seniors in good standing. The graduate or professional student must be a full-time student, have been in residence at least one year and be in good standing.
- (c) The President shall appoint student members to the UAB from the recommendations submitted by the Student Government Association and the college deans. Six (6) student members shall be appointed from those names submitted by the Student Government Association and six (6) members from those names submitted by the college deans, totaling twelve (12) student members.

3. The Faculty Members

Faculty members of the UAB shall be appointed to staggered three-year terms by the President of the University upon the recommendation of the University Senate Council. All terms shall begin on September 1 and end on August 31. To minimize the possibility of a conflict of interest, faculty members with primary administrative appointments (more than fifty percent of their assignment allotted to administration) shall not be appointed to the UAB.

4. Temporary Appointments

- (a) If a sufficient number of the members of the UAB are not present or have been determined by the Hearing Officer to have a conflict of interest or the appearance of a conflict of interest at any time when that Board has duties to perform, the President of the University or, in the President's absence, the Provost, shall make such temporary appointments as are necessary to ensure that the required number of members are present. Such temporary appointments need not be preceded by the recommendations otherwise provided herein. However, in no case shall a faculty member replace a student member or a student member replace a faculty member.
- (b) If, at any time, in the judgment of the Hearing Officer, there are sufficient cases pending before UAB that it is unlikely that the pending cases can be processed within the time prescribed, the Hearing Officer shall notify the President of that fact. The President may, in accordance with the above provisions of GR XI Section E, activate additional boards and appoint a Hearing Officer for each such additional board, or appoint additional boards and hearing officers for designated cases and time periods.
- (c) The authority, jurisdiction, and range of possible actions of, and the guaranteed rights of an accused person before any special board or panel appointed or activated under the terms of (a) or (b) above shall be the same as those applicable to the regularly constituted board or panel.

F. Procedures of the University Appeals Board

Additional procedures of the UAB shall be those prescribed by *University Senate Rules* for academic cases, the *Code of Student Conduct* for non-academic cases, or by the UAB to effectuate the orderly conduct of its functions.

G. Disposition of Cases – Authority

The authority of the UAB over the disposition of academic cases is provided in the *University Senate Rules* for academic cases and in the *Code of Student Conduct* for non-academic cases. Decisions of the UAB are final.

References and Related Materials

KRS 61.820 - Schedule of regular meetings to be made available

KRS 164.131 – Board of Trustees of University of Kentucky – Membership -- Terms

KRS 161.810 - Continuance of status in case of annexation or consolidation of schools

University Senate Rules section 6.1

University Senate Rules section 6.3

Student Rights and Responsibilities: Part I - Code of Student Conduct: Rules, Procedures, Rights and Responsibilities Governing Non-Academic Relationships

Student Rights and Responsibilities: Part II - Selected Rules of the University Senate Governing Academic Relationships

Revision History

12/11/2001, 6/14/2005, 3/7/2006

For questions, contact: [Office of Legal Counsel](#)

PART XI STUDENT

AFFAIRS

A. Student Government Association

The University of Kentucky Student Government Association is recognized by the Board of Trustees, administration, and the University Senate as the official student body authority in University matters to ensure a maximum of self-government and to create mutual respect and liaison between students and the faculty and administration. It shall provide services to the students, faculty, and administration of the University and represent student opinion to the faculty, administration, and Board of Trustees. It may have responsibilities delegated to it by the President, the Office of the Vice President for Student Affairs and/or the University Senate.

The President of the Student Government Association shall be considered to be the President of the student body of the University specified in KRS 164.130.

The Student Government Association shall be representative of the student body of the University. It is authorized to develop rules for its composition and procedures which are consistent with rules and regulations of the University. Copies of these rules shall be made available to all members of the student body of the University, the Secretary of the University Senate, the Associate Provost for Academic Affairs, Vice President for Student Affairs, the President, and the Secretary of the Board of Trustees.

For purposes of budget and other matters relating to finance, the Student Government Association is responsible to an administrative officer designated by the President.

The Student Government Association shall adhere to all rules and regulations adopted by the Board of Trustees.

B. Student-University Relationships

The non-academic relationships between University students and the University are covered in the document entitled, Student Rights and Responsibilities. Part I. Code of Student Conduct: Rules, Procedures, Rights and Responsibilities Governing Non-Academic Relationships, which has been adopted by the Board of Trustees and may be amended only by that body.

The academic relationships between University students and the University are incorporated in the document entitled, Student Rights and Responsibilities. Part II. Selected Rules of the University Senate Governing Academic Relationships. The rules in Part II have been adopted by the University Senate and may be amended only by that body.

Copies of the document, Student Rights and Responsibilities: Parts I and II, shall be made available to all students. Registration by the student constitutes acceptance of these student-

University relationships. In no case, however, shall this preclude legitimate efforts to obtain amendments to this basic document covering these relationships.

C. Lexington Community College Students

The relationship between students at Lexington Community College and the University of Kentucky is defined in the “Memorandum of Agreement Among the University of Kentucky, the Kentucky Community and Technical College System, and Lexington Community College Pursuant to House Joint Resolution 214.”

1. For non-academic matters, the Agreement, effective July 1, 2004, provides as follows:

(a) On July 1, 2004, and through June 30, 2006, Lexington Community College students shall have the responsibilities, services, privileges, and rights accorded to them before HJR 214.

(b) After June 30, 2006, Lexington Community College students shall be able to choose from certain University of Kentucky services on an individual basis without obligation to purchase any other or all services. Appropriate charges for the selected service(s) shall apply.

2. For academic matters, the Agreement provides as follows:

(a) Effective July 1, 2004, the Kentucky Community and Technical College System shall be responsible for academic and student support services for LCC students, except for services mutually agreed to by KCTCS and University of Kentucky.

(b) Effective July 1, 2005, LCC students shall come under the KCTCS Student Code of Conduct for academic matters.

(c) LCC students, enrolled on or before September 1, 2004, in associate degree programs approved by the UK Board of Trustees who complete the associate degree program on or before August 31, 2010, shall have their degrees conferred by the UK Board of Trustees. The degrees for all other students enrolled in LCC programs shall be awarded by the KCTCS Board of Regents.

UNIVERSITY OF KENTUCKY ADMINISTRATIVE REGULATIONS	IDENTIFICATION		PAGE
	AR III-1.0-1		1
	DATE EFFECTIVE	SUPERSEDES REGULATION DATED	
	3/19/92	7/1/83	

UNIVERSITY APPEALS BOARD

The University Appeals Board shall have appellate jurisdiction over decisions of the University Judicial Board and over decisions of faculty members on matters of University academic offenses.

The composition, appointment of members, jurisdiction, authority, procedures, and other matters relating to the University Appeals Board are detailed in Parts 1.61 through 1.67 of Student Rights and Responsibilities - Part I - Code of Student Conduct and in Section VI, Parts 5.1 through [5.24] 5.2.4, of the Rules of the University Senate.

WAR1:23

Commonwealth of Kentucky
Court of Appeals

NO. 2005-CA-001868-MR

UNIVERSITY OF KENTUCKY OFFICE
OF STUDENT AFFAIRS; ET AL

APPELLANTS

v.
APPEAL FROM FAYETTE CIRCUIT COURT
ACTION NO. 05-CI-02497

BECKY ELLINGSWORTH

APPELLEE

ORDER DENYING RELIEF UNDER CR 65.08

BEFORE: DYCHÉ, MINTON, AND TAYLOR, JUDGES.

This appeal has been taken from a judgment determining that the University of Kentucky had acted improperly in overruling a Student Government Association (SGA) decision that the appellee was the properly elected president of the SGA. The judgment ordered that the appellee be restored to the office. The university has filed this motion under CR 65.08 seeking to stay enforcement of the injunctive order pending appeal. Emergency relief was denied by a member of this Court.

-1-

RECEIVED
OCT 12 2005
Office of the Clerk
Court of Appeals

The legal issues in this appeal appear to center on the use of the University Appeal Board (UAB) to review the decision made by the SGA's supreme court. The UAB consists of administrators, faculty, and students and seems to work in an informal manner to resolve academic or disciplinary problems of individual students. Its procedures do not seem to satisfy the requirements of a situation where SGA has found it appropriate to remove an elected officer and place another student in that office which exercises responsibilities (including a seat on the Board of Trustees) and which has benefits. **The university has not cited any policy or regulation that it has adopted to bring such election disputes before the UAB.** The appearance of proper decision making was further harmed by the unilateral decision of an administrator to replace (for this case only) the student members of the UAB outside of the normal procedure for selecting such students.

The University has not shown that it will suffer irreparable injury if the appellee occupies the office pending appeal. There is no showing that any function of the university will be adversely impacted in a significant way.

We cannot say that the appellants have made a showing of such a possibility of success on the merits or of irreparable injury pending appeal so as

Therefore, the Court orders that the motion for relief pending appeal under CR 65.08 be, and it is hereby, DENIED.
MINTON AND TAYLOR, JUDGES, CONCUR.

DYCHÉ, JUDGE, DISSENTS AND WOULD GRANT RELIEF ON THE GROUND THAT THE APPELLEE (BALINTIFF IN CIRCUIT COURT) HAS NOT DEMONSTRATED SUFFICIENT IRREPARABLE INJURY OR SUFFICIENT DEPRIVATION OF DUE PROCESS TO JUSTIFY THE CIRCUIT COURT ACTION.

ENTERED: 10/11/2005
Becky Ellingsworth
JUDGE, COURT OF APPEALS

Re: Draft Changes to GR XI

“Greissman continued his explanation of the other revisions to Section XI, referring Council members to the {handout} he provided. He said the section in the Administrative Regulations (ARs) addressing the UAB would be removed, once it was codified in the GRs. In addition, he said it did not make sense for the Senate Rules to define all aspects of the UAB, since **the University Senate is concerned with the UAB as it relates to academic matters. The non-academic affairs of the UAB were defined in GR XI.C.** Grossman stated that changing the section on the UAB in the GRs would require changing the Senate Rules. Greissman concurred.

“Grossman also asked about the relationship of the University Senate to the UAB in terms of its authority to set policies by which the UAB must abide. The authority was partly based on the authority granted by the ARs. If the same language were not to be inserted in the GRs, it would require much more discussion. **Greissman stated that the GR in question did codify the authority of the University Senate over the UAB to set policy over academic affairs.** He said the Student Code of Conduct was moved to a non-academic section, and that **the change in no way limits the Senate's authority to set policy of the UAB.** **Guest Fink concurred.**

“....There was discussion regarding whether the proposed changes presented by Greissman would affect the recently approved changes to the Senate Rules on academic offenses and the role of the UAB. In response to a question by Grossman about Section C.2.a & b, **Ches [= Marcy Deaton] stated that with original jurisdiction, the UAB can call new witnesses, etc. For cases in which the UAB only holds appellate jurisdiction, the UAB can only review the case.** She confirmed, for Michael, that there are instances in which the UAB is the first body to hear a case.

“Grossman moved that the Senate Council approved the proposed changes to Section XI of the Governing Regulations ...Ellingsworth seconded. Grossman stated that if the Senate Council changes were not incorporated, the Senate Council should review it again. The motion passed unanimously.”

PR 5

Office of the President
January 24, 2006

Members, Board of Trustees:

PROPOSED AMENDMENT TO THE GOVERNING REGULATIONS

Recommendation: that the attached revision to the Student Affairs section of the university’s Governing Regulations (GR XI) be received for preliminary consideration and at the next regular meeting of the Board of Trustees be included on the agenda for action.

Note: Proposed additions are underlined; proposed deletions are lined through.

Background: Subsequent to the 2005 election for Student Government Association president, Interim Provost Scott Smith charged an ad hoc committee with the task of reviewing and revising GR XI (Student Affairs) to clarify the relationship between the university and the Student Government Association (SGA). In addition, Interim Provost Smith asked the ad hoc committee to recommend the jurisdictional authority that the University Appeals Board should have regarding decisions rendered by hearing bodies established by the SGA and other registered student organizations.

The ad hoc committee’s work was guided by three principles: (1) to ensure the Student Government Association has sufficient autonomy to function as a representative and deliberative body; (2) to affirm the university’s responsibility for and authority over SGA operations in matters related to fiscal affairs and adherence to the rules, policies, and regulations of the university; and (3) to incorporate within GR XI the definitional elements of the University Appeals Board, pertaining to the board’s jurisdiction, the appointment of its members, and the general procedures governing the board’s operation.

Action taken: Approved % Disapproved % Other _____

PART XI STUDENT
AFFAIRS

A. Student Government Association

The University of Kentucky Student Government Association is recognized by the Board of Trustees, administration, the Staff Senate and the University Senate as the official representative of the student body ~~authority~~ in University matters to ensure a maximum of self-government and to ~~foster~~ create mutual respect, collaboration and cooperation and liaison between students and the faculty, staff and administration. It shall develop rules for its composition and procedures, and provide services to the students, staff, faculty, and administration of the University. These rules shall be consistent with the vision, mission and values of the University and shall be governed by the University's written policies and procedures, including those prescribed in the Governing Regulations, Administrative Regulations and University Senate Rules. ~~and represent student opinion to the faculty, administration, and Board of Trustees. It may have responsibilities delegated to it by the President, the Office of the Vice President for Student Affairs and/or the University Senate.~~ Copies of the Student Government Association rules and approved changes shall be provided to all members of the student body of the University, the Secretary of the Staff Senate, the Secretary of the University Senate, Vice President for Student Affairs, the President, and the Secretary of the Board of Trustees.

The President of the Student Government Association shall be considered to be the President of the student body of the University as specified in KRS 164.130.

~~The Student Government Association shall be representative of the student body of the University. It is authorized to develop rules for its composition and procedures which are consistent with rules and regulations of the University. Copies of these rules shall be made available to all members of the student body of the University, the Secretary of the University Senate, the Associate Provost for Academic Affairs, Vice President for Student Affairs, the President, and the Secretary of the Board of Trustees.~~

~~For purposes of budget and other matters relating to finance, the Student Government Association is responsible to an administrative officer designated by the President.~~

~~The Student Government Association shall adhere to all rules and regulations adopted by the Board of Trustees.~~

The Student Government Association may have additional responsibilities delegated to it by the President or the Office of the Vice President for Student Affairs. The Vice President for Student Affairs shall have administrative oversight of the Student Government Association in matters pertaining to the expenditure of university funds. The

Vice President for Student Affairs shall also ensure that any action taken by the Student Government Association is consistent with University written policies and procedures, including those prescribed in the Governing Regulations, Administrative Regulations and University Senate Rules. An appeal of a decision of the Vice President for Student Affairs in any of the above matters may be made to the Provost. The Vice President for Student Affairs shall assign a university advisor to the Student Government Association, whose duties shall be to counsel and advise the organization and its officers as to their roles and responsibilities. The Student Government Association advisor shall review all proposed changes to the Student Government Association Constitution and By-Laws as well as rules for its composition and procedures and advise the Student Government Association concerning the consistency or inconsistency with University policies and procedures, including but not limited to the Governing Regulations, Administrative Regulations, University Senate Rules and the Code of Student Conduct.

Pursuant to KRS 61.810, the meetings of the Student Government Association are open meetings. Through the respective presiding officer, any person may request the privilege of the floor to address all meetings of the Student Government Association.

B. Student-University Relationships

The non-academic relationships between University students and the University are ~~articulated covered~~ in the document entitled, Student Rights and Responsibilities: ~~-Part I -~~ Code of Student Conduct: Rules, Procedures, Rights and Responsibilities Governing Non-Academic Relationships, which has been adopted by the Board of Trustees and may be amended only by that body.

The academic relationships between University students and the University are incorporated in the document entitled, Student Rights and Responsibilities: ~~-~~ Part II ~~-~~. Selected Rules of the University Senate Governing Academic Relationships. The rules in Part II have been adopted by the University Senate and may be amended only by that body.

Copies of the document, Student Rights and Responsibilities: Parts I and II, shall be made available to all students. The Student Rights and Responsibilities: Parts I and II are also available at www.uky.edu/StudentAffairs/Code. Registration by the student constitutes acceptance of the policies in the Student Rights and Responsibilities governing student-University relationships. In no case, however, shall this acceptance preclude legitimate efforts to obtain amendments to this ~~basic~~ document covering these relationships.

~~C. Lexington Community College Students~~

~~The relationship between students at Lexington Community College and the University of Kentucky is defined in the “Memorandum of Agreement Among the University of Kentucky, the Kentucky Community and Technical College System, and Lexington Community College Pursuant to House Joint Resolution 214.”~~

~~1. For non-academic matters, the Agreement, effective July 1, 2004, provides as follows:~~

~~(a) On July 1, 2004, and through June 30, 2006, Lexington Community College students shall have the responsibilities, services, privileges, and rights accorded to them before HJR-214.~~

~~(b) After June 30, 2006, Lexington Community College students shall be able to choose from certain University of Kentucky services on an individual basis without obligation to purchase any other or all services. Appropriate charges for the selected service(s) shall apply.~~

~~2. For academic matters, the Agreement provides as follows:~~

~~(a) Effective July 1, 2004, the Kentucky Community and Technical College System shall be responsible for academic and student support services for LCC students, except for services mutually agreed to by KCTCS and University of Kentucky.~~

~~(b) Effective July 1, 2005, LCC students shall come under the KCTCS Student Code of Conduct for academic matters.~~

~~(c) LCC students, enrolled on or before September 1, 2004, in associate degree programs approved by the UK Board of Trustees who complete the associate degree program on or before August 31, 2010, shall have their degrees conferred by the UK Board of Trustees. The degrees for all other students enrolled in LCC programs shall be awarded by the KCTCS Board of Regents.~~

C. The University Appeals Board - Jurisdiction

There shall be a University Appeals Board (hereinafter UAB) with specific jurisdiction over student matters. The UAB shall be assigned either original or appellate jurisdiction over various students, as established by this Governing Regulation, as follows:

1. Disciplinary Offenses

In cases of disciplinary offenses (outlined in the Code of Student Conduct, Article II) where the student is sanctioned with social suspension, disciplinary suspension, or expulsion, the UAB shall have appellate jurisdiction.

2. Academic Offenses

(a) In cases of academic offenses (outlined in the University Senate Rules, Section 6.3) where the student contests guilt, the UAB shall have original jurisdiction.

(b) In cases of academic offenses (outlined in the University Senate Rules, Section 6.3) where the only issue is the severity of the sanction, the UAB shall have appellate jurisdiction.

3. Violation of Student Rights

- (a) In cases where a student claims a violation of student rights (outlined in the Code of Student Conduct, Article I), the UAB shall hear any case referred to it by the Dean of Students and may grant the written appeal of any student to hear a case not referred to it by the Dean of Students.
- (b) Registered student organizations that receive the majority of their regular operating budgets from allocations of student fee monies and/or University allocation shall have a hearing process which shall include final appeal to the UAB.
- (c) The UAB shall have jurisdiction over final decisions of University hearing agencies in which a student alleges a violation of student rights. In a case involving a student election in which a candidate alleges that his or her student rights were violated, the UAB may affirm the decision of the Student Government Association appellate body, refer the matter back to the Student Government appellate body to correct the error identified by the UAB, or affirm or void the election. The jurisdiction of the UAB does not extend to the selection of the President of the Student Government Association.

4. Violation of Academic Rights

In cases where a student claims a violation of academic rights (outlined in the University Senate Rules, Section 6.1), the UAB shall have original jurisdiction.

5. College Honor Code Offenses

The UAB shall hold appellate jurisdiction over the decisions of college honor councils or committees, except that if the hearing panel, by majority of those present, decides the student's rights have been substantially violated, the hearing panel has original jurisdiction on the issue of guilt.

6. Cases of Temporary Sanctions

When the Vice President for Student Affairs imposes temporary sanctions on a student, the UAB shall have appellate jurisdiction.

D. Composition of the University Appeals Board

- 1. The UAB shall consist of thirty (30) members, eighteen (18) faculty members and twelve (12) full-time students, and a Hearing Officer who shall be the Chair.
- 2. A hearing panel of the UAB shall consist of nine (9) members, at least five (5) of whom are faculty members, at least one (1) of whom is a student, and a Hearing Officer, who shall be the chair.

3. A quorum of the hearing panel for the conduct of business will be nine (9), including the Hearing Officer, at least five (5) faculty members (exclusive of the Hearing Officer) and at least one (1) student.

E. Appointments to the University Appeals Board

1. The Hearing Officer

The Hearing Officer shall be the Chair of the hearing panel and shall be a person with training in the law appointed by the President of the University for a three-year term, subject to reappointment. The term shall begin on September 1, and end August 31. The Hearing Officer shall convene and preside at all meetings of the hearing panel, but does not vote as a member of the Board or have the authority to cast a tie breaking vote. All questions of the law, either substantive or procedural, and all procedural questions shall be addressed to and ruled upon by the Hearing Officer. The Hearing Officer shall have the authority to exclude any hearing panel member that the Hearing Officer determines has a conflict of interest or the appearance of a conflict of interest with a case. If the Hearing Officer cannot serve when needed, the President or, in the President's absence, the Provost shall appoint a temporary substitute.

2. The Student Members

- (a) The student membership of the UAB shall be appointed to one-year terms, subject to reappointment. Their terms shall begin September 1 and end August 31.
- (b) The student membership shall consist of four (4) graduate or professional students and eight (8) undergraduate students. The undergraduates must be full-time students and either sophomores, juniors or seniors in good standing. The graduate or professional student must be a full-time student, have been in residence at least one year and be in good standing.
- (c) The President shall appoint student members to the UAB from the recommendations submitted by the Student Government Association and the college deans. Six (6) student members shall be appointed from those names submitted by the Student Government Association and six (6) members from those names submitted by the college deans, totaling twelve (12) student members.

3. The Faculty Members

Faculty members of the UAB shall be appointed to staggered three-year terms by the President of the University upon the recommendation of the University Senate Council. All terms shall begin on September 1 and end on August 31. To minimize the possibility of a conflict of interest, faculty members with primary administrative appointments (more than fifty percent of their assignment allotted to administration) shall not be appointed to the UAB.

4. Temporary Appointments

(a) If a sufficient number of the members of the UAB are not present or have been determined by the Hearing Officer to have a conflict of interest or the appearance of a conflict of interest at any time when that Board has duties to perform, the President of the University or, in the President's absence, the Provost, shall make such temporary appointments as are necessary to ensure that the required number of members are present. Such temporary appointments need not be preceded by the recommendations otherwise provided herein. However, in no case shall a faculty member replace a student member or a student member replace a faculty member.

(b) If, at any time, in the judgment of the Hearing Officer, there are sufficient cases pending before UAB that it is unlikely that the pending cases can be processed within the time prescribed, the Hearing Officer shall notify the President of that fact. The President may, in accordance with the above provisions of GR XI Section E, activate additional boards and appoint a Hearing Officer for each such additional board, or appoint additional boards and hearing officers for designated cases and time periods.

(c) The authority, jurisdiction, and range of possible actions of, and the guaranteed rights of an accused person before any special board or panel appointed or activated under the terms of (a) or (b) above shall be the same as those applicable to the regularly constituted board or panel.

F. Procedures of the University Appeals Board

Additional procedures of the UAB shall be those prescribed by University Senate Rules for academic cases, the Code of Student Conduct for non-academic cases, or by the UAB to effectuate the orderly conduct of its functions.

G. Disposition of Cases – Authority

The authority of the UAB over the disposition of academic cases is provided in the University Senate Rules for academic cases and in the Code of Student Conduct for non-academic cases. Decisions of the UAB are final.



**Opinion of General Counsel
Opinion # 2014-01**

Jurisdiction and Authority of the University Appeals Board

The Senate Rules and Elections Committee (SREC) submitted to the General Counsel a list of specific questions regarding the relationship among the Governing Regulations (GR), the University Senate Rules (SR), and the University Appeals Board (UAB). This opinion responds to those questions.

In order to respond to the SREC's specific questions, it is first necessary to outline the jurisdiction granted to the UAB and the University Senate by the Board of Trustees through the *Governing Regulations*. GR XI.C establishes the UAB, grants it specific jurisdiction over student matters, and specifies whether its jurisdiction is original or appellate in certain types of matters:

GR XI.C: The University Appeals Board - Jurisdiction

There shall be a University Appeals Board (hereinafter UAB) with specific jurisdiction over student matters. The UAB shall be assigned either ***original or appellate jurisdiction*** over various students, as established by this *Governing Regulation*, as follows:

2. Academic Offenses

(a) In cases of academic offenses (outlined in the *University Senate Rules*, Section 6.3) **where the student contests guilt, the UAB shall have *original jurisdiction*.**

(b) In cases of academic offenses (outlined in the *University Senate Rules*, Section 6.3) **where the only issue is the severity of the sanction, the UAB shall have *appellate jurisdiction*.**

4. Violation of Academic Rights

In cases **where a student claims a violation of academic rights** (outlined in the *University Senate Rules*, Section 6.1), **the UAB shall have *original jurisdiction*.**

Original Jurisdiction is defined as, “A court’s power to hear and decide a matter before any other court can review the matter.” BLACK’S LAW DICTIONARY (9th ed. 2009) **Appellate Jurisdiction** is defined as, “the power of a court to review and revise a lower court’s decision.” *Id.* In other words, in a case of **original jurisdiction** the UAB acts as a fact finding body, decides guilt or innocence, and, if there is a finding of guilt, determines the sanction. Conversely, in **appellate jurisdiction**, the UAB simply reviews the prior decision of the instructor concerning whether the sanction is appropriate.

GR XI.G provides, “**The authority of the UAB over the disposition of academic cases is provided in the University Senate Rules for academic cases...**” However, the authority of the University Senate to determine the disposition of academic cases is limited to those situations where the UAB has **appellate** jurisdiction.

Any other interpretation is inconsistent with the **original jurisdiction** granted to the UAB by the Board of Trustees. The Governing Regulations cannot be construed so that one provision (GR XI.G) contradicts another provision (GR XI.C). Governing Regulations should be interpreted in a way that renders them compatible, not contradictory. Antonin Scalia & Bryan A. Garner, *READING LAW: THE INTERPRETATION OF LEGAL TEXTS*, 180-82 (2012).

The responses to most of the questions asked by the SREC turn on whether the UAB has original or appellate jurisdiction in that particular situation. When the UAB is exercising **original jurisdiction** the SREC may not restrict the UAB’s authority and when the UAB is exercising **appellate jurisdiction** the SREC may restrict the UAB’s authority.

THE SREC’S QUESTIONS

QUESTION 1.

The Senate Rules prescribe that if a student commits an academic offense (as determined by the instructor and, *if the student appeals his or her guilt*, the University Appeals Board), and there is no record of a prior offense, and the recommended penalty is no more severe than an E in the course, then a letter of warning goes into the student’s record at the Registrar’s Office. The purpose of the letter is so that if the student commits an academic offense again, the appropriate University authorities can become aware of the existence of the prior offense.

- a. Under the above circumstances, does the UAB have the discretion to instruct the Registrar not to keep a letter of warning in the student’s record?

Response 1a: This is an example of **original jurisdiction**. In cases of original jurisdiction, the UAB acts as a fact finding body, decides guilt or innocence, and,

if there is a finding of guilt, determines the sanction. Therefore, if the UAB determines the student is guilty, the UAB determines the penalty, which may include instructing the registrar to remove a warning letter from the student's record. If the UAB finds that the student is not guilty, there is no basis for a warning letter and none should have been created. Per the Senate Rules, a warning letter should not be created until either: 1) the student fails to appeal by the deadline: or, 2) the student appeals and the UAB makes a final decision. (S.R. 6.4.3.A.7)

- b. Would a UAB instruction to the Registrar to not maintain the letter of warning in the student's record be a violation of federal record-keeping rules (that expect student records to be maintained in their designated files)?

Response 1b: Given the answer to question 1a. above, this question is moot.

QUESTION 2. The Senate Rules prescribe that the UAB can reduce the severity of the penalty that an instructor originally imposed for an academic offense, but it cannot increase it, *regardless of whether the student is appealing the finding of an offense or the severity of the penalty.*

- a. If the student appeals *the finding of the academic offense* to the UAB, and the UAB finds that the student did indeed commit that offense, does the UAB have the authority to impose a penalty more severe than the instructor originally assigned?

Response 2a: This is an example of *original jurisdiction*. In cases of original jurisdiction, the UAB acts as a fact finding body, decides guilt or innocence, and, if there is a finding of guilt, determines the sanction. The appropriate sanction, as determined by the UAB, may be more or less severe than the sanction originally assigned by the instructor. The Senate Rules cannot limit the UAB's authority regarding the penalty. The UAB may impose any penalty it deems appropriate, so long as the penalty is consistent with University grading systems and other terms defined by the Senate Rules, such as suspension, expulsion, etc.

- b. If the student does not appeal the finding of the offense, but just *the severity of the penalty* assigned by the instructor, does the UAB have the authority to impose a penalty more severe than the instructor originally assigned?

Response 2b: This is an example of *appellate jurisdiction*. In cases of appellate jurisdiction, the UAB simply reviews the prior decision of the instructor concerning whether the penalty is appropriate. In this instance the Senate Rules may provide that the UAB is limited to only upholding or reducing the sanction. See Senate Rule 6.4.4,B.4(b), which provides that if a student

appeals the severity of a sanction, the UAB may only reduce the penalty subject to the limitations provided. It should be noted, however, that the Senate Rules cannot be so restrictive that they basically eliminate due process. In other words, one might argue that if there is an appellate process but its jurisdiction is so restrictive that there can be no decision except the one that has already been made, there is no due process.

QUESTION 3. The Senate Rules prescribe a minimum penalty of zero on an assignment for a first academic offense, an E in the course for a second offense (if the first offense received a penalty less than an E in the course; otherwise the minimum penalty is suspension), and suspension for one semester for a third offense.

- a. Is it permissible for the Senate Rules to specify minimum penalties of increased severity for first, second, and third offenses?

Response 3a: The Senate Rules may specify minimum penalties for professors who assign sanctions, but they are not binding on the UAB in cases of **original jurisdiction**. In cases of original jurisdiction, the UAB acts as a fact finding body, decides guilt or innocence, and, if there is a finding of guilt, determines the sanction. The UAB, when determining an appropriate sanction, is not bound by the minimum penalties prescribed by the Senate Rules. In those instances where the UAB is exercising **appellate jurisdiction**, it is permissible for the Senate Rules to specify minimum penalties.

- b. Is it permissible for the Senate Rules not to allow a student to appeal an imposed penalty if it is the minimum specified penalty for that kind of offense? (This question assumes that the student is not appealing guilt.)

Response 3b: If the minimum penalty would result in the loss of something (e.g. a privilege, participation in classes, enrollment, etc.), the Commonwealth and U.S. Constitutions' guarantee of due process require that the student be provided an opportunity to appeal. In other words, if the minimum penalty allowed under the Senate Rules for a particular violation is suspension, expulsion, etc., the student must be provided an opportunity to appeal. The University Senate Rules cannot contradict the Commonwealth and United States Constitutions.

- c. If a student appeals the finding of an academic offense to the UAB, and the UAB finds that the student did indeed commit that offense, does the UAB have the authority to impose a penalty less severe than the minimum prescribed by the Senate Rules?

Response 3c: This is an example of **original jurisdiction**. In those instances where the UAB is exercising original jurisdiction, the minimum penalties established by the Senate Rules are not binding on the UAB. They are merely advisory. In cases of original jurisdiction, the UAB acts as a fact finding body, decides guilt or innocence, and, if there is a finding of guilt, determines the sanction, which might be less severe than the minimum penalties in set for in the Senate Rules. Senate Rule 6.4, which states “Instructors, administrators, and the Appeals Board do not have the authority to impose penalties less than the minimum prescribed by these rules”, does not apply to cases where the UAB has original jurisdiction. Any other interpretation is inconsistent with the original jurisdiction granted to the UAB by the Board of Trustees.

- d. If the student does not appeal the finding of the offense, but *just the severity of the penalty* assigned by the instructor, does the UAB have the authority to impose a penalty less severe than the minimum prescribed by the Senate Rules? (This question is for cases in which the imposed penalty is greater than the minimum penalty.)

Response 3d: This is an example of **appellate jurisdiction**. In cases of appellate jurisdiction, the UAB simply reviews the prior decision of the instructor concerning whether the penalty is appropriate. In this instance the Senate Rules may provide that the UAB is limited to only upholding or reducing the sanction. Senate Rule 6.4.4.B.4(b) provides that if the student appeals the severity of the penalty, the UAB, “may reduce the penalty, subject to the following limitations...” The Senate Rules are clear in this regard.

Question 4. The Senate Rules prescribe that if a student **appeals a grade** that was assigned by an instructor in a course, then the UAB can order the grade to be changed only if the UAB finds that it has been “*proved*” that the grade was based on anything other than “*good-faith judgment*.” Can the UAB order an instructor to change a student’s grade if the UAB does not first make this finding?

Response 4: This is an example of **original jurisdiction**. In cases where a student claims a violation of academic rights, the UAB has original jurisdiction. In these instances, the UAB acts as a fact finding body, decides if the student’s academic right were violated, and, if a violation is found, determines the appropriate remedy. The Senate Rules cannot limit the original jurisdiction of the UAB in cases involving a claim of a violation of academic rights. Any other interpretation is inconsistent with the **original jurisdiction** granted to the UAB by the Board of Trustees.

Graduation Composition and Communication Requirement (GCCR) Committee Report

Senate Council
April 21, 2014

Deanna Sellnow & Matthew Giancarlo
Co-Chairs

GCCR Committee

Members

- Arnold Faff (A&S)
- Sara Flanagan (Education)
- Matthew Giancarlo (A&S) (Co-Chair)
- Rob Jensen (Fine Arts)
- Brian Lee (CAFÉ)
- Jenny Minier (B&E)
- Anne Olson (Health Sciences)
- Jim Ridolfo (A&S)
- Deanna Sellnow (C&I) (Co-Chair)
- Debbie Sharp (Libraries)
- Jami Warren (C&I)
- Darlene Welsh (Nursing)
- Ron Wilhelm (&S)
- Scott Yost (Engineering)

Ex-Officio

- Mike Shanks (Registrar's Office)
- Chris Thuringer (UGE)
- David Timoney (Registrar's Office)
- Ben Withers (UGE)

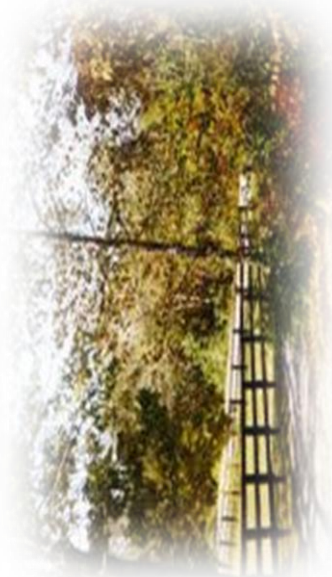
Process

Fall 2013

- Identified GCCR Committee
- Created a plan/timetable for:
 - communicating with campus community
 - Soliciting and vetting proposals
- Collected program SLOs

Spring 2014

- Created Proposal Submission & Evaluation Forms/Processes
- Collected/Vetted Proposals
- 83 of 92 majors approved (90%)
- Presentation U (Faculty Fellows Cohort #1)



Students Served

(16711 of 18224 = 91.7%)

College (Fall 2013 Data)	Counts of Students		
	Not Approved	Approved	Grand Total
Agriculture	115	2299	2414
Arts and Sciences	401	4247	4648
Business and Economics		2510	2510
Communication and Information		1286	1286
Design		338	338
Education	997	990	1987
Engineering		2780	2780
Fine Arts		554	554
Health Sciences		374	374
Nursing		1110	1110
Social Work		223	223
Grand Total	1513 (8.3%)	16711 (91.7%)	18224

Going Forward



- Select Faculty Fellows Cohort #2
- Presentation Center
 - Faculty consulting and workshops
 - Student tutoring and workshops