

University Senate Agendas, 2014-2015

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

1. Monday, November 10, 2014

2. Minutes from October 13, 2014 and Announcements

3. Officer and Other Reports

- a. Chair
- b. Vice Chair
- c. Parliamentarian
- d. Trustee

4. Health and Safety Implementation Plan - Vice President for Student Affairs Robert Mock (10 minutes, followed by Q&A)

5. Committee Reports

- a. Spring 2014 and Summer 2014 Report from Senate's Advisory Committee on Privilege and Tenure (SACPT) - Stephen Testa, Past Chair
- b. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair
 - i. Proposed New Department of Toxicology and Cancer Biology
- c. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair
 - i. Proposed New Graduate Certificate in Health Coaching
 - ii. Proposed New BA/BS in Modern and Classical Languages, Literatures and Cultures

6. Motion to Amend Something Previously Adopted (May 2014 Degree List): Rescind Double Major and Bestow Dual Degree

7. Other Business

8. *Next Meeting: December 8, 2014*

University Senate
October 13, 2014

The University Senate met in regular session at 3 pm on Monday, October 13, 2014 in the Auditorium of W. T. Young Library. Below is the record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise; specific voting information can be requested from the Office of the Senate Council.

Senate Council Vice Chair Alice Christ called the University Senate (Senate) meeting to order at 3:01 pm. She informed senators that the Senate Council Chair (Andrew Hippisley) was absent due to his attendance at an out-of-state leadership conference. The Vice Chair reminded senators to turn off the audio on mobile devices and state their names and affiliations after being recognized.

The Vice Chair called for an attendance vote and 84 senators registered their presence.

1. Minutes from September 8, 2014 and Announcements

There were a few corrections to the absences list in the minutes for the Senate meeting on September 8, 2014. The Vice Chair commented that attendance for the day's October meeting appeared larger than the previous month; she thanked senators for attending. There being **no objections**, the minutes from September 8, 2014 were **approved** as amended by **unanimous consent**.

There were a number of announcements.

- The Chair was absent as he was at the University of Missouri for the Southeastern Conference (SEC) Academic Leadership Development Program.
- Senate committees have now been composed and each committee has a chair. The Vice Chair asked that senators be as accommodating as possible for meeting times, i.e. only teaching, standing committee, and teaching commitments (formal job activities) as the only reasons for unavailability. She encouraged committees to meet regularly, noting that senators should probably be available for committee meetings on Mondays at 3 pm, except for the Mondays when the Senate meets. She listed the Senate committee chairs and asked them to stand as their names were called.
 - Academic Advising, Phil Kraemer
 - Academic Facilities, Alice Christ
 - Academic Organization and Structure, Ernie Bailey
 - Academic Planning and Priorities, Wally Ferrier
 - Academic Programs, Margaret Schroeder
 - Admissions and Academic Standards, Greg Graf
 - Admissions Advisory, Katherine McCormick
 - Disability Accommodation and Compliance, Terry Malone
 - Distance Learning and e-Learning, Sharon Lock
 - Institutional Finances and Resource Allocation, Jeremy Crampton, George Scott (staff co-chair)
 - Library, Andrew Doolen
 - Research and Graduate Education, Bruce Webb
 - Retroactive Withdrawals, Tom Nieman
 - Rules and Elections, Connie Wood
 - Advisory Cmte on Privilege and Tenure, Mary Kay Rayens
- The Chair met with student senators and a couple Senate Council (SC) members Wednesday evening and discussed Senate committee assignments and the importance of the student voice, particularly in shared governance and advising on academic policies that affect them. The Vice Chair said students would be added to Senate committees within the next week or so. She read

the names of the Student Government Association senators serving in the Senate. The students were given a round of applause.

- Chelsea Folmar (AG)
- Ashley Zepeda (AS)
- Christian Oberst (BE; also SC member)
- Rebecca Stratton (CI)
- Anne Prather (DS)
- Rosanna Osorio (ED; also SC member)
- Hannah Botts (EN)
- Charlie McManus (FA)
- Samantha Dunn (HS)
- Nolan Jackson (LA)
- Patrick Grace (ME)
- Seth Profitt (PH)
- Isaac Hallam (PbH)

2. Officer and Other Reports

a. Chair

The issue of the Health Care Colleges Council (HCCC) chair was resolved. Sharon Stewart, interim dean of the College of Health Sciences, will serve as the HCCC chair *pro tem*. Dean Stewart will be replaced by Pam Stein, Associate Dean for Academic Affairs in the College of Dentistry in a few months.

The SC formed a subcommittee (Ad Hoc Committee on Faculty Disciplinary Action, or CFDA) in response to President Eli Capilouto's charge to develop a faculty discipline policy. The charge to CFDA (as outlined in the memorandum from the President) is posted with the SC agenda for September 29. Below is the membership.

- Dave Watt, chair (ME/Molecular & Cellular Biochemistry)
- Liz Debski (AS/Biology)
- David Pienkowski (EN/Biomedical Engineering)
- John Wilson (ME/Behavioral Science)
- Connie Wood (AS/Statistics, chair of Rules & Elections)
- Marcy Deaton (associate general counsel)

Tagavi asked if there was a plan regarding where and how CFDA's report will be disseminated. Christ explained that CFDA was reporting weekly to the SC. She said she was not sure how their report will be handled. Watt, who chairs CFDA, said it was his expectation that the report will come to the Senate.

The SC offered nominees for the President's ad hoc Committee on Faculty Performance Evaluation and Probationary Period Delays. Below is the membership: names marked with an asterisk are SC nominees.

- Charles Carlson, chair (AS/Psychology)
- *Sandra Bastin (AG/Dietetics and Human Nutrition)
- *Thomas Curry (ME/Obstetrics and Gynecology)
- *Anne Harrison (HS/Rehabilitation Science)
- Pat Howard (NU)
- Shari Veil (CI/Communication)
- Sonja Feist-Price (interim asst provost for faculty affairs, ED/Early Childhood, Special Ed, & Rehab Cnslg)

Revised forms for undergraduate certificates and undergraduate degree programs are now available. The SC approved their use and the forms are now posted at <http://www.uky.edu/Faculty/Senate/forms.htm>. Various constituencies will be alerted to this in the next week or so.

b. Vice Chair

The Vice Chair said she had nothing in particular to report, although she noted that the Senate's parliamentarian was no longer serving in that role.

c. Parliamentarian

[No report.]

d. Trustee

Wilson said there was nothing in particular to report to senators and solicited questions. Brion asked for the Board of Trustees' view on the President's request to review faculty disciplinary policy. Wilson reported that the Board typically becomes concerned when difficult cases reach the President and Provost and prove problematic for the University. Wilson said he did not think the Board had particular opinion about individual cases, but was more interested in faculty and administrator behaviors that become major problems and how they could have persisted for such a long period of time. Grossman added that the current penalties were essentially a "good talking to" or terminating tenure; the President wanted faculty to develop some intermediate sanctions.

Wilson added that the Board would hold its annual retreat later in the week, which will have a heavy focus on research. He solicited suggestions and comments from senators and their faculty colleagues related to research. Mazur asked Wilson to clarify his comment about "faculty and administrator behavior" – she wondered if there will an opportunity to look at administrator conduct. Wilson replied that it may not extend to administrators. The Vice Chair commented that the SC did discuss including possible actions for administrators in the report. Wilson said the charge was sufficiently broad that it could include faculty administrators.

Prats asked if the Board intended to express any formal concern regarding the recent anti-Semitic comments from an individual invited to speak to high school students. Wilson said that occurred after the most recent Board meeting. Grossman opined that Board members likely viewed the issue as having been resolved satisfactorily.

2. Solicitation for Honorary Degree Nominations – Susan Carvalho, Interim Dean of the Graduate School

Interim Dean of the Graduate School Susan Carvalho, who also chairs the University Joint Committee on Honorary Degrees (UJCHD), encouraged senators to participate not only through approving honorary degree nominees, but also through nominating potential awardees. She encouraged senators to put forward names of those individuals that faculty would be proud to have on stage at a commencement ceremony and to hold up as models for students. Dean Carvalho opined that the reason for small numbers of nominees in years past have been due to the amount of work involved in a faculty member nominating someone for an honorary degree.

To address that issue, a new aspect has been included in the honorary degree nomination process. If a faculty member would like to nominate someone for an honorary degree but does not have the time to put together a full dossier, the faculty member could offer a suggestion (just the name of the nominee and a brief rationale) by Wednesday, October 15, and the UJCHD will then compile the dossier. Full dossier nominations are due by November 1. Dean Carvalho then mentioned some of the other requirements for being awarded an honorary degree. There were no comments from senators.

3. Proposed Change to Diplomas Awarded in Calendar Year 2015 (Sesquicentennial Celebration)

Guest Paula Pope (Associate Executive Director of Development), who chairs the University's Sesquicentennial Celebration Committee, presented the proposed sesquicentennial format for diplomas awarded during the 2015 calendar year. She explained that the two changes were the addition of a reference to the sesquicentennial year in the date and the addition of the sesquicentennial logo, which will be placed opposite the traditional UK logo.

The **motion** from the SC was that the Senate approve the proposed sesquicentennial format for diplomas that will be awarded during the 2015 calendar year. A **vote** was taken and the motion **passed** with 87 senators in favor and four senators opposed.

4. Committee Reports

a. 2013-14 Report from Senate's Retroactive Withdrawal Appeals Committee (SRWAC) - Tom Nieman, Chair

Guest Tom Nieman, chair of the Senate's Retroactive Withdrawal Appeals Committee (SRWAC), gave a report to senators on SRWAC activities for the 2013-14 year. There were no questions from senators.

b. Spring 2014 and Summer 2014 Report from Senate's Advisory Committee on Privilege and Tenure (SACPT) - Stephen Testa, Past Chair

Testa was not in attendance; the Vice Chair suggested senators review the report posted online with the day's agenda. [Testa was unable to attend the October meeting so he had previously accepted an invitation to attend the Senate meeting in November. A clerical oversight led to him being erroneously added to the October agenda.]

5. Ombud's Report for 2013-2014 - Past Ombud Sonja Feist-Price

Guest Sonja Feist-Price, past ombud, gave senators a report on the activities of the Ombud during the 2013-14 academic year. During her presentation, Feist-Price introduced to senators the new and current Ombud, Michael Healy, who is a faculty member in the College of Law. Grossman asked about outcomes in the cases for which the severity of the punishment was appealed. Feist-Price said that those cases were decided by the University Appeals Board (UAB) so the question should rather be posed to the chair of the UAB. Anderson asked if the Ombud office ever received requests from faculty regarding a faculty member's concern about themselves. Feist-Price responded that the office did receive those calls periodically and they were referred to the Office of Faculty Advancement and Institutional Effectiveness.

6. Update on "Presentation U" - Deanna Sellnow (five minutes)

Guest Deanna Sellnow, assistant provost for transformative learning and director of Presentation U!, offered senators an update on Presentation U! There were no questions from senators.

7. Other Business

Christ reminded senators that "Other Business" was an opportunity to mention or prepare for future items, not to take action. Ferrier asked how voting records were being kept. Christ replied that that question was sent to the Senate's Rules and Elections Committee (SREC) for input and the response would likely come back to the Senate soon.

There being no further business to attend to, the meeting was adjourned at 3:56 pm.

Respectfully submitted by Alice Christ,
University Senate Secretary

Invited guests present: Sonja Feist-Price, Tom Nieman, Paula Pope and Deanna Sellnow.

Absences: Adams, I., Adams, M., Bailey, P., Bayliff*, Bird-Pollan*, Birdwhistell, Blackwell, Brennan, Campbell, Capilouto, Cassis, Christianson*, Clark, Cox, de Beer, Doolen*, Fox, Hazard*, Hippisley*, Ingram, Jackson, J., Knutson*, Kornbluh, Lauersdorf*, Martin, A., Mock*, Nash, O'Hair, MJ*, Rey-Barreau, Richey*, Royse, Royster*, Sanderson, Steiner*, Stratton*, Tick, Tracy, Turner*, Vasconez, Vosevich, Walz, Williams, and Witt.

Prepared by Sheila Brothers on Thursday, October 16, 2014.

* Denotes an explained absence.

Senate Advisory Committee on Privilege and Tenure (SACPT)
Annual Report: Spring-Summer 2014
September 12, 2014

The Senate Advisory Committee on Privilege and Tenure (SACPT) held one formal meeting during the timeframe covered in this report, on May 16, 2014. The purpose of the meeting was to interpret a specific set of university regulations.

Appeals to the SACPT

There were no formal tenure/promotion appeals submitted to the SACPT during this timeframe.

Interpretation of University Regulations

A formal request was made of the SACPT to interpret (as per Senate Rule 1.4.4.2.B3) the university's 'Delay of Probationary Periods' regulation (GR XB1c) with regard to its effect on the 'Faculty Performance Review' regulation (AR 3:10). The committee recommended that the altered (slower) rate of progress that can be expected to occur when a faculty member takes advantage of the Delay of Probationary Periods policy (for up to two years) be taken into account in faculty's *periodic* performance reviews (non-promotional reviews). Unfortunately, as currently written, the available regulations are silent on how to do this in practice. The committee, therefore, recommended that a university-wide policy be developed and implemented.

Recommendations

As a result of the SACPT's recommendations on these matters, the university President has directed that an Ad hoc committee be formed to study these matters. The formal charge of this Ad hoc committee is attached. In the original SACPT recommendation, dated June 2, 2014 (attached), a variety of theoretical questions were posed to demonstrate the complexities of all the issues involved. It was the expectation of the SACPT that, should the President appoint an Ad hoc committee, this committee would develop policies to address all of these issues. Therefore, we believe it might be helpful to the Ad hoc committee that they be provided with the June 2, 2014 document for their consideration, if not done so already. Should any of the issues raised in the June 2 document be outside the scope of the charge of the Ad hoc committee, we believe those issues could be considered by the Faculty Senate.

Submitted on behalf of the 2013-2014 SACPT members Stephanie Aken, Franca Cambi, Anne Harrison, Jane Hayes, Brian MacPherson, Lee Meyer, Mary Kay Rayens, Vincent Sorrell, Ginny Sprang, and Stephen Testa (Chair).

June 2, 2014



College of Arts and Sciences

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President, University Senate
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Dear President Capilouto:

I am writing on behalf of the Senate Advisory Committee on Privilege and Tenure (SACPT). As you know, one of the charges of the SACPT, as described in Senate Rule 1.4.4.2.B3, is to interpret university regulations upon request. A formal request was made to the SACPT on April 25, 2014 by [REDACTED]

[REDACTED] At issue is the interplay between the university regulations dealing with 'Delay of Probationary Periods' (GR XB1c) and 'Faculty Performance Review' (AR 3:10). More specifically, the committee was asked to determine whether a different rate of progress (i.e. a reduced level of productivity) can be expected for faculty with extended probationary periods relative to those without extended probationary periods, at any time during their probationary periods. In addition, we were asked to determine how this difference, if it exists, should be factored into *periodic* faculty performance reviews (encompassing annual, two-year, four-year and any other reviews except for promotion reviews).

The committee met with [REDACTED] on May 16, 2014. Committee members present included Stephanie Aken, Franca Cambi, Anne Harrison, Brian MacPherson, Lee Meyer, Mary Kay Rayens, Ginny Sprang, and me. Jane Hayes and Vincent Sorrell were unable to attend the meeting.

The regulations, as they currently exist, appear to be silent on the issue of how the 'Delay of Probationary Periods' policy impacts *periodic* 'Faculty Performance Reviews'. In addition, it appears that an official university-wide policy for this issue does not exist. In this regard, the committee is tasked with an unachievable goal; interpreting a policy that does not exist. Evidence suggests that some colleges and departments are being proactive in devising solutions to this issue, but even among these units there exists a lack of consistency. This is problematic. It is highly desirable that university-wide policy be created. This will help to ensure consistency and fairness throughout campus. With this in mind, the committee would like to make two recommendations.

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blue.

We believe that the 'Delay of Probationary Periods' regulation was created precisely because family obligations often negatively influence faculty members' rates of progress.

- **Therefore, we recommend that this altered rate of progress be taken into account when evaluating the *periodic* performance reviews of delayed probationary faculty.**
- **In the absence of current policy that provides direction for how to do this (or that allows the SACPT to make interpretations), we recommend a policy be developed and implemented.**

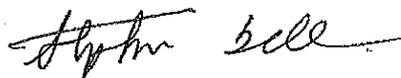
It might be suitable to start the process by creating an Ad hoc committee consisting of faculty and administrators to study the matter.

The reason we suggest that a committee be created is because the issues at hand are complicated and complex. The interplay between the regulations regarding 'Faculty Performance Review' (AR 3:10), 'Delay of Probationary Periods' (GR XB1c), and 'Leaves of Absence' (GR XB2d) – including family medical leave (FML) - warrant careful study. In addition, there is no simple formula that can be applied to all situations. For example, it is unclear how long it might take any given person to catch up to their non-delayed peers (more than a year, exactly one year, less than a year). When exactly does the delayed year start and end (e.g., before or after childbirth/adoption)? How does each faculty member know what the expectations are for their upcoming performance reviews when those reviews encompass periods of delay or leave? How are these expectations communicated to colleagues and administrators who participate in the evaluation process? Importantly, this altered rate of progress issue is important not just for probationary faculty, but all faculty who take paid or unpaid leave. It seems reasonable to assume that their subsequent performance evaluations should reflect the leave period as a period of potentially reduced productivity. It becomes even more complicated when the delayed year (or leave) spans two evaluative periods. It was unclear to the committee whether such a policy should impact a faculty member's division/distribution of effort. One thing that seems clear, however, is that the reduced rate of progress during periods of officially approved delay (or leave) should be reflected in *periodic* faculty performance evaluations. Moreover, each faculty member should fully understand how their particular delay (or leave) will impact the criteria upon which their upcoming performance reviews are based.

The committee would like to stress that we think the 'Delay of Probationary Periods' regulation is important to the health and well-being of the university community. We realize that this policy is relatively new, and that it might take some time to get the bugs worked out and have it fully integrated with other University policies. Developing a policy to bridge these gaps is important to ensure that this well-intended policy is fairly and equitably implemented.

The conclusions contained in this letter were reviewed and affirmed by all SACPT members present. On behalf of the SACPT members, Stephanie Aken, Franca Cambi, Anne Harrison, Brian MacPherson, Lee Meyer, Mary Kay Rayens, Ginny Sprang, and me.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Stephen Testa". The signature is written in a cursive style with a horizontal line extending to the right.

Stephen Testa, Ph.D.
Chair, SACPT
Department of Chemistry



October 1, 2014

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

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The Senate Academic Organization and Structure Committee (SAOSC) met Wednesday, October 1, 2014 from 1PM to 2PM in room 118 MH Gluck Equine Research Center. The following committee members were present and constituted a quorum for the committee: Ernie Bailey, Richard Sutphen, Sam Jasper, Todd Porter, Melinda Wilson, Michael Kilgore and Devanathan Sudharshan.

The main purpose for the meeting was to discuss the proposal prepared by Dr. Mary Vore Iwamoto to change the Graduate Center of Toxicology into the Department of Toxicology and Cancer Biology in the College of Medicine. Dr. Vore Iwamoto presented the reasons for the proposal and largely followed the points made in the proposal. Based on votes recorded at a meeting December 17, 2013, including joint faculty as well as faculty in the program, there was unanimous support. From the attendance list, 14 of 20 program faculty were in attendance. The faculty council in Medicine and the Dean strongly supported the change. Some of the reasons advanced for the change included 1) a desire to teach undergraduate students, an activity which falls outside that of a Graduate Center, 2) improved recruitment of students and faculty based on perception that a department is a better academic home than a center, 3) a department has more flexibility for the development of faculty careers than does a Center and 4) since the program now has 20 faculty lines, it has outgrown the status of a center.

Committee members noted that the Graduate Center for Toxicology relies strongly on joint faculty participation and questioned whether the loss of joint faculty would adversely affect the program. Dr. Vore Iwamoto responded that 1) many of the current joint faculty had already indicated an interest in becoming joint faculty in the new department and 2) the department would be viable even in the unlikely event that many of the current joint faculty did not participate. She indicated that there was enthusiasm for the creation of this department among faculty in diverse departments in the College of Medicine.

The committee voted unanimously to send the proposal to the University of Kentucky Senate Council with a recommendation for approval.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOC

**Proposal to Establish the
Department of Toxicology and Cancer Biology**



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Part II: Proposal to Revise the Curriculum and Graduate Programs in Toxicology

(Note: Approved by Graduate Council Sept. 25, 2014)

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**Senate-Approved Routing Form
For
Changes to Academic Organization or Structure of an Educational Unit**

To be completed by Proposal Initiator:

I. Proposal Initiator:

Contact Person: Mary Vore Email: maryv@uky.edu Phone: 257-3760
Position/Relationship to Proposal(Dean, Chair, Director, etc.): Director

Proposal Initiator Signature:  Date: 01-24-2014

II. Educational Unit(s) Principally Impacted by Proposed Change(s) (check all that apply and identify specific unit(s)):

<i>Educational Unit</i>	<i>Name (e.g., College of, Department of)</i>
<input type="checkbox"/> Department	_____
<input type="checkbox"/> School	_____
<input type="checkbox"/> College	_____
<input checked="" type="checkbox"/> Graduate Center	<u>Graduate Center for Toxicology</u>
<input type="checkbox"/> Interdisciplinary Instructional Program	_____
<input type="checkbox"/> Multidisciplinary Research Center/Institute	_____

III. Change Nature (check all that apply):

A.

Change of Name of Educational Unit
 Change of Type of Educational Unit (e.g., from department to school)
Change from Graduate Center to a Department

B.

Creation of a new Educational Unit
 Consolidation of Educational Units
 Transfer of Academic Program to a different Educational Unit
 Transfer of Educational Unit to a different reporting unit
 Significant Reduction of Educational Unit
 Discontinuation/Suspension/Closure of Educational Unit
 Other (Please provide explanation below or in the proposal)

Due Diligence Review Steps to be addressed by: Senate Academic Organization and Structure Committee (SAOSC)/Senate Council/University Senate

SAOSC Review (SAOSC Chair to check all appropriate steps in review process):

For III.A. Changes:

- ___ SAOSC Review of Proposal
- ___ Recommendation of SAOSC Committee for Additional/Joint Review by/with other University Senate Committee(s) (e.g., Academic Program Committee)

For III.B. Changes:

- ___ Recommendation of SAOSC Committee for Additional/Joint Review by/with other University Senate Committee(s) (e.g., Academic Program Committee)
- ___ SAOSC Review of Proposal for Creation, Consolidation, Transfer, Closure, Discontinuation, or Significant Reduction of Educational Unit, or Transfer of Academic Program to a Different Educational Unit including Academic Considerations and other factors (attach record and documentation)
- ___ Program Review in Past 3 years (attach documentation)
- ___ Request to Provost for new Program Review (attach documentation)
- ___ Open Hearing (attach documentation)
 - ___ SAOSC information shared with unit 10 days prior to Hearing
 - ___ Open Hearing Procedures

Timeline of Proposal Review

Date/Initial

- _____ Received by Senate Council Office
- _____ Received by SAOSC
- _____ Request made by SAOSC for Proposal Clarification and/or Additional Documentation
- _____ Receipt of SAOSC requested materials

Senate Academic Organization and Structure Committee Vote

Decision on Academic Status or Content of Academic Program (MDRC Review only):

Proposal Recommendation: **Accept / Reject / Accept with Modification(s)**

Vote Tally: Yes _____ No _____ Abstain _____

Provide modification explanation/documentation in this package

Recommendation/Advise on Organization/Reporting/Infrastructure (All Changes):

Proposal Recommendation: **Accept / Reject / Accept with Modification(s)**

Vote Tally: Yes _____ No _____ Abstain _____

Provide modification explanation/documentation in this package

University Senate Council Vote

Decision on Academic Status or Content of Academic Program (MDRC Review only):

Proposal Recommendation: **Accept / Reject / Accept with Modification(s)**

Vote Tally: Yes _____ No _____ Abstain _____

Provide modification explanation/documentation in this package

Recommendation/Advise on Organization/Reporting/Infrastructure (All Changes):

*Proposal Recommendation: **Accept / Reject / Accept with Modification(s)***

Vote Tally: Yes _____ No _____ Abstain _____

Provide modification explanation/documentation in this package

University Senate Vote

Decision on Academic Status or Content of Academic Program (MDRC Review only):

*Proposal Recommendation: **Accept / Reject / Accept with Modification(s)***

Provide modification explanation/documentation in this package

Recommendation/Advise on Organization/Reporting/Infrastructure (All Changes):

*Proposal Recommendation: **Accept / Reject / Accept with Modification(s)***

Provide modification explanation/documentation in this package

Evidence of Compliance with Existing Unit/College/University Procedures for Faculty Advise on Proposed Changes to Academic Organization and Structure of Educational Unit

(S.R. 3.4.2.A.5. available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm)

Include in the proposal a statement and documentation by the initiator of the proposal that provides a full accounting of the following items (if applicable):

- Disposition of faculty, staff and resources (financial and physical);
- Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- Consultation with the faculty of educational unit that will be significantly reduced;
- Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees.
- Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees.
- Letters of support or opposition from appropriate faculty and/or administrators
- Letters of support from outside the University.
- Detailed responses to SAOSC Guidelines for Changes to Academic Organization and Structure for Educational Units (<http://www.uky.edu/Faculty/Senate/forms.htm>)

**Proposal Responses to Senate SAOSC Cover Form and SAOSC Guidelines
(Per forms and guidelines posted on Senate web site January 2014)**

Responses to Items Enumerated on the [SAOSC Cover Form](#):

Note: Except where otherwise stated, all “Sections” of the proposal noted below are referring to “Part I” of the proposal (“Part II,” for the Graduate Council, is for informal reference an appendix item)

a. Disposition of faculty, staff and resources (financial and physical);

See Sections 2 and 3.B1 of the proposal

b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;

Not Applicable

c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;

Not Applicable

d. Consultation with the faculty of educational unit that will be significantly reduced;

Not Applicable

e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees.

Unanimous positive ‘core’ faculty vote is shown in appended minutes of ‘core’ faculty meeting
Unanimous positive ‘total unit’ faculty vote is shown in appended minutes of unit faculty meeting

f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees.

See item e above.

g. Letters of support or opposition from appropriate faculty and/or administrators

Letter of support from Dean is appended (was included in proposal as proposal was forwarded from unit up to College-level review).

h. Letters of support from outside the University.

Not Applicable

**Responses to SAOSC Guidelines for Changes to
Academic Organization and Structure for Educational Units:**

i-1 What is the impetus for the proposed change?

See Section 1 Executive Summary, Goals, and Significance

i-2 What are the benefits and weaknesses of the proposed unit with specific emphasis on attainment of educational objectives?

See Section 1, Goals and Objectives, especially second goal, and Section 6

i-3 Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.

See Section 3 of proposal "3. Current and Proposed Academic Organization of the New Educational Unit"; See also Fig. 1

i-4 How does the change fit with department, college, and/or university objectives and priorities?

See Section 1 of proposal, Executive Summary, Goals and Significance

i-5 How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the Top 20 Goal?

See Sections 1, 2 and 6 of the proposal.

i-6 Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

See Part I Appendix A and Part I Appendix B of the proposal.

i-7 Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.

See Section 3C of the proposal

i-8 What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full-time, voting rights, etc.

See Sections 2, 3B and 7 of the proposal

i-9 Will the proposed change involve multiple schools or colleges?

See Section 5 of the proposal

i-10 If the proposed change will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.

Not applicable

i-11 Describe the level of faculty input in the policy-making process including voting rights and advisory.

See Section 3B1 and 3B2 of the proposal.

i-12 Discuss any implications of the proposal for accreditation by SACS and/or other organizations.

N/A

i-13 What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.

See Sections 2, 3C4, and 6 of the proposal.

i-14 Proposals involving degree changes and students:

i-15(a) How will proposed structure enhance students' education and make them more competitive?

See Section 6 (Part I) and Part II

i-16(b) Discuss impact on current and future students. State assumptions underlying student enrollment growth.

See Section 6 (Part I) and Part II

i-17(b) Note that new programs and courses will need to be vetted through appropriate channels beyond this committee.

The program changes and new courses are proceeding through review channels established by the University Senate.

i-18(b) What are the plans for student recruitment?

See Sections 3C4, 6B (of Part I), and Part II of the proposal

i-19 The committee will likely want to see evidence of adequate financial viability for the proposed unit to be successful. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, and other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

See Section 8

i-20 The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions. The committee will want to

see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

i-21 Indication of how the new structure will be evaluated as to how it is or not meeting the objectives for forming the new structure. Timing of key events is helpful.

See Section 4

i-22 Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

Not Applicable

i-23 When submitting a proposal that may be reviewed by multiple Senate committees, anticipate that they will focus on different criteria. The SAOSC, for example, devotes much attention to issues such as the rationale for a unit's existence and structure, staffing sources, leadership selection processes, and evidence of sustained financial viability.

Part I of this proposal was written with attention to these considerations.



UNIVERSITY OF KENTUCKY

January 21, 2014

MEMORANDUM

College of Medicine
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TO: Dr. Fred de Beer, Dean
College of Medicine

FROM: Dr. Mary Vore 
Professor and Chair
Graduate Center for Toxicology

RE: Proposal to establish the Department of Toxicology and Cancer Biology

Enclosed is the proposal to establish the Department of Toxicology and Cancer Biology, which is an expansion of the Graduate Center for Toxicology to include the discipline of cancer biology, within the College of Medicine, University of Kentucky (Part I of this document). Also enclosed, in Part II, is the proposed revised curriculum for the PhD in Toxicology and Cancer Biology.

The expansion of the Graduate Center for Toxicology to become a Department is an administrative matter of academic organization. The expansion of the doctoral program to include Cancer Biology involves changes in the curriculum and thus entails educational policy.

This document describes the rationale and justification for the proposed changes. The Core and Joint Faculty of the Graduate Center for Toxicology have extensively discussed these changes, and both Part I and Part II were unanimously supported at the general Faculty meeting called for all members.

Please let me know if any additional information is needed for moving forward with the expansion of the Graduate Center for Toxicology to the Department of Toxicology and Cancer Biology.

Final: 1-21-14

Establishment of a New Educational Unit to House an Expanded Academic Program

Part I. Proposal to establish the Department of Toxicology and Cancer Biology

1. Executive Summary

This is a proposal to broaden the current Graduate Center for Toxicology (GCT) into a new Department of Toxicology and Cancer Biology (henceforth termed Department). It is based on the desire and need to take advantage of the unique education and research strengths of the faculty in the GCT that has recently expanded into two areas: (1) cancer research, together with the remarkable increased research and educational strengths of the Markey Cancer Center (MCC) that has occurred over the last three years and (2) mechanisms underlying disease caused by environmental toxicants that is the focus of a recently created Center for Research on Environmental Disease (CRED). Discussion of such an academically broadened Department began about three years ago among members of the GCT Core Faculty (faculty with a primary appointment in the GCT), as well as discussions with Joint Faculty in the GCT, Dr. Mark Evers, Director of the MCC, Dr. Fred de Beer, Dean of the College of Medicine (COM) and Dr. Mike Karpf, Executive Vice President for Health Affairs. An overarching goal of the Department is the integration of these indicated strengths of the GCT faculty, the MCC, and the CRED, thus synergizing the research, education and training opportunities of all three units. A key academic goal is to provide a single Department with a strong research environment for homing new faculty recruitments with research foci in cancer and environmental disease. A second key goal is the development of an integrated and strong educational program in toxicology and cancer biology that can serve as a platform for education of undergraduate, professional, and graduate students, together with training of postdoctoral fellows/scholars and clinicians.

Goals and Significance

An **overarching** academic goal is to develop a Department that builds on the broad mechanistic research base that has been a significant strength in the GCT. The long-standing research strengths in DNA damage and repair, oxidative stress and disposition of xenobiotics among GCT faculty are readily applicable to problems related to cancer, but also address toxicity induced in normal tissues by xenobiotics that include both cancer chemotherapeutic drugs and environmental chemicals and metals. Similarly, the well-established multidisciplinary educational strengths of the Toxicology doctoral program will provide a strong foundation for the expanding training needs in cancer biology.

Thus, as **one goal**, the Department will provide a supportive environment for GCT faculty and others in the COM who are working in cancer research, enabling them to work together more effectively and thereby increase extramural funding in cancer-related research. The strong cancer research funding that facilitated designation of the University of Kentucky as an NCI Designated Cancer Center provides strong evidence of the exciting research environment. The important role that environmental chemicals and metabolic processes play in carcinogenesis provides a natural common focus for the new Department in toxicology and cancer biology.

A **second goal** is the development of a strong education and training program in the area of Cancer Biology that would serve to educate a broad range of students, including professional students,

residents/fellows, doctoral students, postdoctoral fellows/scholars, and undergraduate students. Development of such a strong basic research training program is imperative for the competitive renewal of the NCI Cancer Center Grant, which has a very strong emphasis on the importance of education and training in cancer. The opportunity to develop a strong undergraduate educational program in cancer biology and the role that environmental agents play in the development of cancer would serve to develop a stream of graduate and medical student applicants who have both a strong interest and knowledge base in these areas. Such a program would provide a foundation for the long-standing T32 in Molecular Mechanisms in Toxicology funded in 1990, and the two newly funded T32 awards to train surgeon scientists in oncology research and doctoral and postdoctoral fellows in cancer biology. This outstanding foundation for training bodes well for future scientists, both basic scientists and physician scientists in the areas of toxicology and cancer biology.

2. Background

The concept of a broadened Department began with the recruitment of Dr. Mark Evers as the Director of the Markey Cancer Center (MCC) and a number of new faculty with research strengths in cancer biology. Because of the strengths of the GCT faculty in the mechanistic basis of toxicity that are highly relevant and applicable to cancer, there was no need for the de novo development of a department of cancer biology. Rather, the GCT, as a multidisciplinary graduate center, has provided the initial academic locus for a number of both Core and Joint faculty associated with the MCC, a research center. The relatively small size of the GCT in 2011, consisting of 11 tenured/tenure-eligible faculty, together with concerns over the financial stability and long-term growth of the unit led to inception of the idea of a broadened Department. The faculty in the GCT were supportive of the plan to develop into this broader department for a number of additional reasons. Ten of these 11 faculty have major research programs that readily apply to cancer – although several, e.g., oxidative stress in tissue injury, or DNA damage and repair, similarly apply to cardiovascular or neurodegenerative diseases. In 2011-12, two new faculty with strong research programs in cancer were recruited with the strong support of the MCC and Dr. Mark Evers, thus further strengthening the goal of development of a strong research program in cancer. Similarly, the development of the Center for Research in Environmental Disease in 2013, under the leadership of Dr. Xianglin Shi, led to the recruitment of a new faculty member with expertise applicable to toxicology and cancer. Additional ongoing recruitments in CRED will increase the expertise applicable to these two closely-related disciplines. The very recent recruitment of three Professors (Richard Higashi, Andrew Lane and Teresa Fan) and one Associate Professor (Hunter Mosely as a likely Joint Appointee) with expertise in Systems Biochemistry, metabolomics and bioinformatics and their relevance as research approaches applicable to problems in both environmental exposures and cancer provide further support for a broadened Department. Thus, expansion of the GCT to become a Department of Toxicology and Cancer Biology is a natural and highly desirable progression that will benefit not only the faculty involved, but will also strengthen the MCC and the visibility of cancer research at the University of Kentucky. The members of Core Faculty of the Graduate Center for Toxicology are provided in **Appendix A**.

Initial discussions with Joint Faculty in Toxicology revealed a strong desire for retention of the nationally recognized strengths of the toxicology training program and utilization of these strengths to build a strong training program in cancer biology. The proposed Department will maintain the participation of

current Joint Faculty (**Appendix B**), thus continuing the multidisciplinary and strengthening both the toxicology training program and the training in cancer biology.

At a Faculty Meeting in which both Core and Joint Faculty attended, and called for the specific purpose of discussion and a vote on the proposed Department, faculty present voted unanimously to approve the proposed Department (Part I) and the Proposal to Revise the Curriculum and Graduate Ph.D. in Toxicology (Part II). The minutes of the meeting are attached (**Appendix C**).

A letter from Dr. Fred de Beer, Dean, College of Medicine, was also provided, indicating his support for the proposed Department (**Appendix D**).

3. Current and Proposed Academic Organization of the New Educational Unit

3A. Unit Reporting Relationships. The administrative organization of the current GCT is provided in **Figure 1A**, while that of the proposed Department is shown in **Figure 1B**. There are critical similarities, so that major administrative changes are not required.

The new Department will be administratively located in the COM and report directly to the Dean of the COM in the same manner as do the other Basic Science Departments. The Dean will report to the Provost, who reports to the President. The Department will be led by a Chair who will have overall administrative responsibility, and will be advised by a Vice-Chair and an Executive Committee. The broadening of the GCT academic program to include Cancer Biology will require these new/restructured administrative entities to ensure effective leadership and representation within the Department.

3B. Governance

3B1. Department Faculty Membership

Primary academic appointments. Faculty whose primary academic appointment is now in the GCT will remain as faculty in the Department (see **Appendix A** for list of current faculty). Other UK faculty with interests and expertise in Toxicology and/or Cancer Biology who wish to join the broadened Department may apply for a primary appointment. Criteria for a primary appointment in the new unit include an active, extramurally funded research program in a relevant research area. Potential future transfer of primary faculty appointment from another unit to the new department would follow the protocol outlined by the Provost (**Appendix E**). (Note: no such transfers are proposed at this time).

Joint academic appointments. The highly multidisciplinary nature of the discipline of Toxicology (ranging from molecular to ecological, from organismal to populations, from basic mechanisms to practical application) necessitates a significant dedicated participation in the instructional and research programs by faculty with joint academic appointments. The strong participation by faculty from across the college and University is reflected in the fact that, according to the Graduate School, the proportion of advisory committees of graduate students that are chaired by a joint appointee is much greater for the GCT than for any other basic science department in the college. The Department anticipates continued active participation by the Joint Faculty. While current Joint

Faculty must approve the proposal for the Department, the establishment of the Department will sever their Joint Faculty status. These and additional faculty from across the University with interests and expertise in Toxicology and Cancer Biology who wish to participate in the broadened academic program of the Department will be invited to apply for a Joint academic appointment. Faculty to be appointed as Joint Faculty in the Department of Toxicology and Cancer Biology are expected to contribute to the Department in one or more of the following ways:

1. Give a lecture in area of expertise in Departmental courses
2. Mentor and support doctoral students
3. Serve on doctoral student committees as needed
4. Give a research seminar periodically
5. Mentor summer/undergraduate students

The inclusion of Joint Faculty has been an essential and highly effective component of the Toxicology doctoral training program in the GCT and is envisioned to be similarly important for doctoral training in the expanded program of toxicology and cancer biology.

Graduate Faculty Appointments. In some instances, the interests of collaborating faculty are highly focused on graduate research training in addition to expertise appropriate for curricular instruction. In such cases, these faculty can also be provided an appointment to the graduate faculty of our graduate degree program. In some cases, these faculty already have graduate faculty appointments in their home department, and are thus provided a secondary graduate faculty appointment. In other cases, such as with COM clinical faculty, the home department does not have a graduate program so that our graduate faculty serves as their primary graduate faculty appointment. Faculty who apply for Joint academic appointments will be provided an appointment to the graduate faculty as appropriate.

3B2. Voting and Consultation

In accordance with GR VII.A.6, as a Department, all tenured or tenure-eligible faculty with full-time appointments in the Department will have automatic voting rights (the 'core' faculty). As has been the case for the GCT, the Department will encourage extensive participation of jointly appointed faculty for curricular instruction and graduate training. Therefore, the core faculty have conferred full voting privileges on programmatic and educational matters to all jointly appointed faculty as well as to Research Title Series faculty with primary appointment in the unit.

3C. Administrative Organization

3C1. Chair. The Chair has primary responsibility for administrative oversight of the Department activities and finances. The Chair will recommend to the Dean on new appointments to the faculty, with appropriate consultation with the faculty and the Directors of the MCC and the CRED. The Chair will report to the Dean of the COM, and represent the Department in external affairs.

The Chair of the new Department will be the Chair of the GCT, Dr. Mary Vore (Appendix C)

3C2. Vice-Chair. (New Administrative Position)

In view of the broadened scope of the Department, together with the increased number of faculty, the Chair and the Department will benefit from the help of a Vice-Chair. This individual will serve as a Vice-Chair of Research, with a particular focus on ensuring the health and growth of the research focus of the Department, particularly in cancer biology, recruitment of new faculty, and mentoring of young faculty. The Vice-Chair will serve administratively as Chair in the absence of the Chair, and will assume some of the administrative functions as needed over time with expansion of the Department.

The Vice-Chair of the new Department will be Dr. Daret St. Clair (Appendix D), pending approval by the Dean of the COM. The Vice-Chair will be determined by the Chair in consultation with the Dean of the COM.

3C3. Executive Committee

The current Executive Committee of the GCT consists of the Professors in the Core Faculty, an Associate Professor nominated by the Core Faculty, and several senior leaders among the Joint Faculty and serves to advise the Director of the GCT on issues related to the graduate training program.

The Executive Committee will continue to serve this role in the Department, representing the Primary and Joint Faculty in the graduate training in both Toxicology and Cancer Biology. Membership of the Executive Committee will include the Chair of the Education Committee, the Director of Graduate Studies in Toxicology and in Cancer Biology, the Department Chair, and Vice-Chair, and 2 Joint Faculty with research and training programs in Toxicology and Cancer Biology. The Department Chair will appoint the members of the Executive Committee and will seek nominations from both the Primary and Joint Faculty. Joint Faculty appointed to serve on the Executive Committee will serve 3-year terms, and may be reappointed for 2 additional terms. Significant leadership experience and service in graduate education, both in the classroom and as a mentor, will be the primary criteria for appointment to the Executive Committee. The Department Chair will chair the Executive Committee.

3C4. Education Committee

The broadened academic training program will require significant coordination of a PhD program that will be expanded to include two areas of emphasis, 1) Toxicology and 2) Cancer Biology. The proposed curriculum (see Section II) continues to include the IBS courses in the first year during which students rotate amongst faculty whose expertise is in toxicology, cancer biology or both. The student will determine whether they want to pursue further course-work in Toxicology or Cancer Biology. The Education Committee will include members of the Curriculum Committee, the Admissions Committee, and the Director of Graduate Studies (DGS). An Assistant Director of Graduate Studies will be appointed and will assist in the administration of the expanded graduate training program. It is anticipated that the Assistant DGS will subsequently advance to become the DGS, thus establishing a continuum in the leadership of the graduate training program. Undergraduate education and the MS in Toxicology will similarly be represented on this committee as these programs expand. The Education Committee will monitor the number of students in the program, refine and expand/contract the

curriculum as needed, and work with the Admissions Committee and the Chair to determine the number of students that can be supported financially and trained by faculty in the Department.

4. Institutional Review for Accomplishment of Objectives of Change to Department.

The Department will be subject to an internal self-study followed by an external review by the University at six-year intervals for the purpose of assessing its effectiveness with respect to administration, education and research programs, as detailed in the Administrative Regulations. An external review panel will be organized and given its charge by the Dean of the College of Medicine.

5. Relationship of New Unit to Existing Educational Units

In continuing our unit's strong history in multidisciplinary activities, the new Department will maintain its interactions with several academic program areas that use various organizational mechanisms to coordinate the collaboration of colleagues across departments and colleges.

One mechanism is a synergistic relationship with, in particular, two multidisciplinary research centers, the Markey Cancer Center and the Center for Research on Environmental Disease. Each center has a specialized academic research theme, the former in cancer (including cancers caused by chemicals, e.g., environmental carcinogens) and the latter in mechanisms underlying a variety of diseases caused by environmental toxicants. Each being a type of educational unit, i.e., a 'multidisciplinary research center,' they can serve as the academic home of postdoctoral students, and faculty-led research programs, but they cannot house either faculty academic appointments or certificates/degrees (GR VII.A.1). Hence, the Department will serve as the primary academic home of faculty whose salary and program resources are supported at least in part by one of these two centers. These faculty are full members of the faculty body of the Department and will continue as full members of the proposed new Department structure.

A second academic relationship to other units that reflects the proposed highly multidisciplinary program are the many faculty who currently have secondary appointments in the GCT (see Appendix B for Joint Faculty). These faculty contribute indispensably to both curricular instruction, as mentors for doctoral students, and as collaborators in various multidisciplinary research programs. These jointly appointed faculty are granted full voting rights on educational policy matters in the GCT, and this status will continue within the structure of the Department.

6. Expanded Academic Program

The expansion of faculty and extramural funding resources in the GCT in areas of cancer and mechanisms of environmental toxicants to cause disease enables the new Department to offer academic programs at the level of undergraduate courses, graduate certificates, a two-track doctoral degree, postdoctoral scholar training, and new research experiences for clinical residents/fellows.

6A. Undergraduate Courses

At present, University regulations restrict Graduate Centers to graduate education, and hence the GCT has not developed undergraduate courses in Toxicology, although there is interest among the faculty as well as indications of undergraduate interest in such courses. With the increase in number and areas of expertise of faculty in the GCT, we are now developing our first undergraduate course, which is allowed in the '400G' series format. The change from a graduate center (GCT) to a Department, will enable development of interest manifest in this initial '400G' course to other undergraduate courses in Toxicology and Cancer Biology specialties, e.g., offering a 'Tox 395' special mentored research projects in Toxicology and Cancer Biology that are reachable by undergraduate juniors.

6B. Graduate Degrees

Up to the present, the GCT graduate program has focused on award of a graduate degree in 'Toxicology' without indicating areas of specialty training. The proposed program expansion occurring together with change to a Department enables teaching of courses that address both toxicology and cancer biology areas of emphasis, with a few electives offered in the more specialized areas of toxicology or cancer biology. Despite being the worst ranked (50th) state in the US in overall cancer deaths, there is no dedicated Cancer Biology training program for pre- and postdoctoral trainees at the University of Kentucky or in the state of Kentucky. The proposed doctoral program will build on the first-year Integrated Biomedical Sciences (IBS) courses currently used by all doctoral programs in the COM. In the second year, the proposed curriculum provides strong basic training in both toxicology and cancer biology, that can be complemented by elective courses that focus on various aspects of these disciplines. The newly recruited faculty in metabolomics, systems biochemistry and informatics (Center for Environmental Systems Biology; CESB) also has a functional course new to the University of Kentucky on these topics that will be critical in the training of doctoral and postdoctoral trainees. This course will be initially taught as a part of a Special Topics course, pending its approval as a formal course.

See **Part II** of this proposal for details on these curricula.

6C. Postdoctoral Training

There are strong opportunities for Postdoctoral Training supported by an existing T32 Training Grant in Toxicology (NIEHS T32). A training grant in cancer biology (NCI T32) has recently been funded; the proposed Department of Toxicology and Cancer Biology will thus have an increased focus on the training of postdoctoral fellows. Having two such training programs will nucleate recruitment of additional postdoctoral scholars and foster development of additional resources for these trainees in the form of career guidance, opportunities to meet with visiting speakers with expertise in toxicology and cancer biology. The focus on postdoctoral training in cancer research required by the NCI Cancer Center designation provides a very strong impetus for such training. As the undergraduate education and coursework expands, these can provide an opportunity for training of postdoctoral fellows/scholars in teaching.

CESB members will also train postdoctoral fellows/scholars in various aspects of metabolomics, especially those using stable isotope tracing methods. CESB is now funded by a regional U24 grant (Resource Center for Stable Isotope-Resolved Metabolomics) in which fellows are also expected to participate in annual workshops as well as collaborate with both internal and external users of the Center.

6D. Research Experience for Medical Students and Clinical Residents/Fellows

Although academic programs for training of medical students, clinical residents and fellows are homed in clinical departments, the University regulations allow and encourage these students to obtain experience bringing research to their clinical careers. The GCT has a number of jointly appointed faculty whose home unit is a clinical department and who are engaged in close collaborative clinical research with faculty homed in the GCT. The COM MD program encourages incoming first and second year MD students to spend a summer in a host research laboratory gaining exposure to medically-related research. Under the University regulations (AR 5:4), basic science departments such as the proposed Department are allowed to host and sponsor more intensive research training of clinical residents and fellows. The proposed expanded academic activities within the framework of a Department will provide new opportunities for our faculty to contribute to, and for residents/fellows to gain research experience as conducted toward clinical translational goals.

7. Staff and Facilities.

Current administrative support for the GCT will be utilized for the new Department, and will be expanded to a small degree. Beth Yost, MBA, is the current Assistant Director of Finance in the Markey Cancer Center, the GCT, and the CRED will continue as the Business Administrator for the Department. Staff supporting the research grants in the Department will be supported either by the Integrated Business Units (IBU) currently under development, together with staff in the GCT and the MCC. These staff will be responsible for support of an expanded doctoral program. Any additional staff for the doctoral training program will be supported by Training Grants as permitted by University regulations. No further additional staff or facilities are requested at the present time.

Laboratory and office space is anticipated to remain as currently used by the faculty in the GCT and those anticipated to join the Department. Space is available for newly recruited faculty under the control of the Markey Cancer Center and the Dean of the COM. Any future increases in personnel will derive and be financed from new initiatives, e.g. funding of Program Project Grants (P01s) or Center grants, etc. These will be overseen by the Chair in consultation with the Vice-Chair, Department Faculty, the Director of the MCC, the Director of CRED, and the Dean of Medicine.

8. Projected Budget.

This proposal describes the proposed change to a Department occurring in relation to an increase in the number of faculty with expertise in cancer and environmental disease training areas. The corresponding salary support for these faculty positions has already been committed by the Dean of the COM, as have provisions for space and startup expenses.

A key component of the broadened academic goals of the Department is the expansion of the graduate doctoral training program from the current ~ 25 doctoral students, to approximately 35 students by 2020. Critical to the current success of the current training program has been the support provided by the University to the GCT in the form of Research Challenge Trust Fund fellowships. Additional funds have been committed to the Director of the GCT as supplemental support to the NIH-supported Training Grant, and are provided by the Vice President for Research for all funded T32 Training Grants. This strong institutional support has been highly instrumental to the repeated funding of the NIEHS Training Grant, and has resulted in a significant return of investment of over 2 dollars in new

external money brought to the University for each one dollar provided by the University. We anticipate that the proposed department structure, which can engage in a broader range of teaching opportunities, together with the new budget model under development by the University, will generate sufficient tuition revenue to support a broadened doctoral training program. Further, the synergistic opportunities for research will undoubtedly enhance the training opportunities that will build an even more robust doctoral program.

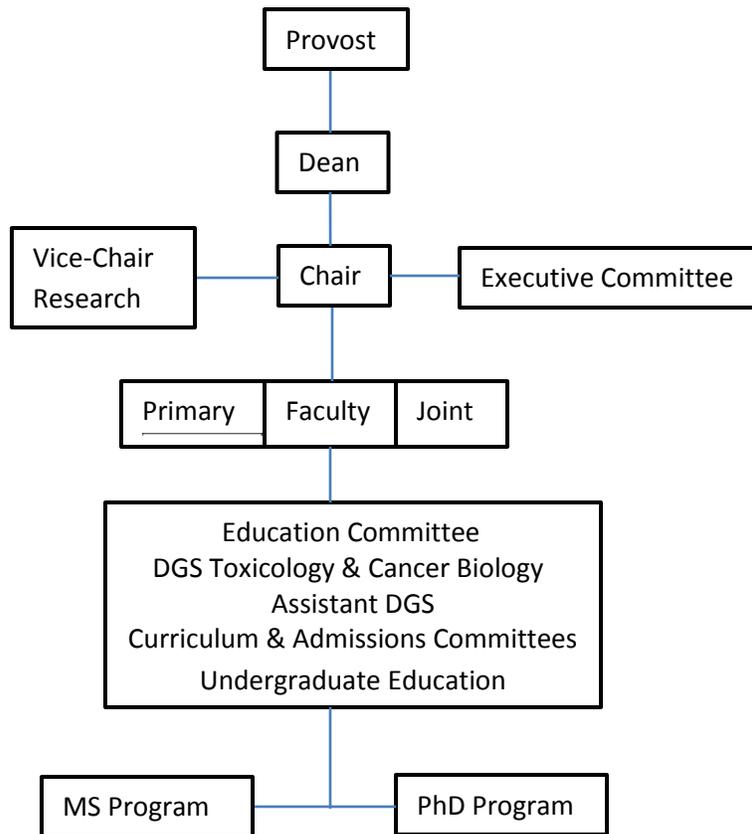
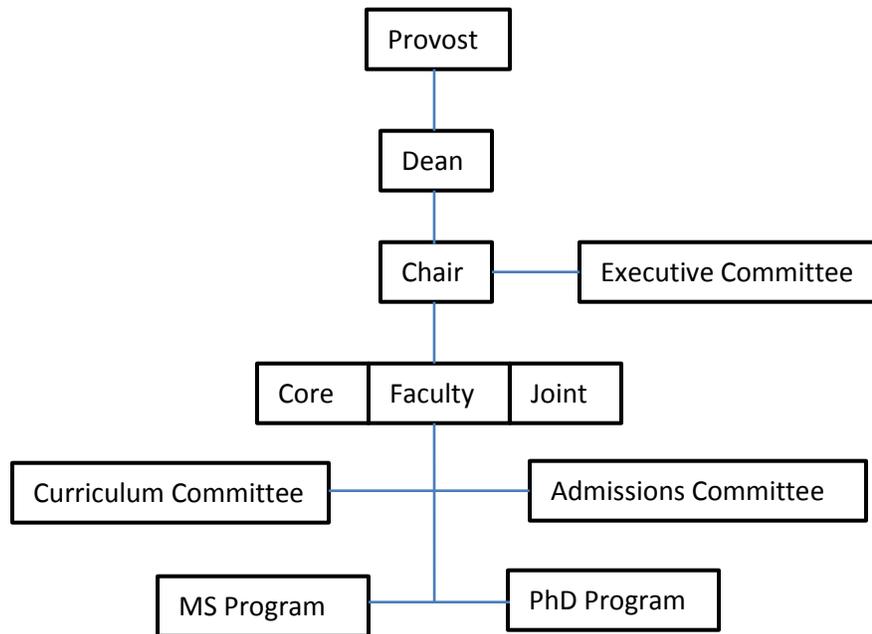


Figure 1. Administrative structures of the Graduate Center for Toxicology (Top) and the proposed Department of Toxicology and Cancer Biology (Bottom)

Part I Appendix A

Primary Academic Appointments in the Graduate Center for Toxicology

These faculty will be retained in the Department of Toxicology and Cancer Biology

1. Teresa Fan, Professor, Regular Title Series (TBA)
2. Davy Jones, Professor, Regular Title Series
3. Rick Higashi, Professor, Regular Title Series
4. Andrew Lane, Professor, Regular Title Series
5. Guo-Min Li, Professor, Regular Title Series
6. Xianglin Shi, Professor, Regular Title Series (Director of CRED)
7. Daret St. Clair, Professor, Regular Title Series
8. Mary Vore, Professor and Chair, Regular Title Series
9. Zhigang Wang, Professor, Regular Title Series
10. Jian Fu, Associate Professor, Regular Title Series (CRED)
11. Liya Gu, Associate Professor, Regular Title Series
12. Tadahide Izumi, Associate Professor, Regular Title Series
13. Isabel Mellon, Associate Professor, Regular Title Series
14. David Orren, Associate Professor, Regular Title Series
15. Hsin-Sheng Yang, Associate Professor, Regular Title Series
16. Christian Paumi, Assistant Professor, Regular Title Series
17. Qiou Wei, Assistant Professor, Regular Title Series
18. Zhuo Zhang, Assistant Professor, Regular Title Series
19. Amrita Machwe, Assistant Professor, Research Title Series
20. Min Chen, Assistant Professor, Research Title Series

Part I Appendix B
Joint Academic Appointments in the Graduate Center for Toxicology

Name	Rank	Department	College
1. Bondada, Subbarao	Prof	Microbiology	Medicine
2. Bryson, Scott	Assoc	Hematology/Oncology	Medicine
3. Cassis, Lisa	Prof	Pharmacology/Nutrition	Medicine
4. Chen, Gang	Asst	Pharmacology	Medicine
5. Chow, Ching	Prof	Dietetics/Human Nutrition	Ag
6. Cohen, Donald	Prof	Microbiology Immunology	Medicine
7. Daugherty, Alan	Prof	Cardiovascular Medicine	Medicine
8. Davis, Greg	Prof	Pathology & Lab Medicine	Medicine
9. D'Orazio, John	Assoc	Pediatrics	Medicine
10. Dvoskin, Linda	Prof	Pharmaceutical Sci	Pharmacy
11. Gash, Don	Prof	Anatomy & Neurobiol	Medicine
12. Glauert, Howard	Prof	Nutritional Sci	Medicine
13. Hennig, Bernhard	Prof	Animal Sciences	Agriculture
14. Hunsaker, John	Prof	Pathology & Lab Med	Medicine
15. Jennings, C. Darrell	Prof	Pathology & Lab Med	Medicine
16. Kaplan, Alan	Prof	Microbiology & Immunology	Medicine
17. Kasarskis, Ed	Prof	Neurology	Medicine
18. Kyprianou, Natasha	Prof	Urology	Medicine
19. Lee, Eun	Prof	Pathology & Lab Med	Medicine
20. Loftin, Charles	Assoc	Pharmaceutical Sci	Pharmacy
21. Luo, Jia	Prof	Molecular Biomedical Pharmacology	Medicine

Name	Rank	Department	College
22. Lynn, Bert	Prof	Chemistry	Arts & Sciences
23. McGillis, Joseph	Assoc	Microbiology & Immunology	Medicine
24. McNamara, Patrick	Prof	Pharmaceutical Sciences	Pharmacy
25. Noonan, Dan	Prof	Biochemistry	Medicine
26. Palli, Subba Reddy	Prof	Entomology	Agriculture
27. Peterson, Martha	Prof	Microbiology & Immunology	Medicine
28. Pettigrew, Creed	Prof	Neurology	Medicine
29. Porter, Todd	Assoc	Pharmaceutical Sci	Pharmacy
30. Rangnekar, Vivek	Prof	Radiation Medicine	Medicine
31. Sarge, Kevin	Prof	Biochemistry	Medicine
32. Shedlofsky, Steven	Prof	Gastroenterology	Medicine
33. Slevin, John	Prof	Neurology	Medicine
34. Spear, Brett	Prof	Microbiology & Immunology	Medicine
35. Spielmann, Peter	Assoc	Biochemistry	Medicine
36. Swanson, Hollie	Prof	Pharmacology	Medicine
37. Tobin, Tom	Prof	Veterinary Sciences	Agriculture
38. Unrine, Jason	Asst	Plant & Soil Sciences	Agriculture
39. Wang, Qingjun	Asst	Biochemistry	Medicine
40. Yokel, Robert	Prof	Pharmaceutical Sciences	Pharmacy
41. Zhao, Hong-Bo	Prof	Otolaryngology	Medicine
42. Zhu, Haining	Prof	Biochemistry	Medicine

APPENDIX C



UNIVERSITY OF KENTUCKY

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Minutes

Joint and Core Faculty Meeting
Graduate Center for Toxicology

December 17, 2013

Present: Drs. John D’Orazio, Christian Paumi, Scott Bryson, Howard Glauert, Gang Chen, Creed Pettigrew, Steve Shedlofsky, Isabel Mellon, Joy Zhang, Martha Peterson, David Orren, Robert Yokel, Vivek Rangnekar, Brett Spear, Tom Tobin, Davy Jones, Hsin-Sheng Yang, Jian Fu, Guo-min Li, Qiou Wei, Xianglin Shi, Natasha Kyprianou, Liya Gu, Subbarao Bondada, Min Chen, Tadahide Izumi and Mary Vore. Dr. Vore presided.

1. Dr. Vore outlined the purpose of the meeting, which was to discuss the Proposal to establish the Department of Toxicology and Cancer Biology, and the related Proposal to Revise the Curriculum and Graduate PhD in Toxicology. Following discussion, the Faculty will need to vote as to whether to approve each of these Proposals; approval by majority vote will send them forward. The Proposal to establish the Department of Toxicology and Cancer Biology will be forwarded to the Dean of the College of Medicine (COM), while the Proposal to Revise the Curriculum and Graduate PhD in Toxicology will be forwarded to the Graduate School, following advisory input by the COM Curriculum Committee/Faculty Council.
2. Dr. Vore briefly reviewed the history of the Proposal to establish the Department of Toxicology and Cancer Biology as reviewed in the minutes of the October 10, 2012 meeting. Initially, the name of the Department was suggested as the Department of Cancer Biology and Toxicology. However, a strong case was made by the Joint Faculty that this implied ‘Cancer Toxicology’, and would minimize the strong history and reputation of the Graduate Center for Toxicology (GCT) in training of doctoral students in the broad discipline of Toxicology. This provided the rationale for the currently proposed name ‘Department of Toxicology and Cancer Biology’.

An Equal Opportunity University

The initial plan was to develop a doctoral program with two distinct specializations, each with separate course requirements for a single PhD degree. However, in the intervening year, it became apparent that there could likely be unhealthy competition for students between the two specializations, and faculty uncertain as to which specialization they belonged to. Therefore, the proposed curriculum has a significant degree of joint requirements, with an effort to ensure that all students receive a solid grounding in both 'cancer biology' and 'toxicology', with time allowed for electives suitable to each student's specialty interests. Discussion followed regarding details of the proposed department, and the implications for the disappearance of the GCT moniker. In response to a question, Dr. Vore replied that the new Department would continue to recruit doctoral students independently of IBS, as the Joint Faculty not in the COM would still need to train doctoral students not recruited through the IBS program. Because the COM subsidizes the IBS program, only COM faculty are eligible to accept IBS students.

3. The University regulations are such that formation of the new Department will sever the appointments of the current Joint Faculty in the GCT. However, Joint Faculty are encouraged to apply for Joint Faculty status in the new Department. We will send an email detailing the process for application for Joint Faculty status to the current Joint Faculty at the time that the new Department is formally accepted and in place so that this transition will occur 'seamlessly'.
4. The faculty then voted on the following motions:
 - a. Dr. David Orren moved to approve the changes to the academic content of the degree program as outlined in the attached document. Dr. Xianglin Shi seconded the motion. All faculty voted unanimously in support of the motion.
 - b. Dr. Davy Jones moved to approve the creation of a new department, the Department of Toxicology and Cancer Biology. Dr. Scott Bryson seconded the motion. All faculty voted unanimously in support of the motion.
5. With the unanimous support of the Joint and Core Faculty for the creation of the Department of Toxicology and Cancer Biology and the proposed changes in the academic content of the degree program, Dr. Vore will forward these to office of the Dean of the College of Medicine. Dr. Vore will keep the faculty informed of its progress through the various steps.
6. Dr. Vore thanked the faculty for their attendance at the meeting, their thoughtful questions and most of all, their continuing participation in the Graduate Center for Toxicology, which has been an essential and significant contributor to its success, particularly in the strong training of doctoral students.
7. The meeting adjourned.

APPENDIX D

Supporting letter from Dr. Fred de Beer, Dean, College of Medicine



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

December 16, 2013

Mary Vore, Ph.D.
Graduate Center for Toxicology
306 Bosomworth HSRB
CAMPUS 0305

Dear Dr. Vore:

As you know from our discussions over the previous months, I am very supportive of your efforts to develop a department that combines the strengths of the toxicology faculty, and those in cancer biology, such as the Department of Toxicology and Cancer Biology. I look forward to reviewing your proposal as it moves through the normal administrative channels. This Department will remain in the College of Medicine.

Sincerely,

A handwritten signature in blue ink, appearing to read "F. de Beer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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

Brothers, Sheila C

From: Dutch, Rebecca
Sent: Tuesday, October 14, 2014 4:03 PM
To: Jones, Davy
Cc: Brothers, Sheila C; Vore Iwamoto, Mary
Subject: Department of Toxicology and Cancer Biology Proposal

Sheila,

I met with Dean Kornbluh to go over the Department of Toxicology and Cancer Biology proposal, and he verified that he is fine with this proposal and with the use of the word Biology in the name. He spoke with Dr. Cassone and Dr. Beattie in Biology, and Dr. Beattie confirmed that they were fine with this also. If you need more information than this, just let me know.

Becky Dutch

Rebecca Dutch
Professor, Molecular and Cellular Biochemistry
Associate Dean for Biomedical Education
University of Kentucky College of Medicine
171 BBSRB
741 S. Limestone St.
Lexington, KY 40536-0509

Appendix E
**University of Kentucky Office of
the Provost**

Protocol

Transferring a Faculty Appointment to Another Unit

Original Unit:

1. A faculty member indicates an interest in transferring the individual's faculty appointment to another educational unit by discussing the possibility with the individual's chair or director (educational unit administrator).
2. The educational unit administrator sends a letter to the dean of the college explaining the situation and advising an appropriate educational fit.
3. The dean shall informally vet the transfer proposal with the Provost.
4. If the dean, educational administrator and the Provost agree on the terms, including any financial arrangements, the educational unit administrator will engage the receiving educational unit in a discussion about the proposed transfer.

Receiving Unit (and receiving dean, if the transfer involves an educational unit in another college):

1. The educational unit administrator of the receiving unit shall discuss the proposed transfer with his or her unit faculty, framing that discussion with the concern that the move is mutually advantageous only if the faculty member's scholarly profile is a 'good fit' in the receiving unit. In this regard, the unit's 'Evidence Statements' on promotion and tenure should guide those discussions, especially in those instances involving faculty persons who have not yet been tenured and promoted to the rank of 'Professor'.
2. In circumstances involving faculty persons in the Special Title Series, whose faculty appointments are tied to specific job descriptions, the educational unit administrator must ensure that the original job description, without revision, will be appropriate in the faculty person's new department. Any revisions to the original job description will require the approval of the dean in the receiving college and the Provost.
3. Once the educational unit administrator, the unit faculty and the faculty person have agreed that the proposed transfer is in the best interests of all parties, the unit administrator shall request that the full-time unit faculty in the tenure-eligible series submit written judgments expressing support or opposition to the proposed transfer.
4. After considering the written judgments of the consulted unit faculty, the educational unit administrator shall submit a letter of recommendation to the dean of the college, along with letters from the unit faculty, the candidate's CV and, as appropriate, the approved job description.

5. After considering the materials submitted by the educational unit administrator, the dean shall write to the faculty person under consideration, indicating the dean's support for the proposed transfer or intention to end the discussion about the matter. If support is warranted, the dean shall request a letter of intent from the faculty person, in which the individual acknowledges and agrees to the terms of the receiving unit's 'Evidence Statements' or job description and reaffirms a willingness to proceed with the transfer proposal.
6. After receiving the faculty person's letter of intent, the dean shall write to the Provost in support of the proposed transfer and include with the dean's letter of recommendation copies of all materials submitted by the unit administrator along with a copy of the faculty person's letter of intent.
7. After considering the materials submitted by the dean of the college, the Provost shall approve the proposed transfer and ask the dean to submit a *Notice of Academic Appointment* signed by all required parties, or write to the dean, indicating that the proposal cannot be supported.

Part I Appendix F

Chair: Mary Vore, PhD, (40% effort in years 1 and 2 to oversee the development of the Department; 20% in subsequent years) is Professor and Director/Chair of the GCT. She became the Director of the Graduate Center for Toxicology in 1994, and at that time, took over the leadership (PI) of the National Institute of Environmental Health Sciences (NIEHS)-funded T32 in Molecular Mechanisms of Toxicity, first funded in 1990 and recently renewed for the years 2010 – 2015. Dr. Vore has served on the National Advisory Council of NIEHS, as a member of the Board of Scientific Counselors and Technical Reports Review of the National Toxicology Program, on the National Research Council, Committee on Toxicology of the National Academy of Sciences, as an ad hoc and regular member of several NIH review panels, including the Alcohol and Toxicology 4 study section, and then as Chair when this study section became the Xenobiotic and Nutrient Disposition and Action (XNDA) study section (2000-2005). She currently serves on the External Advisory Board of several NIEHS Training Grants and Superfund Basic Research Grants. Dr. Vore has been a leader in the field of environmental toxicology and mechanisms of toxicity for over 30 years. She has had a long-standing research program that has been continuously funded by NIH since 1976, initially in characterizing the metabolic activation of carcinogenic polycyclic aromatic hydrocarbons (PAHs) and aromatic nitro compounds, and subsequently focusing on the toxic effects of environmental carcinogens on hepatic metabolism and transport processes. Dr. Vore was one of the first investigators to define hepatic uptake and efflux transporters, and is widely recognized for her research on the mechanisms of regulation of expression of many of the ATP-Binding Cassette (ABC) efflux transporters. Her research is focused on the regulation of translation of the ABC transporter multidrug resistant protein 2 (ABCC2; MRP2) by the oncofetal protein, IGF2BP1 in normal tissue and cancers, and how Single Nucleotide Polymorphisms (SNPs) impact its expression and function. MRP2 plays a key role in the intestinal absorption and hepatic and renal elimination of many carcinogens and chemotherapeutic drugs. A second research program is focused on defining the role of ABCC1 (MRP1) in protecting tissues particularly the heart, against oxidative stress induced by cancer chemotherapeutic agents and the impact of SNPs on effluxing products of oxidative stress and lipid peroxidation. Dr. Vore's broad experience in environmental health and toxicology, coupled to her strong leadership skills, make her an ideal person to lead the new Department and to be responsible for development of education and research activities related to Toxicology.

Part I Appendix G

Vice-Chair: Daret St.Clair, PhD is Professor in the GCT and Associate Director for Basic Research in the Markey Cancer Center. Dr. St. Clair is a leader in the field of free radical biology in cancer. Her research focuses on investigating the fundamental mechanisms by which reactive oxygen species (ROS) and reactive nitrogen species (RNS) contribute to normal tissue injury and cancer development. Her laboratory is the first to clone the human gene for the primary superoxide removal enzyme in the mitochondria, manganese superoxide dismutase (MnSOD), and this initial study has been expanded into several separate but related projects. These projects involve evaluating genetic abnormalities of antioxidant enzymes, the mechanisms regulating gene expression, and the impact these alterations have on the ability of humans to cope with oxidative stress. She has made the seminal observation that expression of MnSOD suppresses neoplastic transformation and promotes differentiation of cancer cells, but protects normal tissues from cancer therapeutics-induced injury. These original findings, which now have been confirmed by many other laboratories, have led to approaches to cancer therapy, formerly considered radical, that use antioxidant defense methods for selective enhancement of cancer therapy efficacy with reduced normal tissue injury. Dr. St. Clair has been continuously funded with multiple grants from NIH for the past twenty years. Currently, she is the principal investigator of four R01 grants and is the leader for the work ongoing in her laboratory. She has been very instrumental in mentoring junior faculty and physician scientists leading to their successes in securing NCI funding. She also has established extensive collaboration with members of the MCC including studies to address the redox-mediated issues injury in a bench to bedside and back manner that serve as the basis for the development of a program project focusing on the side effects of cancer therapy to noncancerous tissues in order to support a high quality of life after cancer treatment. Dr. St. Clair is also very active in leading and participating in service to the scientific community and has served or currently serves as a chartered reviewer for three different study sections reviewing committees that include: Chemical Pathology (1999-2003); Basic Mechanism of Cancer Therapy (2005-2009); and Radiation Therapy and Biology (2011-2015). Dr. St. Clair's strong research programs and established leadership in research, together with her broad vision and experience in redox biology and cancer therapy makes her an ideal leader to serve as Vice-Chair for Research in the proposed Department of Toxicology and Cancer Biology and to oversee the research programs.

Brothers, Sheila C

From: Schroeder, Margaret [m.mohr@uky.edu]
Sent: Monday, October 13, 2014 3:30 PM
To: Brothers, Sheila C
Subject: Graduate Certification on Health Coaching
Attachments: GC in Health Coaching-signed.pdf

Graduate certificate in Health Coaching

This is a recommendation that the University Senate approve the establishment of a new graduate certificate: Health Coaching, in the Department of Kinesiology and Health Promotion within the College of Education.

Hi Sheila-

The SAPC met today and passed the Graduate Certificate in Health Coaching unanimously. Please find the updated version of the proposal attached here. The changes made also addressed your concerns.

I'll send a separate email with updates to the other programs so you can adjust your agendas.

Please let me know if you need anything else.

Best-
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | Secondary Mathematics Program
Chair | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



Health Coaching Graduate Certificate Proposal

Overview

As our nation becomes more health conscious and concerned with disease prevention, health coaching is growing in popularity. Health coaching has been defined as, "...the practice of health education and health promotion within a coaching context, to enhance the wellbeing of individuals and to facilitate the achievement of their health-related goals" (Palmer et al., 2003). Health coaches help clients identify their goals, develop an action plan, and help put the plan into action while giving support and helping to motivate clients toward success.

To be a successful health coach, one must have a foundation in current behavior change theories/models, motivational interviewing, as well as an understanding of current health issues. A certificate in health coaching will enable individuals to showcase their qualifications from a reputable program and university. There are no current standards for being a health coach, thus people calling themselves a 'health coach' range from credentialed health professionals to untrained individuals sharing their own personal philosophies. One only needs to seek out health coaching online to find a plethora of profit-based health coaching 'programs' offered, with varying ranges of credibility. There is a dire need for those touting the credentials of health coach to be adequately trained. Certification greatly enhances the hiring potential when individuals are looking for employment in the field. Beyond those in health education and health promotion, healthcare professionals entering the field of health coaching include counselors, social workers, nutritionists, psychologists, nurses, respiratory therapists, physical therapists, pharmacists, nurse practitioners, and physician assistants. With an increase in health coaching positions through insurance companies, worksite wellness programs and universities, the growth of this field will continue to expand.

The Department of Kinesiology & Health Promotion at the University of Kentucky proposes a new 15-credit Graduate Certificate in Health Coaching designed to meet the supplemental education needs of current health promotion professionals and those training to become health promotion professionals. The Graduate Certificate would be open to any students who are already are or will be enrolled in a degree program, or those who simply apply for post-baccalaureate (non-degree) status in order to complete the certificate, are eligible to apply for admission. In addition, all applicants will be required to submit a one-page personal statement outlining why the Graduate Certificate in Health Coaching is of interest to them for review by the Director of the Graduate Certificate. For students applying for post-baccalaureate graduate student status, an application for admission to the Graduate School as a post-baccalaureate graduate student should be submitted at least two weeks in advance of the term in which the student plans to enroll. An original or photocopy of a transcript showing an awarded bachelors degree must accompany the application. An overall undergraduate grade point average of 2.75 or better and 3.0 on all previous graduate work (both on a 4.0 scale) is required by the Graduate School for admission. GRE scores are not required. As Health Coaching is a rapidly growing area in the field, this Graduate Certificate is timely and we anticipate we will attract 10 students the first year of offering and hope to grow to 30 students as resources allow.

In order to accommodate working adults and be more attractive to current health promotion professionals looking to expand their skill set with a Health Coaching Graduate Certificate, we intend to offer all of the courses required for the Certificate through distance learning. It may take some time to shift all of the face-to-face courses to distance learning, in which case we anticipate offering the certificate face-to-face for the first year or two of the program until all of the courses have been adapted to an online format.

Certificate Standards

Dedicated to the University of Kentucky's mission of providing excellence in teaching, research, and service, and developing innovative partnerships, the Graduate Certificate in Health Coaching promotes a broad array of values, knowledge, and skills essential to health promotion leaders. As such, the proposed Graduate Certificate has the potential to attract students nationally and internationally through online delivery and collaborative efforts with health promotion professionals connected to University of Kentucky.

In order to remain in good standing, the Graduate School requires that a student must have a minimum GPA of 3.0 in the set of courses required for completion of the graduate certificate in order to be awarded the certificate. Students are required to take four core KHP classes as requirements for the certificate program, as well as one program elective.

- Courses taken within two years prior to admission to the certificate can be used in the certificate.
- Certificates will only be awarded to students who have completed a four-year bachelors degree.
- The Director approves the individual certificate curriculum for each student and informs the Registrar when the certificate is complete and may be awarded.

Administrative Structure

The Faculty Director for the Health Coaching Graduate Certificate will be Dr. Kristen Mark, Assistant Professor of Health Promotion, and an instructor in the program. Dr. Mark will work with the affiliated faculty on any and all curricular components. All decisions regarding the program (e.g., admissions, retention, course changes, etc.) will be made collaboratively by affiliated faculty. Additionally, program change will be determined by majority vote of the faculty of record to determine a new Director or a change in Affiliate Faculty.

Certificate Program

The certificate students undertake a curriculum outlined below which is designed to enrich their professional goals and experiences. The courses focus on building health education and health behavior change skills, specific health coaching skills, and help students understand the role and importance of health promotion on an individual and community level. Students will learn the process of enabling people to increase control over the determinants of health in order to improve their health.

This program also requires students to engage in internship opportunities where the student must apply their skills learned in the program to the field of health coaching.

Certificate Learning Outcomes

- The certificate requires that the students identify and apply theories and models specific to health education, health promotion, and health behavior change.
- Students completing the certificate will be able to apply their health promotion philosophical principles to their health-coaching career.
- Students completing the certificate will have the skills required to be an effective health coach with a basis in health education and health promotion behavior change.
- The certificate will provide students with practical application skills that will culminate in an internship experience in the field of health coaching.

Certificate Core Courses

Students must enroll in each of the following courses:

KHP 674: Foundations of Health Promotion (3cr.)

This is an introductory course to the foundations of health promotion and health education with a focus on the background of the field, ethics of the profession, and the major responsibilities of a health educator. Outlines the goals and objectives of health education, differentiates between levels of prevention and determinants of health, and identifies and explains the predominate philosophies of health promotion and health education. Additionally, students learn about the various theories and models of implementation and change process theories in health education and health promotion.

KHP 673: Health Promotion & Behavior Change (3cr.)

This course focuses on health promotion and behavior change. Many acute and chronic diseases can be prevented or at least have their impact lessened by increased attention to the adoption and maintenance of behaviors for optimal health. The issue of behavior change is however complex and necessitates an understanding of the socio-ecological model which includes individual, interpersonal, organizational, community, and public policy as factors that can inhibit or promote behavior change.

KHP 577: Health Promotion Internship (specific to health coaching) (3cr.)

This course focuses on gaining practical experience in the professions of health education, health promotion, and health coaching. It provides an opportunity for health promotion students to apply the theories, knowledge, and experiences gained from their coursework to real life situations.

KHP 609: Health Coaching (3cr.)

This course focuses on the translation of research into practice combining didactic and experiential learning through application of content learned in core health promotion courses to the field of health coaching. The course will prepare students with skills in client care, health care knowledge, interpersonal and communication skills, professionalism, and systems-based practice. These skills will be learned through practice-based learning and self-improvement. Approximately half of the course will be dedicated to application of the health coaching skills students are learning via peer-coaching and comprehensive instructor feedback.

Certificate Elective Courses

Students may choose from one of the following electives:

KHP 590: Advanced Health Concepts

This is a content class that examines current and significant health issues to increase knowledge, skills, and health literacy. Specifically, the course addresses major personal and community health issues such as non-communicable diseases, communicable diseases, intentional injury (homicide and suicide), unintentional injury (accidents), stress, and others. This course will be especially encouraged to students without a strong health content background and will be required for students who do not have any health content background (e.g., a student with a bachelor in business or psychology).

KHP 677: Planning Health Promotion Programs (3cr.)

This course presents basic principles of planning, designing, implementing, and evaluating health promotion programs. Individual planning projects are incorporated into the course and students are required to plan a program related to their area of interest. This course will be encouraged for students who already have a health content background and have career aspirations in settings focusing on program development for groups and communities (e.g., worksite wellness or community health settings).

COM 571: Interpersonal Communication in Health Contexts (3cr.)

This course examines theory and research relevant to the role of interpersonal communication in managing mental and physical health. Topics related to interaction in health contexts include: communicating identity in health and illness, health and personal relationships, health care provider/patient communication, medical decision-making, and interpersonal health education and prevention efforts. This course is currently offered in distance learning format during a semester each summer and we have received approval from the Department Chair Dr. Elisia Cohen to offer this as an elective for our graduate certificate.

Total required certificate hours: 15 hours

The curriculum for this certificate in Health Coaching was developed in consultation with the health promotion faculty at University of Kentucky, the curriculum for similar certificate programs at other accredited institutions in the United States (University of Minnesota and University of Delaware), and health-coaching professionals currently practicing in the field. We anticipate that this 15-hour certificate program will draw students initially entering the health promotion master's program and other health-related graduate programs across campus.

Core Faculty Affiliated with the Health Coaching Certificate (Faculty of Record):

Kristen Mark, PhD, MPH, Assistant Professor, Associate Graduate Faculty

Melinda Ickes, PhD, Assistant Professor, Full Graduate Faculty

Melody Noland, PhD, Department Chair, Professor, Full Graduate Faculty

Carol Donnelly, CHES, President, KC Wellness, Certified Health Coach, Adjunct Assistant Professor, application pending

Selected References Related to Health Coaching

Hart, V., Blattner, J., & Leipsic, S. (2001). Coaching versus therapy: A perspective. *Consulting Psychology Journal: Practice and Research*, 53(4), 229-237.

Terry, P.E., Seaverson, E.L.D., Stauffer, M.J. & Tanaka, A. (2011). The effectiveness of a telephone-based tobacco cessation program offered as part of a worksite health promotion program. *Population Health Management*, 14, 117-125.

Vale, M.J., Jelinek, M.V., Best, J.D. Dart, A.M., Grigg, L.E., Hare, D.L., et al. (2003). Coaching patients on achieving cardiovascular health (COACH). *Archives Internal Medicine*, 163, 2775-2783.

Wolever, R.Q., Dreusicke, J., Fikkan, T.V., Hawkins, S., Yeung, J. Wakefield, L., et al. (2010). Integrative health coaching for patients with Type 2 Diabetes: A randomized clinical trial. *The Diabetes Educator*, 36, 629-639.

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Health Coaching Graduate Certificate

Proposal Contact Person Name: Kristen Mark Phone: 257-8935 Email: kristen.mark@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
KHP Department Chair	1/23/14	Melody Noland / 257-5827 / melody.noland@uky.edu	
COE C&C	2/17/14	Martha Geoghegan / 218-2887 / myrt@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council	5/1/14		
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

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



Department of Communication
228 Grehan Bldg.
Lexington, KY 40506-0042
859-257-4102
Fax: 859-257-4103
www.uky.edu/CommInfoStudies

December 5, 2013

Re: Health Coaching MA Certificate

To Whom It May Concern:

On behalf of the College of Communication and Information at the University of Kentucky, the Department of Communication supports the inclusion of COM 571 as part of the Health Coaching Graduate Certificate Proposal. Our PhD level faculty routinely teach this 571 course. We believe that the health coaching program will add to the University's strength in public health, health education, and promotion. We look forward to exploring ways that our Ph.D. and MA students in Communication with an emphasis in Health Communication can benefit from participating in the health coaching certificate in the future.

Sincerely,

A handwritten signature in cursive script that reads 'Elisia L. Cohen'.

Elisia L. Cohen, Ph.D.
Chair, Department of Communication

cc: H. Dan O'Hair, Dean, College of Communication and Information
Tim Sellnow, Associate Dean for Graduate Studies, CCI



Department of Health Behavior
342 Bowman Hall
151 Washington Avenue
Lexington KY 40536-0003
(859) 218-2039 phone
(859) 323-2933 fax
<http://www.mc.ukv.edu/PublicHealth>

October 6, 2014

Re: Health Coaching Graduate Certificate

To Whom It May Concern:

This letter serves to show support from the Department of Health Behavior within the College of Public Health at University of Kentucky for the Health Coaching Graduate Certificate Proposal from the Department of Kinesiology and Health Promotion. The content in our Public Health graduate programs does not overlap with this certificate and we see potential for opportunities this certificate may provide for our students and other students at the University of Kentucky.

Sincerely,

A handwritten signature in blue ink, appearing to read 'R. Crosby' with a stylized flourish extending from the end.

Rick Crosby, PhD
Professor and Department Chair
Department of Health Behavior
College of Public Health
richard.crosby@uky.edu



Division of Athletic Training
Wethington Building
900 S Limestone St.
Lexington, KY 40506-0200
859-218-0860
Fax: 859-323-6003

April 23, 2014

Re: Health Coaching Graduate Certificate

To Whom It May Concern:

On behalf of the College of Health Sciences at the University of Kentucky, the Division of Athletic Training supports the Health Coaching Graduate Certificate Proposal put forth by the Department of Kinesiology and Health Promotion. We do not believe the Health Coaching Certificate overlaps with the content in our Athletic Training program and we look forward to the opportunities this program may provide to students at University of Kentucky.

Sincerely,

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

Carl Mattacola, Ph.D., A.T.C.
Division Director, Athletic Training
Professor, Athletic Training

Approved by GC on 5/1/14

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

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Thursday, October 30, 2014 12:49 PM
To: Brothers, Sheila C
Cc: Hippisley, Andrew R
Subject: Re: BA/BS in Modern and Classical Languages, Literatures and Cultures

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA/BS in Modern and Classical Languages, Literatures and Cultures, in the Department of Modern and Classical Languages, Literatures, and Cultures within the College of Arts & Sciences.

Hi Sheila-

The SAPC met Monday and passed the BA/BS in Modern and Classical Languages, Literatures and Cultures unanimously. Please find the updated version of the proposal attached here. The changes made also addressed your concerns. Please note there was some discrepancy from the list of course titles you had sent - all have been verified and should meet all the requirements now. It might be helpful to have Mia Alexander-Snow at the SC meeting for this one as there were several SACS issues that were talked through; it took quite a bit of time, but might be helpful in understanding the process and lateness of this proposal.

I'll send a separate email with updates to the other programs so you can adjust your agendas.

Please let me know if you need anything else.

Best-
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | Secondary Mathematics Program
Chair | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



**Proposal for a Single Major and Minor in
Modern and Classical Languages, Literatures and Cultures (MCL)**

(October 31, 2013)

I. Curriculum and Student Learning Outcomes

Proposed Major Tracks: Arabic and Islamic Studies, Chinese Studies, Classics, French and Francophone Studies, German Studies, Japan Studies, Russian Studies

Proposed Minor Tracks: Chinese Studies, Classics, Folklore and Mythology, French and Francophone Studies, German Studies, Islamic Studies, Italian Studies, Japan Studies, Russian Studies

Submitted by: The Faculty of the Department of Modern and Classical Languages, Literatures and Cultures (MCLLC) after a unanimous vote approving a revised MCLLC administrative structure and a unified MCLLC major on January 8, 2013

Mission Statement: MCLLC advances the understanding and appreciation of language and cultural study domestically and abroad. The proposed major is designed to advance undergraduate student proficiency in and understanding of the linguistic structure of world languages and to introduce them to critical and theoretical approaches to an array of cultural products (e.g., art, film, folklore, literature, music, mythology, pop culture, religion, and theatre). At its heart, the major is designed to demonstrate the breadth and depth of our discipline and the connections among peoples, regardless of the language they speak or their national citizenship. Our ultimate goal is to provide service to the Commonwealth by fostering language ability and increasing global cultural awareness.

Brief Rationale (for a more detailed version, see the attached New Program Proposal

Form): In response both to the last external review of the Department of Modern and Classical Languages, Literatures and Cultures in 2007 and to the MLA report of 2004 on the state of world language education in the United States, MCLLC has determined that a unified major in Modern and Classical Languages, Literatures and Cultures will allow us to achieve our mission more effectively. We share a common goal to increase awareness of and proficiency in world languages, cultural and literary studies and linguistics as well as the diverse range of related fields represented by the department faculty (which includes specialists in religious studies, history, sociology, anthropology, gender studies, folklore, teacher education as well as in literature, culture and linguistics). Individual language majors, without a common set of courses or the ability to co-teach across disciplines, limited the collaboration that could and should be taking place across these diverse areas of specialty and on devising innovative, cross-disciplinary courses for UK students.

Our major redesign responds directly to the MLA recommendations and to our mission as a department, rather than as a group of loosely confederated Divisions based on language area. The proposed, unified Modern and Classical Languages, Literatures and Cultures (MCL) major (with seven tracks) represents our desire to: 1) improve the global literacy of our students, regardless of their field of concentration, as the MLA report recommends; 2) to capitalize on the strengths of working as a team within our areas of expertise, regardless of the language we study; and 3) to maintain standards for student proficiency in the language and culture of their field of concentration. More practical advantages include: regularizing the number of credit hours in all the tracks; eliminating pre-major requirements; improving flexibility and cohort identity (across

languages) for students pursuing this degree; and more rationalized scheduling based on demand and enrollment patterns to help avoid schedule conflicts and thus delay in progress to degree.

Since this model has been used to great success with other UK programs dedicated to some aspect of global studies, namely International Studies (IS) and Foreign Languages and International Economics (FLIE, which currently has five tracks, with two additional tracks in Arabic and Chinese recently proposed), we were emboldened to create a similar, pioneering plan for world language study. In sum, with this new major design we have chosen to highlight the theoretical range of the discipline over the individual language to comply with the innovations suggested by the MLA for world language study in the 21st century.

Summary of Program Changes: Below is a list of new courses, renumbered courses and dropped courses for the revised MCL major.

New Courses:

AIS 311 Arabic for Business and Media I
AIS 312 Arabic for Business and Media II
AIS 320 Modern Arabic Literature and Film in Translation
AIS 345 Islamic Mysticism
AIS 410 Theology and Law in Islam
AIS 430 Islam in America
MCL 495 Capstone Research Project
RUS 410G Russian for Special Purposes
RUS 525 Literary Studies
RUS 535 Visual Studies
RUS 545 Cultural Studies
RUS 555 Topical Seminar

NOTE: The MCL Core Courses, MCL 100 The World of Language and MCL 200 Global Literacy, had already been approved. They emerged out of workshops the department organized on new approaches to education in world language held on campus between 2008-2011. The AIS courses also appear on the recently submitted proposal for an Arabic track in Foreign Language and International Economics as well and thus will serve three programs in MCLLC.

Courses to be Renumbered (substitutions for current majors outlined in the next section):

GER 343 Global Horror (change of prefix, not number)
GER 415G Major German Authors
GER 416G Genres of German Literature
GER 420G Special Studies in German Literature and Cultural History
RUS 270 Russian Culture 900-1900
RUS 271 Russian Culture 1900-Present
RUS 375 Seminar on Russian Film
RUS 403 Advanced Russian I
RUS 404 Advanced Russian II

Dropped Courses (substitutions for current majors outlined in the next section):

FR 495 Senior Paper
GER 495 German Studies Capstone
RUS 125 Mapping Russia
RUS 380 Nineteenth Century Russian Literature (in English)
RUS 381 Russian Literature 1900-Present (in English)
RUS 400G Russian Cultural Studies
RUS 460G Major Russian Writers
RUS 463 Russian Film and Theatre
RUS 499 Russian Studies Capstone Seminar
RUS 501-502 Structure of Russian
RUS 520 Russian Translation
RUS 530 Business Russian

Note: The Russian Studies program has undergone the most significant changes of all the tracks in this major. Unlike the other existing language majors, the Russian Studies curriculum had not been updated since the MCLLC merger. As a result, the faculty took this opportunity to make significant changes to address three issues: 1) the goals of the 2004 MLA report; 2) flexible offerings for students to ensure progress to graduation; 3) shifts in fields of specialty in the Department (or affiliated departments); and 4) changes in the field of Russian Studies in the post-socialist era. The requirements for the other tracks, e.g., French and Francophone, Classics, Chinese Studies or Japan Studies, were revised to incorporate the MCL Core, but did not require course changes; German Studies changed the numbers of three courses for consistency in the level of offerings with other tracks. These programs either had undergone curricular redesign since the merger or were created since the merger, so that they had already taken into account the MLA report in their curricular design.

Current Majors in MCLLC: Current majors in Classics, Chinese Studies, French and

Francophone Studies, German, Japan Studies and Russian Studies will be able to opt into the new major or finish their current major using the substitutions below. The current majors will be suspended and ultimately closed after five years. Since the Arabic and Islamic Studies major

does not currently exist, the introduction of an MCL/Arabic and Islamic Studies track will not affect any current students. If they do not choose to do so, we will ensure that they are able to complete their majors without any delay in their progress toward degree. The current courses and acceptable substitutions in the new major for each track are outlined below:

Arabic and Islamic Studies: NA

Chinese Studies: NA

Classics: NA

French and Francophone Studies:

Current Courses

FR 495 Senior Paper

Substitutions

MCL 495 Capstone Research Project

German Studies:

Current Courses

GER 343 Global Horror
GER 415G Major German Authors
GER 416G Genres of German Literature
GER 420G Special Studies in German Literature
and Cultural History
GER 495 German Studies Capstone

Substitutions

MCL 343 Global Horror
GER 515 Major German Authors
GER 516 Genres of German Literature
GER 550 Special Studies in German
Literature and Cultural History
MCL 495 Capstone Research Project

Japan Studies: NA

Russian Studies:

Current Courses:

RUS 270 Russian Culture 900-1900
RUS 271 Russian Culture 1900-Present
RUS 380 Nineteenth Century Russian Literature
(in English)
RUS 381 Russian Literature 1900-Present
(in English)
RUS 403 Advanced Russian I
RUS 404 Advanced Russian II
RUS 499 Russian Studies Capstone Seminar

Substitutions:

RUS 371 Russian Culture 900-1900
RUS 372 Russian Culture 1900-present
RUS 525 Literary Studies or RUS 555
Topical Seminar
RUS 525 Literary Studies or RUS 555
Topical Seminar
RUS 401 Advanced Russian I
RUS 402 Advanced Russian II
MCL 495 Capstone Research Project

RUS 375 Seminar on Russian Film
RUS 400G Russian Cultural Studies

RUS 460G Major Russian Writers

RUS 463 Russian Film and Theatre

RUS 501-502 Structure of Russian
RUS 520 Russian Translation
RUS 530 Business Russian

RUS 275 Russian Film
RUS 535 Visual Studies or RUS 545
Cultural Studies

RUS 525 Literary Studies or RUS 555
Topical Seminar

RUS 535 Visual Studies or RUS 545
Cultural Studies

RUS 410G Russian for Special Purposes
RUS 410G Russian for Special Purposes
RUS 410G Russian for Special Purposes

NOTE: RUS 525, RUS 535, RUS 545 and RUS 555 may all be repeated for up to 6 credit hours with different subtitles. RUS 410G may be repeated for up to 9 credit hours with different subtitles.

MCL Minor: We are also proposing that the various MCLLC minors (Chinese Studies, Classics, Folklore and Mythology, French and Francophone Studies, German Studies, Islamic Studies, Japan Studies, Russian Studies and that Italian Studies be added as a new track) be unified (see accompanying New/Change in Minor document). Current students may opt into the new minor or continue in the previous, individual minors (course substitutions are the same as those listed above for the major). As with the major, this step regularizes the number of credits required for a minor in our field, eliminates pre-minor requirements, and allows students the option to explore cross-disciplinary approaches by including MCL 100 and MCL 200 (our major Core Courses) as tracks for the minor. Note the one exception to this track is the minor in Folklore and Mythology, which has its own set of cross-disciplinary Core Courses, namely MCL 270, CLA 100 or 135 and GER 105.

Advanced Placement (AP) Credit, International Baccalaureate, CLEP: The current system for credit awarded in these programs for world languages (detailed on pp. 64-70 of the 2013-14 Bulletin) will remain in effect for the tracks of the proposed MCL major.

Learning Outcomes and Assessment: Currently, each language major has a distinct set of learning outcomes, although they are based on common principles the Department established after it merged. For the purposes of the unified major, we will have one set of learning outcomes that encompasses each track. This system will allow us to move forward as a Department with shared values, as the last MCLLC external review recommended, rather than functioning as a collective of independent entities. The revised Learning Outcomes for the MCLLC major are:

- A) Communication 1. Communicate effectively in the target language in the Intermediate level on the ACTFL Proficiency Scale or the B1 Independent User on the Common European Framework of Reference (CEFR). Note: for the Classics track, since spoken language is not a requirement, 1 will read as follows: Read and translate either Greek or Latin at the appropriate proficiency level depending on the emphasis of their programs: a. Intermediate level: for students whose program emphasizes the study of classical civilizations; b. Advanced level: for students whose program emphasizes the study of language and literature). All students majoring in Modern and Classical Languages, Literatures and Cultures will be able to: 1a. demonstrate the ability to understand spoken (except in Classics) and written target language; 1b. express ideas orally in an organized manner; 1c. demonstrate an ability to write organized essays in the target language.
- B) Interpret and Analyze 2. Analyze and interpret key characteristics of a target culture(s), including its/their cultural products, traditions, and institutions and connect them to other world cultures, including their native culture. Students majoring in Modern and Classical Languages, Literatures and Cultures will be able to: 2.a discuss the historical periods, geographic features, political institutions, and linguistic variations of the culture/region(s)

of their target language and their connections to other world cultures/regions; 2.b identify significant historical and contemporary currents of cultural and artistic (including literary) production in their area of study and connect/compare them to other world cultures; 2.c. Discuss the influence of the target culture on other world cultures in the areas of language, thought, religion, social morality, political institutions, art, and literature; 2.d demonstrate critical thinking skills in written and oral expression.

C) Relate 3. Relate the cultural products, traditions, and institutions of the students' native culture to those of the target culture(s). Students majoring in Modern and Classical Languages, Literatures and Cultures will be able to: 3.a demonstrate intercultural awareness; 3.b articulate the concepts of difference / similarity; 3.c relate knowledge of the target language to daily life, i.e., as a way to improve the student's ability to write and speak in their first language by becoming more linguistically aware of world language structure.

D) Structure 4. Demonstrate linguistic competence of structural and sociolinguistic elements in the target language and the first language. Students majoring in Modern and Classical Languages, Literatures and Cultures will be able to: 4.a analyze grammatical structures; 4.b show an awareness of sociolinguistic phenomena (register and tone); 4.c demonstrate an understanding of the sound system; 4.d describe structural elements of the target language as compared to their native language.

MCL Scholars: On April 2, 2013 the Department faculty voted unanimously to establish a co-curricular MCL Scholars option for the highest-achieving students pursuing the MCL major.

This option includes a capstone experience including a senior thesis. MCL Scholars will be eligible for Honors in MCL if they meet the following criteria:

- 1) High School GPA of 3.5 or higher if the student enters the MCL Scholars Program as a freshman. A student may also apply to enter the MCL Scholars Program after a year of completed coursework at UK. In order to qualify, a student must have an overall GPA of 3.5 or higher in UK coursework;
- 2) Maintain overall GPA of 3.5 or higher while at UK. If the overall GPA falls below 3.5, the student will be removed from the MCL Scholars Program;
- 3) Students must participate in an Education Abroad Study Program or International Internship;
- 4) Students will be assigned a faculty mentor in their area of interest (e.g., cultural studies, linguistics, folklore and mythology, literary studies, gender studies, etc.) and will have the opportunity to collaborate on faculty research;
- 5) Students must complete a Senior Scholars Thesis. While all MCL majors will complete MCL 495 Capstone Research Project in the spring of their senior year, students in the MCL Scholars program will work with a faculty mentor on a more substantial research project for their entire senior year. In the fall, they will enroll in a 395 independent study course directed by their mentor or in MCL 592 Research Practicum (new course) connected to another MCL course in their area of research. In the spring, they will enroll in MCL 495-H and complete the Senior Scholars Thesis as part of that course.

Assessment for the unified MCL major will be managed by the Administrative DUS (details on revised departmental Administrative positions follow in the next section). Assessment will be based on two artifacts: 1) Language Learning Portfolio and 2) Capstone Research Project.

- 1) Language Learning Portfolio: During **every class** in which the student produces written or oral work in the target language, whether required for the major or not, students will submit two samples each of oral and written work to be included in the language portfolio. The portfolios will be gathered at the end of each semester for all students, and digital copies will be made for our records before they are returned to the student. Faculty specializing in the target language will assess progress in each student's portfolio at the end of each year, using them to assess the effectiveness of the curriculum at meeting the learning outcomes above. This system also allows will allow us to identify areas of improvement for the student in more systematic way than we do currently. The final version of the language portfolio, designed to assess the outcomes of graduating seniors, will be produced as part of MCL 495, the capstone course; students enrolled in MCL 495 will meet with the instructor every other week during the course of the semester to update their Language Learning Portfolio.
- 2) Capstone Research Project: MCL majors will do a research project in collaboration with faculty members to allow them to explore the various content areas and scholarly approaches represented in MCLLC and to enhance their understanding of the value of research across disciplines and cultures. The capstone research project must be completed under the mentorship of a MCLLC faculty member representing the field of concentration. It is the responsibility of the student to contact a faculty mentor to discuss the faculty expectation regarding the research project. Prior to the last date to add a class,

a research contract must be completed by the student in collaboration with the faculty mentor and approved by the instructor. In addition, students enrolled in MCL 495 will meet with the instructor every other week during the course of the semester to discuss their projects. Students will present their projects to the entire faculty at the end of the semester. The MCL Undergraduate Committee (see details on the revised Administrative Structure) will assess these artifacts to determine whether graduating seniors have met the learning outcomes for the MCL major and to devise improvement plans.

II. Administration, Advising and Organizational Concerns

Administration: For 10 years the Department of Modern and Classical Languages, Literatures and Cultures has been composed of four “separate but equal” divisions, namely French and Italian, Classics, German and Russian and Eastern Studies. Thus, the administrative positions were numerous (Department Chair, four Division Directors, DUS in French, Classics, German, Russian, Arabic, Japanese, Chinese and Folklore and Mythology, DGS in Classics, French, German, Teaching World Languages, Teaching English as a Second Language). This system was necessarily unwieldy and also did not encourage cross-departmental unity or synergy among those with common research fields. Effective July 1, 2013, the new Administrative positions and role in administration of the unified MCL majors are as follows:

- 1) Department Chair
- 2) Associate Chair (manages course scheduling and MCLLC outreach activities)
- 3) Administrative DGS (who represents the Department in the Graduate School and serves as chair of the newly-created MCLLC Graduate Committee. The ADGS convenes monthly meetings of the GC to discuss curricular and other issues related to MCLLC

graduate education, makes reports on Graduate School/DGS meetings and GC meetings at department faculty meetings, manages admissions, manages assessment of graduate programs)

- 4) Administrative DUS (who represents the Department in the A&S Undergraduate Council and serves as chair of the newly-created MCLLC Undergraduate Committee, convenes monthly meetings of the UC to discuss curricular, assessment, and other issues related to MCLLC undergraduate education, makes reports on Undergraduate Council meetings and UC meetings at department faculty meetings, manages assessment of the undergraduate program, manages transfer credit equivalencies)

These four people also serve on the MCLLC Executive Committee, along with three at-large members (elected by the faculty). The EC meets bi-monthly to discuss department issues, College and University policy in relation to MCLLC, consider proposals regarding curricular initiatives and departmental programs, and to consider candidates for administrative positions. The GC is composed of one representative from each MCLLC graduate program (chosen by program faculty), while the UC is composed of four faculty members, in addition to the Chair, who are chosen by the faculty.

The new administrative system allows for communication and collaboration like never before in MCLLC. It also will enable us to manage the unified major in a more streamlined manner. In addition, the Department will maintain more rigorous control over curricular proposals (heretofore each Division made recommendations and changes that were typically not considered by the entire faculty). In addition, we will now have one person managing the course schedule (the Associate Chair) rather than 10(!) people. The Associate Chair will be changed with ensuring that MCLLC UK Core courses and MCLLC major requirements are offered in a

systematic fashion, with enough (but not too many) seats based on enrollment tracking of student demand. This is particularly important for MCLLC, which offers many UK Core courses in Humanities and Global Dynamics (as well as several in Social Science and in Creativity). In the past, since each program scheduled courses independently, we did not consider how to balance our offerings. Essentially, Department programs were competing for students rather than capitalizing on demand and considering student needs overall. A unified major, scheduled by one person, will eliminate this problem. In addition, the Associate Chair will take steps to prevent time conflicts among courses needed for the various tracks (including those outside of the Department), which have resulted in problems for student scheduling in the past.

While the various committees outlined above may propose curricular innovations or consider proposals from the faculty about those innovations, any changes to the MCL major or minor curricula must be approved by a majority of the faculty of record at the department meeting. The faculty of record in MCLLC is the voting body of the department. The voting body in MCLLC consists of the department chair and all department faculty members who hold the rank of Professor, Associate Professor, Assistant Professor, or Lecturer (see Faculty of Record below). These faculty have their primary appointments in the Department of Modern and Classical Languages, Literatures and Cultures, teach language, literature and culture classes that count toward the MCL degree and whose scholarship is related to the language, literature and cultures of the tracks in the MCL major and minor.

Advising: Advising in MCLLC is currently organized as follows: For the first two years, students are advised by professional A&S advisors; juniors and seniors are advised by the current DUSs in each program. This system places a heavy burden on the various DUSs and does not

allow us to foster exploration within the students' area of interest, e.g., literary studies, linguistics, cultural studies, religious studies, film studies, folklore and mythology, etc.

Advising thus will be reconfigured to reflect both the new administrative structure and the unified major. Each full-time faculty member with some service in his/her DOE will be assigned a portion of students for advising purposes. These assignments will generally (but not exclusively) be based on field of concentration (in the major or minor). Faculty who do not teach a particular language will share in advising duties for students who match their area of expertise, e.g., folklore and mythology, linguistics, religious studies, etc. As an example, if there are 5 full-time faculty in an area and 25 upper-division students, each will advise 5 students. Untenured faculty or lecturers will not advise more than 5 students at any given time; lecturer DOEs which are 100% teaching may be adjusted from 4-4 course loads to 4-3 and advisees be increased accordingly. Those with heavy administrative duties, e.g., the administrative positions outlined above) will be exempted from advising duties while they hold the position. Each faculty member who participates as an advisor will submit a statement on advising for the FMER, the role will be reflected in the DOE and will be assessed as part of promotion dossier as per department T&P guidelines.

Costs: There are no associated costs to the introduction of a unified major within the Department. In fact, the unified major actually reduces costs to the University, since most of the administrative positions that existed in MCLLC had preserved course releases from the original four-department structure. The number of course releases has been significantly reduced in the new administrative model, which will result in more flexibility regarding course offerings and will improve our ability to meeting student demand. We will also be able to make better use of

resources in organizing our UK Core offerings and the courses in the MCL Core (or cross-disciplinary electives) as well.

Tenure and Promotion: For the last 10 years, the Division Director has presented the case to the Department faculty in all tenure and promotion cases. All tenured faculty (or full professors, in the case of promotion to full) wrote letters in the case, regardless of their Division. In the revised administrative system, the Chair, in consultation with the Executive Committee, will appoint a presenter (either an associate or full professor in the case of tenure, or a full professor, in the case of promotion to full) from the candidate's field. This person need not be from the same language program (although s/he may be), but will be from the candidate's research area for the most thorough assessment and rigorous presentation of the case. Additional details on this process (and on other departmental rules and regulations) may be found in the revised MCLLC Policies and Procedures document on the A&S website. Thus, the unified major will not affect the thorough consideration of the scholarly or pedagogical contributions of the Department Faculty in tenure and promotion cases.

Affect on Other UK Programs: The changes to the world language majors and minors will affect two existing programs: Foreign Language and International Economics (FLIE) and International Studies (IS). In both cases, the primary area of influence for the major in these areas will be the changes to courses in German and Russian. Change of Program forms for FLIE/German and FLIE/Russian have been submitted. New courses for the Islamic Studies minor will also affect IS. The director of IS, Carlos de la Torre, has been informed of the

changes to the program and intends to submit a change of program form to account for the new courses in these three areas. A letter indicating his support is included in this proposal.

Benchmark Comparisons: Comparing the situation at our benchmark institutions, in the case of world language majors and departments, is similar to comparing apples to oranges. That is, all of our benchmarks (Michigan State, Ohio State, University of Arizona, University of California Davis, University of Iowa, University of Michigan, University of Minnesota, University of Missouri, University of North Carolina and University of Wisconsin) not only have departments dedicated to one language (e.g., French, Italian, Russian, German, Japanese, etc.) and/or to one language family (e.g., Romance, Slavic, Germanic, East Asian, etc.), but typically have individual majors in these languages. The one exception is the University of Florida, which has a unified language department, but which also maintains separate majors. In essence, the majority has maintained the structure that UK had 11 years ago.

However, for several of our benchmarks, there is a precedent for a single major with tracks, primarily in East Asian Studies, with tracks in Japanese, Chinese, Korean, etc., or in Asian Studies, with tracks in these languages as well as in Hindi or Persian, for example. The benchmarks with this structure for (East) Asian Studies include: University of Arizona, University of Florida, University of Iowa, University of North Carolina, and the University of Missouri. Students have a core set of courses on (East) Asia as part of the major, while variation in coursework occurs at higher levels and, of course, in the language studied. In addition, some institutions, namely University of Iowa, University of Wisconsin and University of North Carolina, have tracks within their Classics major as well (essentially these tracks may be described as Ancient Cultures and Civilizations vs. Ancient Languages). University of North Carolina also has tracks in German and Russian, with students opting for either a German

Literature vs. a broader German Studies track or a Russian Language and Culture vs. a broader Slavic Languages and Literatures track.

It is not surprising that the track model is more common in Asian language programs. These programs are more recent creations in the US and would have been more readily able to take into account the 2004 MLA recommendations. The German and Russian tracks at UNC are based on a model from the Cold War era, when specialists in Russian Studies and German Studies were typically contrasted to more narrow specialists in Language, Culture and Literature. The former worked largely in policy positions in US government agencies, while the latter went on to be specialists in academia and/or to more advanced language positions with government agencies. The University of Virginia maintains a similar structure as well with majors in Russian Language and Literature and in Russian and Eastern European Studies. Note that the UVA East Asian Studies program also offers tracks in East Asian Studies as well as the more specialized Japanese and Chinese majors. Thus, while the focus of these programs is narrower than the one we propose, there exists a trend toward conceiving of new programs in a more unified way to capitalize on both effective use of resources and on the commonalities of the discipline.

Comparisons to Kentucky Public Institutions of Higher Education: While all of the Kentucky state universities (Northern, Western, Eastern, Murray State, Morehead State, Kentucky State and University of Louisville) have combined language departments, they currently maintain separate majors. 6 of 7 of these institutions offer majors in French and Spanish (Kentucky State offers no language majors). Western also offers a major in German and has proposed majors in Chinese and in Arabic. Northern and Murray State also have a German major, while Murray also offers a Japanese major. Louisville offers majors in Classics and

American Sign Language (in addition to French and Spanish) and has a combined minor in Foreign Literature (all courses taught in English). Thus, MCLLC's unified major, which combines training in a world language with a broad and analytical education in cross-disciplinary approaches to questions of culture, identity and global societies, would be an option that no other state university (private or public) currently offers. In our view, it represents an innovative and bold approach to education in world languages. It takes advantage of existing resources and uses them more effectively. Most importantly, a unified major will enable students to make important connections across the areas of language and cultural study by exposing them to a wider range of specialists in the field of MCLLC.

From: Alexander-Snow, Mia
Sent: Wednesday, January 22, 2014 8:19 PM
To: Rouhier-Willoughby, Jeanmarie
Cc: Henry, Wendy J; Vaughn, Connie
Subject: CPE APPROVAL OF Pre-proposal for Modern and Classical Languages, Literature and Cultures with tracks in Chinese Studies, Classical, French and Francophone Studies, German Studies, Japan Studies, Russian Studies Has Been Approved

Dear Jeanmarie,
Congratulations! This email will serve as confirmation that the pre-proposal for the proposed BACHELOR ARTS in Modern and Classical Languages, Literature and Cultures with tracks in Chinese Studies, Classical, French and Francophone Studies, German Studies, Japan Studies, Russian Studies (CIP 16.0199 - Linguistic, Comparative, and Related Language Studies and Services, Other.) has been approved (see email thread from CPE).

The next step is submission of the UK BOT approved proposal, which will require the following:
Uploading/Entering the University Senate approved proposal for the BACHELOR ARTS in Modern and Classical Languages, Literature and Cultures with tracks in Chinese Studies, Classical, French and Francophone Studies, German Studies, Japan Studies, Russian Studies (CIP 16.0199 - Linguistic, Comparative, and Related Language Studies and Services, Other.) program into the CPE KPPS : As soon as the program proposal is approved by the University Senate, forward the SENATE APPROVED PROPOSAL (as a Word Doc) AND the completed CPE Full-proposal Template (see attached) to Wendy Henry (wendy.henry@uky.edu) who will enter into the KPPPS. Once the SENATE APPROVED PROPOSAL is approved by the UK BOT, then the Office of Planning and Institutional Effectiveness will submit to CPE.

NOTE: For CPE board action, it is recommended that CPE be in receipt of all required documentation at least 4 weeks prior to meeting date. Given that the University cannot submit new program proposals to CPE without UK BOT approval, it is paramount that the Office of Planning and Institutional Effectiveness receives the Senate approved proposal as soon as possible, so that we can submit to CPE within one week of UK Board approval.

Jeanmarie, should you have questions about the CPE procedures and process for approval of the full-proposal, please do not hesitate to contact me.

Congratulations, again, and I look forward to working with you on the

successful completion of the second phase of the CPE new program approval process.

Best,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Office of Institutional Effectiveness
University of Kentucky
Phone: 859-257-2873
Fax: 859-323-8688
Email: mia.alexander-snow@uky.edu

Visit the Institutional Effectiveness Website:
<http://www.uky.edu/IRPE/welcome.html>
Follow us at: <https://www.facebook.com/universityofky>

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

From: cpekppps@ky.gov [<mailto:cpekppps@ky.gov>]
Sent: Wednesday, January 15, 2014 12:44 PM
To: Institutional Effectiveness; Tracy, Tim; Institutional Effectiveness; cpekppps@ky.gov
Cc: melissa.bell@ky.gov; thomas.martin@ky.gov; cpekppps@ky.gov; jilld.compton@ky.gov; paul.blankenship@ky.gov
Subject: Pre-proposal for Modern and Classical Languages, Literature and Cultures with tracks in Chinese Studies, Classical, French and Francophone Studies, German Studies, Japan Studies, Russian Studies Has Been Approved

The 45-day review period has ended for the proposed BACHELOR ARTS in Modern and Classical Languages, Literature and Cultures with tracks in Chinese Studies, Classical, French and Francophone Studies, German Studies, Japan Studies, Russian Studies (CIP 16.0199 - Linguistic, Comparative, and Related Language Studies and Services, Other.) from University of Kentucky. You may now complete your internal process for approving this program.

After the program is approved by your governing board, please submit the full proposal to KPPPS. Please keep in mind that the Council's New Academic Program Approval Policy requires submission of the full proposal within 18 months of this approval of the pre-proposal.

If you have questions, please contact CPE staff at <https://cpe.custhelp.com/app/ask>.

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

1. General Information:

College:	<u>Arts and Sciences</u>	Department:	<u>Modern and Classical Languages, Literatures and Cultures (MCLLC)</u>
Major Name:	<u>Modern and Classical Languages, Literatures and Cultures (MCL)</u>	Degree Title:	<u>BA/BS</u>
Formal Option(s), if any:	<u>Arabic and Islamic Studies, Classics, Chinese Studies, French and Francophone Studies, German Studies, Japan Studies, Russian Studies</u>	Specialty Field w/in Formal Options, if any:	<u>NA</u>
Date of Contact with Assoc. Provost for Academic Administration ¹ :	<u>7/1/13</u>	Today's Date:	<u>10/21/13</u>
Accrediting Agency (if applicable):	<u>NA</u>	CIP Code:	<u>16.0199</u>
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² : _____
Contact Person in the Dept:	<u>Jeanmarie Rouhier</u>	Phone:	<u>7-1756</u>
		Email:	<u>j.rouhier@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>one area course</u>	<u>3</u>
	<u>CHI 330</u> <u>Introduction to Chinese Culture</u> <u>Pre-Modern to 1840</u> <u>CHI 331</u> <u>Introduction to Chinese Culture 1840 to present</u> <u>FR 103 French Cinema</u> <u>FR 205 The French Graphic Novel</u> <u>FR 225 French Film Noir</u> <u>GER 103 Fairy Tales in European</u>	<u>all 3 credits</u>
Humanities		

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.

NEW UNDERGRADUATE PROGRAM FORM

		<u>Context</u> <u>GER 105 German</u> <u>Film Today</u> <u>MCL 100 The</u> <u>World of Language</u> <u>MCL 135</u> <u>Vampires:</u> <u>Evolution of a Sexy</u> <u>Monster</u> <u>MCL 200: Global</u> <u>Literacy</u> <u>MCL 270</u> <u>Introduction to</u> <u>Folklore and</u> <u>Mythology</u> <u>RUS 275 Russian</u> <u>Film</u> <u>RUS 372 Russian</u> <u>Culture from 1900</u> <u>RUS 371 Russian</u> <u>Culture 900-1900</u> <u>AIS 320 Modern</u> <u>Arabic Literature</u> <u>and Film in</u> <u>Translation</u> <u>AIS 330 Islam in</u> <u>the Modern World</u> <u>AIS 340</u> <u>Fundamentalism</u> <u>and Reform in</u> <u>Islam</u> <u>AIS 345 Islamic</u> <u>Mysticism</u> <u>or any area course</u>	
		<u>AIS 430 Islam in</u> <u>America</u> <u>RUS 370 Russian</u> <u>Folklore</u> <u>MCL 270</u> <u>Introduction to</u> <u>Folklore and</u> <u>Mythology</u> <u>MCL 135</u> <u>Vampires:</u> <u>Evolution of a Sexy</u> <u>Monster or any</u> <u>area course</u>	<u>all 3 credits</u>
Social Sciences			
Natural/Physical/Mathematical		any area course	<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

NEW UNDERGRADUATE PROGRAM FORM

III. Quantitative Reasoning (one course in each area)			
Quantitative Foundations ³	any area course		<u>3</u>
Statistical Inferential Reasoning	any area course		<u>3</u>
IV. Citizenship (one course in each area)			
Community, Culture and Citizenship in the USA	<u>AIS 430 Islam in America or any area course</u>		<u>3</u>
Global Dynamics	<u>CHI 331 Introduction to Chinese Culture 1840 to present</u> <u>GER 342 War, Peace and Terror: Germany and Europe</u> <u>GER 361 German Cinema</u> <u>JPN 320 Introduction to Japanese Culture, Pre-Modern to 1868</u> <u>JPN 321 Introduction to Japanese Culture, Meiji (1868) to Present</u> <u>JPN 351 The Japanese Experience of the Twentieth Century</u> <u>MCL 343 Global Horror</u> <u>RUS 372 Russian Culture 1900-Present</u> <u>RUS 371 Russian Culture 900-1900</u> <u>RUS 370 Russian Folklore (in English)</u> <u>AIS 228 Islamic Civilization or any area course</u>		<u>all 3 credits</u>
Total General Education Hours			<u>30</u>

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

NEW UNDERGRADUATE PROGRAM FORM

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

The Modern and Classical Languages, Literatures and Cultures (MCL)/Arabic and Islamic Studies, MCL/Chinese Studies and the MCL/Japan Studies tracks allow electives from other departments to count for the major, namely History, Geography, Anthropology, Philosophy, Art History, Theater, Music, and Political Science, but do not require these courses. Three tracks (MCL/Classics, MCL/German Studies and MCL/Russian Studies) require from 6 to 12 hours outside of the major department chosen from courses in the following departments: Anthropology, Geography, Political Science, Gender and Women's Studies, Philosophy, English, History, Linguistics, and Art History. Note that all of these electives and/or requirements for courses from other departments are currently approved for the individual language majors. The existing electives and requirements for courses offered by other departments or programs that count for the MCL major remained unchanged in this proposal, with the exception of the newly proposed History course HIS 357 Japan at War, which is an elective for the Japan Studies track.

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>MCL 495</u>

5. How will college-level requirements be satisfied?

<input checked="" type="checkbox"/> Standard college requirement	Please list: <u>Baccalaureate degree requirements in A&S:</u> <u>Foreign Language proficiency as stated in Bulletin</u> <u>3-6 college hours in disciplines in natural science</u> <u>3-6 college hours in disciplines in social science</u> <u>3-6 college hours in disciplines in humanities</u> <u>120 hours minimum that are acceptable to the College of A&S</u> <u>90 hours minimum in College of A&S</u> <u>39 hours at or above 300 level for BA or at least 60 hours in</u> <u>physical, biological and/or mathematical sciences for BS</u> <u>39 hours within the major</u> <u>1 course that includes some laboratory or field experience</u> <u>30 hours UK Core</u> <u>6 hours of free electives not counted toward UK Core or major</u> <u>University graduation writing and resident requirements</u>
<input type="checkbox"/> Specific required course	Please list: _____

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

<u>NA</u>

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

MCL/ARABIC AND ISLAMIC STUDIES

MCL Common Core

MCL 100: The World Of Language..... 3
MCL 200: Global Literacy..... 3
Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an
area other than the student's field of concentration..... 3

NEW UNDERGRADUATE PROGRAM FORM

MCL 495: Capstone Research Project 3

Track Requirements

AIS 311 Arabic for Business and Media I.....3
AIS 312 Arabic for Business and Media II.....3
AIS 228 Islamic Civilization.....3
AIS 330 Islam in the Modern World.....3

total Required hours.....12

Track Electives

Students must take 18 hours of the following toward a total of 42 credits:

AIS 301: Colloquial Arabic I (3)
AIS 302: Colloquial Arabic II (3)
AIS 320 Modern Arabic Literature and Film in Translation (3)
AIS 331: Classical Arabic Literature (in English) (3)
AIS 345: Islamic Mysticism (3)
AIS 338: Women in Islam (3)
AIS 340: Fundamentalism & Reform in Islam (3)
AIS 410 Islamic Theology and Law (3)
AIS 430 Islam in America (3)
AIS 440: Introduction to the Qur'an (3)
AIS 442: Arabic Reading I (3)
AIS 443: Arabic Reading II (3)
ANT 222: Middle East Cultures (3)
ANT 326 People and Cultures of Sub-Saharan Africa (3)
ANT 327 Cultures & Societies of India and South Asia (3)
GEO 328 Geography of Middle East/North Africa (3)
GEO 330 Geography of Indian Subcontinent (3)
GEO 336 Geography of Sub-Saharan Africa (3)
PHI 504 Islamic and Jewish Philosophy and the Classical Tradition (3)
PS 410: Topics in Regional Politics (subtitle required)* (3)
MCL 375-376 or other Study Abroad Courses approved by the DUS

*if topic is appropriate

total Elective hours: 18

TOTAL MAJOR HOURS 42

MCL/CHINESE STUDIES

MCL Common Core

MCL 100: The World Of Language..... 3

MCL 200: Global Literacy..... 3

Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an
area other than the student's field of concentration..... 3

MCL 495: Capstone Research Project 3

total Core hours..... 12

NEW UNDERGRADUATE PROGRAM FORM

Track Requirements

CHI 301: Advanced Intermediate Chinese I..... 3
CHI 302: Advanced Intermediate Chinese II..... 3
CHI 330: Introduction to Chinese Culture Pre-Modern to 1840 3
CHI 331: Introduction to Chinese Culture 1840 to Present ... 3
total Required hours..... 12

Track Electives

Students must take 18 credits of the following toward a total of 42 credits:

CHI 310: Sounds of East Asian Languages (3)
CHI 320: Gender Politics in Chinese Lit. (3)
CHI 321: Introduction to Contemporary Chinese Film (3)
CHI 322: Self and Society in Chinese Culture (3)
CHI 345: Introduction to Early Chinese Thought (3)
CHI 395: Independent Work in Chinese (1-3)
CHI 401: Advanced Chinese I (3)
CHI 402: Advanced Chinese II (3)
CHI 430: Popular Culture in Modern China (3)
CHI 450: Daoism, East and West (3)
CHI 495G: Advanced Independent Work in Chinese (1-3)
CHI 511: Literary Chinese (3)
CHI 520: Introduction to Chinese Linguistics (3)
HIS 355: Topics in Non-Western History since 1789 (3)
HIS 597: Westerners in East Asia 1839 to Present (3)
HIS 598: China in Revolution 1895-1976 (3)
A&S 300: Special Topics Course (3)
MCL 375-376 or other Study Abroad Courses approved by the DUS

In addition to the courses listed above, students may also choose to draw up to 6 credits maximum from the following list of courses in China in its east Asian context toward their total of 42 credits:

HIS 295: East Asia to 1800 (3)
HIS 296: East Asia since 1600 (3)
HIS 593: East Asia since WWII (3)
A-H 310: Asian Art & Culture (subtitle required)* (3)
TA 584: Asian Theater (3)
GEO 333: Geography of East Asia (3)
MUS 330: Music o/t World: Asian Music (3)
PHI 343: Asian Philosophy (3)
PS 419G: Gov. and Politics of East Asia (3)

total Elective hours 18

TOTAL MAJOR HOURS 42

*if topic is appropriate

MCL/CLASSICS

MCL Common Core

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<u>MCL 100: The World Of Language.....</u>	<u>3</u>
<u>MCL 200: Global Literacy</u>	<u>3</u>
<u>Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an area other than the student's field of concentration.....</u>	<u>3</u>
<u>MCL 495: Capstone Research Project</u>	<u>3</u>
<u>-</u>	
<u>total Core hours.....</u>	<u>12</u>

Track Requirements

To graduate with a field of study in Classics, the student must complete either Greek to the CLA 252 level or Latin to the 202 level either by successfully completing the specified course, by successfully completing a course above the 200 level in either language, or by demonstrating the equivalent competency.

The student must also complete 18 hours in courses at the 200 level or above with a CLA prefix or cross-listed CLA.

total Required hours..... 18

Track Electives

In addition, the student must complete 12 hours in courses appropriate to the field of study at the 200 level or above not prefixed CLA (courses cross-listed CLA also fulfill this requirement). The following courses are automatically accepted to fulfill this requirement, but other courses may be accepted by the DUS on a case-by-case basis.

<u>A-H 314 ANCIENT (Subtitle required) (3)</u>
<u>AIS 228 Islamic Civilization (3)</u>
<u>ANT 240 Introduction To Archaeology (3)</u>
<u>ENG 261 Survey Of Western Literature From The Greeks Through The Renaissance (3)</u>
<u>ENG 271 The Bible As Literature (3)</u>
<u>HIS 247 History Of Islam And Middle East Peoples, 500-1250, AD (3)</u>
<u>HIS 330 A History Of Western Religious Thought (3)</u>
<u>HIS 370 Early Middle Ages (3)</u>
<u>HIS 500 Preclassical & Classical Greece (3)</u>
<u>HIS 501 Fourth-Century Greece & The Hellenistic World (3)</u>
<u>HIS 502 History Of The Roman Republic (3)</u>
<u>HIS 503 History Of The Roman Empire (3)</u>
<u>HIS 504 Greek & Roman Medicine (3)</u>
<u>HIS 546 The Byzantine Empire (3)</u>
<u>HJS 324 Jewish Thought And Culture I: From Ancient Israel To The Middle Ages (3)</u>
<u>MCL 270 Introduction To Folklore And Mythology (3)</u>
<u>MCL 595 Topics In Folklore And Myth (3)</u>
<u>PHI 260 History Of Philosophy I From Greek Beginnings To The Middle Ages (3)</u>
<u>PHI 503 Topics In Ancient Philosophy (3)</u>
<u>MCL 375-376 or other Study Abroad Courses approved by the DUS</u>

total Elective hours: 12

TOTAL MAJOR HOURS 42

MCL/FRENCH & FRANCOPHONE STUDIES

NEW UNDERGRADUATE PROGRAM FORM

MCL Common Core

MCL 100: The World Of Language..... 3

MCL 200: Global Literacy 3

Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an area other than the student's field of concentration..... 3

MCL 495: Capstone Research Project 3

-
total Core hours..... 12

Track Requirements

FR 204: Introduction to French and Francophone Studies 3

FR 214: France Today

or

FR 215: Visual Cultures 3

FR 410: French in Performance (3)

or

FR 425: Media Studies (3) 3

FR 470G: Topical Seminar I (3) 3

FR 471G: Topical Seminar II (3) 3

-
total Required hours 15

Track Electives

15 hours from among the following courses:

FR 307: French for Business and Economics (3)

FR 310: French Phonetics (3)

FR 311: Introduction to French Linguistics (3)

FR 324: Studies in French Literature (3)

FR 325: French Cinema (subtitle required) (3)

FR 344: The Literary Text (3)

FR 350: Francophone Cultures (3)

MCL 375-376 or other Study Abroad Courses approved by the DUS

total Elective hours: 15

TOTAL MAJOR HOURS 42

MCL/GERMAN STUDIES

MCL Common Core

MCL 100: The World Of Language..... 3

MCL 200: Global Literacy 3

Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an area other than the student's field of concentration..... 3

MCL 495: Capstone Research Project 3

-
total Core hours..... 12

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Track Requirements

<u>GER 307 Intermediate German Composition & Conversation I.....</u>	<u>3</u>
<u>GER 308 Intermediate German Composition & Conversation II.....</u>	<u>3</u>
<u>GER 311 Introduction To German Literature: Themes</u>	<u>3</u>
<u>GER 312 Introduction To German Literature: Popular Forms.....</u>	<u>3</u>

total Required hours..... 12

Track Electives

In addition, the student must complete 12 hours from the following courses:

<u>GER 310 German for International Business and Professions (3)</u>
<u>GER 319 Contemporary German Literature and Culture (3)</u>
<u>GER 317 History of German Culture (3)</u>
<u>GER 342 War, Peace and Terror: Germany and Europe (3)</u>
<u>MCL 343 Global Horror (3)</u>
<u>GER 352 German-speaking Europe (3)</u>
<u>GER 361 German Cinema (3)</u>
<u>GER 363 Germanic Mythology (3)</u>
<u>GER 395 Independent Work in German (3)</u>
<u>GER 507 Advanced German Composition and Conversation (3)</u>
<u>GER 515 Major German Authors (subtitle required) (3)</u>
<u>GER 516 Genres of German Literature (3)</u>
<u>GER 550 Special Studies in German Literature and Cultural History (subtitle required) (3)</u>
<u>MCL 375-376 or other Study Abroad Courses approved by the DUS</u>

The student must also complete an additional 6 hours of related courses in History, Linguistics, Philosophy, English, Gender and Women's Studies, or Geography. Courses from an additional major or a minor could be applied here.

total Elective hours: 18

TOTAL MAJOR HOURS 42

MCL/JAPAN STUDIES

MCL Common Core

<u>MCL 100: The World Of Language.....</u>	<u>3</u>
<u>MCL 200: Global Literacy</u>	<u>3</u>
<u>Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an area other than the student's field of concentration.....</u>	<u>3</u>
<u>MCL 495: Capstone Research Project</u>	<u>3</u>

total Core hours..... 12

Track Requirements

<u>JPN 401 Advanced Japanese III</u>
<u>JPN 402 Advanced Japanese IV</u>
<u>JPN 320 Introduction to Japanese Culture: Pre-modern to 1868</u>
<u>Either JPN/ANT 321: Introduction to Japanese Culture: Meiji (1868) to Present</u>

NEW UNDERGRADUATE PROGRAM FORM

or

JPN 351: The Japanese Experience of the 20th Century

total Required hours..... 12

Track Electives

In addition, the student must complete 18 hours from the following courses:

JPN/ENG 283 Japanese Film (3)

JPN 420G PRE-MODERN LITERARY AND VISUAL ARTS OF JAPAN. (3)

JPN 421G Contemporary Literary and Visual Arts of Japan (3)

JPN 400G TOPICS IN JAPAN STUDIES (Subtitle required). (3)

JPN 405 SEMINAR IN JAPANESE AND ASIAN STUDIES (Subtitle required). (3)

JPN 520 Japanese Linguistics and Society (3)

MCL 324 The City in the Twentieth Century: Tokyo, Shanghai, Paris (3)

A-H 310 Asian Art & Culture (Subtitle required) (3)

A-H 311 The Arts as Soft Power - The Japanese Tea Ceremony (3)

HIS 295 East Asia to 1800 (3)

HIS 296 East Asia since 1600 (3)

HIS 357 Japan at War, 1850s to the Present (3)

GEO/JPN 334 ENVIRONMENT, SOCIETY AND ECONOMY OF JAPAN (3)

GEO/JPN 491 JAPANESE LANDSCAPES (3)

GEO/JPN 551 Japanese Multicultural Corporations (3)

MCL 375-376 or other Study Abroad courses approved by the DUS

Or other courses approved by the DUS.

total Elective hours: 18

TOTAL MAJOR HOURS 42

MCL/RUSSIAN STUDIES

MCL Common Core

MCL 100: The World Of Language..... 3

MCL 200: Global Literacy 3

Cross-disciplinary requirement: a course at or above the 200-level offered by MCL in an area other than the student's field of concentration..... 3

MCL 495: Capstone Research Project 3

total Core hours..... 12

Track Requirements

RUS 301 Conversation and Composition I 3

RUS 302 Conversation and Composition II 3

RUS 371 (former 270) Russian Culture 3

RUS 372 (former 271) Russian Culture 3

total Required hours..... 12

Track Electives

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In addition, the student must complete 12 hours chosen from the following:

RUS 275 Russian Film

RUS 370 Russian Folklore

RUS 401 Advanced Russian I

RUS 402 Advanced Russian II

RUS 410G Language for Special Purposes (repeatable for up to 9 total hours with different subtitles)

RUS 525 Literary Studies (repeatable for up to 6 total hours with different subtitles)

RUS 535 Visual Studies (repeatable for up to 6 total hours with different subtitles)

RUS 545 Cultural Studies (repeatable for up to 6 total hours with different subtitles)

RUS 555 Topical Seminar (repeatable for up to 6 total hours with different subtitles)

MCL 375-376 or other Study Abroad Courses approved by the DUS

Plus 6 credit hours related to Russia/Former USSR from outside the major department.

total Elective hours: 18

TOTAL MAJOR HOURS 42

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:

This major includes seven trackss: MCL/Arabic and Islamic Studies, MCL/Chinese Studies, MCL/Classics, MCL/French and Francophone Studies, MCL/German Studies, MCL/Japan Studies and MCL/Russian Studies. Each requires 42 credit hours. Each track has been adapted from the current individual language majors of the same name. The most significant changes include: 1) introduction of an MCL Core (12 credit hours) for all MCL majors, regardless of the track chosen; 2) regularization of the number of credit hours for the major (in the individual language majors, required credits currently range from 42 to 44 credit hours); 3) elimination of all pre-major hours (in the individual language majors, pre-major hours currently range from 6-8 hours).

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: Three tracks require from 6-12 credit hours from outside the major subject in a related field. 1) MCL/Classics requires that the student must complete 12 hours in courses appropriate to the track at the 200 level or above in courses not prefixed with CLA (courses cross-listed as CLA also fulfill this requirement); 2) MCL/German Studies requires that the student must complete an additional 6 hours of related courses in History, Linguistics, Philosophy, English, Gender and Women's Studies, or Geography courses. Courses from an additional major or a minor could be applied here; 3) MCL/Russian Studies requires 6 credit hours related to Russia/Former USSR from outside the major department. Note that all of these requirements are currently approved for the individual language majors. There is no change proposed to the existing requirements from outside the major

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subject in a related field.

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: From 12 to 18 hours of support electives are required by certain of the seven tracks. MCL/Classics requires 12 hours of support electives, MCL/French and Francophone Studies requires 15 hours of support electives, MCL/Arabic and Islamic Studies, MCL/Chinese Studies, MCL/Japan Studies, MCL/German Studies and MCL/Russian Studies require 18 hours of support electives. Each track has from 19 to 27 credit hours of free electives available as well.

13. Summary of Required Credit Hours.

a. Credit Hours of Premajor or Preprofessional Courses:	_____	Not Applicable <input checked="" type="checkbox"/>
b. Credit Hours for Major Requirements:	42	
c. Credit Hours for Required Minor:	_____	Not Applicable <input checked="" type="checkbox"/>
d. Credit Hours Needed for Specific Option:	42	Not Applicable <input type="checkbox"/>
e. Credit Hours Outside of Major Subject in Related Field:	<u>6-12 for three of the tracks</u>	Not Applicable <input type="checkbox"/>
f. Credit Hours in Technical or Prof. Support Electives:	_____	Not Applicable <input checked="" type="checkbox"/>
g. Minimum Credit Hours of Free/Supportive Electives:	<u>19-27 free/12-18 support</u>	Not Applicable <input type="checkbox"/>
h. Total Credit Hours Required by Level:		
100:	<u>3-6</u>	200: <u>3-30</u>
300:	<u>12-30</u>	400-500: <u>3-27</u>
i. Total Credit Hours Required for Graduation:	<u>120</u>	

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

The Department of Modern and Classical Languages, Literatures and Cultures (MCLLC) was formed 11 years ago from four individual departments, namely Classics, German, French and Russian and Eastern Studies (comprising Arabic, Chinese, Hebrew, Japanese and Russian). Upon merger, Italian, which had been previously housed in Spanish, was included in MCLLC as well. The faculty was necessarily concerned that this merger would result in turf battles and strove to preserve an equitable relationship among all constituents. We formed four internal divisions that corresponded to the four independent departments, with Italian being included in the French and Italian division. This structure produced a complex administrative structure composed of a Department Chair, 4 Division Directors, 7 DUSs (one for each major or minor), and 6 DGSs (one for each graduate program). In our last external review in 2007, the reviewers recommended that we eliminate the divisions, concluding that “it is not easy to meld into one four academic divisions with different disciplinary traditions, expectations, and cultures; and there have been bumps along the road to Departmental cohesion. These include: buy-in for the present structure; communication and collaboration across divisions; and proactive discussion of the next steps towards a more unified Department. Because MCLLC is a 'work in progress,' additional changes should be anticipated and welcomed. For the moment, there is widespread satisfaction on the part of the members of each of the four Divisions with the present arrangement, but this is

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often tied to an assumption that things have not changed much, and will not change much in the future.” In essence, MCLLC maintained a status quo. Even after the review, we did not take steps to address these issues of cohesion or synergy across disciplines immediately. However, over the last two years, we have reconsidered both the departmental structure and the content of our programs in a much more critical way. As of July 1, 2013 MCLLC will no longer be composed of four divisions. Rather, the departmental administrative positions will include: Department Chair, Associate Chair, Administrative DGS, Administrative DUS. They, along with three at-large (elected by the faculty) members compose the MCLLC Executive Committee. It is charged with meeting bimonthly to discuss department issues, college and university matters and their impact on MCLLC, to make proposals regarding curricular initiatives, departmental programs, etc. Instead of the divisional boundaries based on language, we plan to institute working groups that allow faculty to meet and discuss issues related to common interests. While working groups based on language field will be retained, there will also be working groups uniting specialists by research area, e.g., post-socialist studies, teacher education, 19th century literature, film studies, folklore and mythology, religious studies, social science approaches to MCLLC, etc. These groups will make regular reports at department meetings on curricular plans and how departmental, college and university decisions will affect their areas. In sum, MCLLC will function much like History, Anthropology or Political Science, where one discipline containing many subfields works together to achieve academic and departmental goals, rather than continuing as a loose collection of language areas acting (largely) independently.

During the course of discussions about the administrative redesign, the outgoing Executive Committee (composed of the Department Chair and the 4 Division Directors) agreed that it was time to address the issue of our curriculum in light of this new system. Over the last 10 years, MCLLC has learned that we actually are overwhelmingly in agreement about departmental needs, that the fears over turf wars and favoritism for one area of study over another had been unfounded. Rather, we share a common goal to increase awareness of and proficiency in world languages, cultural and literary studies and linguistics as well as the diverse range of related fields represented by the department faculty (which includes specialists in religious studies, history, sociology, anthropology, gender studies, folklore, teacher education as well as in literature, culture and linguistics). The fact that the Department and its Divisions were primarily defined by language area limited the collaboration that could and should be taking place across these diverse areas of specialty. The exceptions were a Folklore and Mythology minor and MA Programs in Teaching World Languages and Teaching English as a Second Language that had been created after our merger. One other recently proposed program, an International Film Studies Certificate, emerged out of our discussions over the year about increasing cross-disciplinary ties in MCLLC and with other Humanities disciplines. We hope that it will be the first of other similar innovative and cross-disciplinary programs across MCLLC and beyond. The International Film Studies Certificate is evidence of what could be achieved if specialists from different language areas with shared research interests were not limited by the divisional structure and the design of the current majors.

As a backdrop to these discussions, the Modern Languages Association (MLA) released a report in 2004 on the state of World Language education in the United States (<http://www.mla.org/flreport>). It concluded that “The standard configuration of university foreign language curricula, in which a two- or three-year language sequence feeds into a set of core courses primarily focused on canonical literature, also represents a narrow model. This configuration defines both the curriculum and the governance structure of language departments and creates a division between the language curriculum and the literature curriculum and between tenure-track literature professors and language instructors in non-tenure-track positions.” This situation corresponds well to MCLLC (there were exceptions; to take one example, French and Francophone Studies had revised its major in response to changing goals and a broader vision of our discipline in the 21st century). However, the curriculum, for the most part, had not been significantly altered post-merger. Thus, it could not take advantage of the cross-linguistic fields of specialty represented by the department faculty. The MLA report recommended the following:

“One possible model defines transcultural understanding as the ability to comprehend and analyze the cultural narratives that appear in every kind of expressive form--from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music. According to this model, which we present only as an example, to read a cultural narrative a student should:

- Achieve enough proficiency in the language to converse with educated native speakers on a level that allows both linguistic exchanges and metalinguistic exchanges (that is, discussion about the language itself).

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- Have a solid command as well as an analytic knowledge of specific metaphors and key terms that inform culture.
- Understand how a particular background reality is reestablished on a daily basis through cultural subsystems such as:
 - the mass media
 - literary and artistic works as projection and investigation of a nation's self-understanding
 - the social and historical narratives in literary texts, artistic works, the legal system, the political system, the educational system, the economic system, and the social welfare system
 - local instances of major scientific and scholarly paradigms
 - sports or other leisure activities, the cultural metaphors these have created, and their relation to the national imagination
 - stereotypes, of both self and others, as they are developed and negotiated through texts
 - symbols or sites of memory in the broadest sense, including buildings, historical figures, popular heroes, monuments, currency, culture-specific products, literary and artistic canons, landscapes, fashion, and cuisine
 - major competing traditions such as views of the nation that are secularist or fundamentalist or religious
 - local historiography

Language departments will need to undertake a similar mapping of content to produce unified, four-year curricula that situate language study in cultural, historical, geographic, and cross-cultural frames; that systematically incorporate transcultural content and translanguing reflection at every level; and that organize the major around explicit, principled educational goals and expected outcomes. A curriculum should consist of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level."

Our major redesign responds directly to these MLA recommendations. The proposed, unified MCL major (with seven fields of concentration) represents our desire to: 1) improve the global literacy of our students, regardless of their field of concentration; 2) to capitalize on the strengths of working as a team within our areas of expertise, regardless of the language we study; and 3) to maintain standards for student proficiency in the language and culture of their field of concentration. The heart of the new major is four core courses: 1) MCL 100 The World of Language, an introduction to the structure of language with particular focus on cross-linguistic features and on second language acquisition, since the majority of our students begins their language study as adults; 2) MCL 200 Global Literacy, a course designed to focus on the nature of "text" (whether that be a literary work, a folk song, a film or a painting) and critical approaches to analysis of "text," something that we take for granted as specialists in culture, but of which our students are often not aware; 3) MCLLC Cross-disciplinary requirement, e.g., taking an MCL course in another linguistic discipline to broaden the students' horizons about how the questions studied in their field of concentration are actually questions that arise in the study of all cultural and linguistic groups; and 4) MCL 495, a common capstone that not only allows students to do research in the language of their field of specialty to produce a sustained argument in a research paper, but that brings together scholars representing various languages and different specialties (cultural studies, folklore, history, literature, etc.) to demonstrate the richness and interconnectedness of the field of Modern and Classical Languages, Literatures and Cultures in both historical and contemporary contexts. These four courses, one taken at each year of their degree program, will allow them to compare notes and connect with students in other fields of concentration; to be exposed to specialists in various fields; and to synthesize material from various courses (from beginning language to cultural studies, from film to phonetics) and make connections across linguistic and cultural divides.

In addition, we have created a series of topics courses (MCL 190, 390, 595/596/597/598) that will allow us to co-teach across language disciplines, but within our scholarly fields, e.g., folklore and anthropology, 20th century literature, linguistics, religious studies, etc. or to experiment with other types of courses that demonstrate the breadth of our discipline. The result of our new major, we hope, will be to make our students global citizens. They will not emerge from UK defining themselves as speakers of French or Russian, for example, with an awareness of the cultural history, practices and achievements of a specific group. Rather, they will understand the range of the discipline of Modern and Classical Languages, Literatures and Cultures and the seminal questions we all investigate about human identity, history, society and the vast array of cultural

NEW UNDERGRADUATE PROGRAM FORM

products humans produce.

The unified major addresses some practical questions that make the major more streamlined and user friendly as well. It eliminates all pre-major requirements and is thus more flexible for students, even with the addition of the MCL Core; it regularizes the number of credits required for a major in our field (previously, the total ranged from 42-44; in the proposed major all fields of concentration will require 42 hours); it will ensure that all MCLLC majors have a capstone experience (currently not all MCLLC majors are required to take such a course); and it has allowed us to reevaluate our curricula and introduce new courses that reflect the MLA recommendations and our common values as specialists in culture and language. We also believe that it will improve retention, as our students will be able to foster connections in a larger cohort across fields of concentration as they take common Core courses together. In addition, all department faculty members will have a stake in student success, regardless of their fields of concentration. We will institute common awards ceremonies, cross-disciplinary social events and involve students in events sponsored by our departmental working groups. Note that this model has been used to great success with other UK programs dedicated to some aspect of global studies, namely International Studies and Foreign Languages and International Economics (FLIE, which currently has five tracks, with two additional tracks in Arabic and Chinese recently proposed). Thus, there is not only precedent at UK for a single major with tracks, but we will also ensure that it is clear on student transcripts what the field of concentration is. As with FLIE, which is indicated as FLIE/German (or Russian, Spanish, Japanese, French), the MCL major will be indicated as MCL/German Studies (or Arabic and Islamic Studies, Russian Studies, Japan Studies, French and Francophone Studies, Chinese Studies, Classics). In sum, with this new major design we choose to highlight the theoretical range of the discipline over the individual language to comply with the innovations suggested by the MLA for world language study in the 21st century. In addition, we will be able to improve the flexibility and consistency of the major program in Modern and Classical Languages, Literatures and Cultures.

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

<p>YEAR 1 – FALL: (e.g. “BIO 103; 3 credits”)</p>	<p><u>MCL/CHINESE STUDIES</u></p> <p><u>UK Core: Comp/Comm I 3 credits</u></p> <p><u>CHI 101 4 credits</u></p> <p><u>UK Core: Quantitative Foundations 3 credits</u></p> <p><u>MCL 100 3 credits</u></p>	<p>YEAR 1 – SPRING:</p>	<p><u>CHI 102 4 credits</u></p> <p><u>UK Core: Statistical Reasoning 3 credits</u></p> <p><u>UK Core: II/Natural/Physical Science 3 credits</u></p> <p><u>UK Core: Comp/Com II 3 credits</u></p> <p><u>UK Core: II/Humanities 3 credits</u></p>
<p>YEAR 2 - FALL :</p>	<p><u>CHI 201 4 credits</u></p> <p><u>UK Core: II/CCC in USA 3 credits</u></p> <p><u>A&S Natural Science/A&S Lab 4 credits</u></p> <p><u>CHI 330 3 credits</u></p> <p><u>UK Core: II/Social Sciences 3 credits</u></p>	<p>YEAR 2 – SPRING:</p>	<p><u>CHI 202 4 credits</u></p> <p><u>MCL 200 3 credits</u></p> <p><u>UK Core: II/Arts and Creativity 3 credits</u></p> <p><u>UK Core: Global Dynamics 3 credits</u></p> <p><u>A&S Natural Science 3 credits</u></p>
<p>YEAR 3 - FALL:</p>	<p><u>CHI 301 3 credits</u></p> <p><u>CHI 320 3 credits</u></p> <p><u>HIS 295 3 credits</u></p> <p><u>CHI 331 3 credits</u></p> <p><u>+Elective(s) 3 credits</u></p>	<p>YEAR 3 - SPRING:</p>	<p><u>CHI 302 3 credits</u></p> <p><u>CHI 321 3 credits</u></p> <p><u>MCL Cross-disciplinary requirement 3 credits</u></p> <p><u>HIS 296 3 credits</u></p> <p><u>Elective(s) 3 credits</u></p>

NEW UNDERGRADUATE PROGRAM FORM

YEAR 4 - FALL:	<u>CHI 401</u> <u>3 credits</u> <u>+Elective(s)</u> <u>3 credits</u> <u>+Elective(s)</u> <u>3 credits</u> <u>+Elective(s)</u> <u>3 credits</u> <u>+Electives (s)</u> <u>4 credits</u>	YEAR 4 - SPRING:	<u>CHI 402</u> <u>3 credits</u> <u>MCL 495</u> <u>3 credits</u> <u>+Elective(s)</u> <u>3 credits</u> <u>+Elective(s)</u> <u>3 credits</u>
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NEW UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

Major Name and Degree Title: Modern and Classical Languages, Literatures and Cultures BA

Proposal Contact Person Name: Jeanmarie Rouhier Phone: 7-1756 Email: j.rouhier@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
MCL faculty	1/8/13	N. Jeff Rogers, DUS / 7-5723 / nelsjrogers@uky.edu	
MCL Chair	1/8/13	Jeanmarie Rouhier-Willoughby / 7-1756 / j.rouhier@uky.edu	
		/ /	
		/ /	
A&S EPC and Office of the Dean		Ruth Beattie, Interim Associate Dean / 7-8354 / rebeat1@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.

Brothers, Sheila C

From: Ett, Joanie M
Sent: Monday, March 10, 2014 3:13 PM
To: Ellis, Janie
Cc: Brothers, Sheila C
Subject: MCL BA, PGY 413G
Attachments: Modern and Classical Languages, Literatures and Cultures BA-new.pdf; PGY 413G-new Revised FINAL.pdf

Hi Janie,

Undergraduate Council has reviewed and recommends approval of the BA in Modern and Classical Languages, Literatures, and Cultures (attached).

I have also attached PGY 413G. This course was sent to UGC from GC back in the fall and now has the approval of UGC.

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

October 21, 2013

MCL/ARABIC AND ISLAMIC STUDIES

<p>YEAR 1 – FALL:</p>	<p><u>UK Core: Comp/Comm I 3 credits</u> <u>AIS 101 4 credits</u> <u>UK Core: Quantitative Foundations 3 credits</u> <u>MCL 100 3 credits</u></p>	<p>YEAR 1 – SPRING:</p>	<p><u>AIS 102 4 credits</u> <u>UK Core: Statistical Reasoning 3 credits</u> <u>UK Core: II/Natural/Physical Science 3 credits</u> <u>UK Core: Comp/Com II 3 credits</u> <u>UK Core: II/Humanities 3 credits</u></p>
<p>YEAR 2 – FALL:</p>	<p><u>AIS 201 3 credits</u> <u>UK Core: II/CCC in USA 3 credits</u> <u>A&S Natural Science/ A&S Lab 4 credits</u> <u>AIS 328 3 credits</u> <u>UK Core: II/Social Sciences 3 credits</u></p>	<p>YEAR 2 – SPRING:</p>	<p><u>AIS 202 3 credits</u> <u>MCL 200 3 credits</u> <u>UK Core: II/Arts and Creativity 3 credits</u> <u>UK Core: Global Dynamics 3 credits</u> <u>A&S Natural Science 3 credits</u></p>
<p>YEAR 3 – FALL:</p>	<p><u>AIS 311 3 credits</u> <u>AIS 330 3 credits</u> <u>AIS 320 3 credits</u> <u>ANT 326 3 credits</u> <u>+Elective(s) 3 credits</u></p>	<p>YEAR 3 – SPRING:</p>	<p><u>AIS 312 3 credits</u> <u>AIS 430 3 credits</u> <u>MCL Cross-disciplinary requirement 3 credits</u> <u>GEO 328 3 credits</u> <u>Elective(s) 3 credits</u></p>
<p>YEAR 4 – FALL:</p>	<p><u>AIS 442 3 credits</u> <u>AIS 338 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Electives (s) 4 credits</u></p>	<p>YEAR 4 - SPRING</p>	<p><u>AIS 443 3 credits</u> <u>MCL 495 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Elective(s) 3 credits</u></p>

MCL/CLASSICS

YEAR 1 – FALL:	<u>UK Core: Comp/Comm I 3 credits</u> <u>CLA 101 or 151 4 credits</u> <u>UK Core: Quantitative Foundations 3 credits</u> <u>MCL 100 3 credits</u>	YEAR 1 – SPRING:	<u>CLA 102 or 152 4 credits</u> <u>UK Core: Statistical Reasoning 3 credits</u> <u>UK Core: II/Natural/Physical Science 3 credits</u> <u>UK Core: Comp/Com II 3 credits</u> <u>UK Core: II/Humanities 3 credits</u>
YEAR 2 – FALL:	<u>CLA 201 or 251 3 credits</u> <u>UK Core: II/CCC in USA 3 credits</u> <u>A&S Natural Science/ A&S Lab 4 credits</u> <u>CLA 210 3 credits</u> <u>UK Core: II/Social Sciences 3 credits</u>	YEAR 2 – SPRING:	<u>CLA 202 or 252 3 credits</u> <u>MCL 200 3 credits</u> <u>UK Core: II/Arts and Creativity 3 credits</u> <u>UK Core: Global Dynamics 3 credits</u> <u>A&S Natural Science 3 credits</u>
YEAR 3 – FALL:	<u>CLA 301 or 350 3 credits</u> <u>CLA 391 3 credits</u> <u>HIS 330 3 credits</u> <u>A-H 314 3 credits</u> <u>+Elective(s) 3 credits</u>	YEAR 3 – SPRING:	<u>CLA 302 or 551 3 credits</u> <u>CLA 382 3 credits</u> <u>MCL Cross-disciplinary requirement 3 credits</u> <u>HIS 370 3 credits</u> <u>Elective(s) 3 credits</u>
YEAR 4 – FALL:	<u>CLA 501 or 555 3 credits</u> <u>AIS 328 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Electives (s) 4 credits</u>	YEAR 4 – SPRING	<u>CLA 521 or 555 3 credits</u> <u>MCL 495 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Elective(s) 3 credits</u>

MCL/FRENCH AND FRANCOPHONE STUDIES

<p>YEAR 1 - FALL:</p>	<p><u>UK Core: Comp/Comm I 3 credits</u> <u>FR 101 4 credits</u> <u>UK Core: Quantitative Foundations 3 credits</u> <u>MCL 100 3 credits</u></p>	<p>YEAR 1 – SPRING:</p>	<p><u>FR 102 4 credits</u> <u>UK Core: Statistical Reasoning 3 credits</u> <u>UK Core: II/Natural/Physical Science 3 credits</u> <u>UK Core: Comp/Com II 3 credits</u> <u>UK Core: II/Humanities 3 credits</u></p>
<p>YEAR 2 - FALL:</p>	<p><u>FR 201 3 credits</u> <u>UK Core: II/CCC in USA 3 credits</u> <u>A&S Natural Science/ A&S Lab 4 credits</u> <u>MCL Cross-disciplinary requirement 3 credits</u> <u>UK Core: II/Social Sciences 3 credits</u></p>	<p>YEAR 2 – SPRING:</p>	<p><u>FR 202 3 credits</u> <u>MCL 200 3 credits</u> <u>UK Core: II/Arts and Creativity 3 credits</u> <u>UK Core: Global Dynamics 3 credits</u> <u>A&S Natural Science 3 credits</u></p>
<p>YEAR 3 - FALL:</p>	<p><u>FR 204 3 credits</u> <u>FR 214 or 215 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 3 credits</u></p>	<p>YEAR 3 – SPRING:</p>	<p><u>FR 310 3 credits</u> <u>FR 350 3 credits</u> <u>FR 324 3 credits</u> <u>FR 344 3 credits</u> <u>+Elective(s) 3 credits</u></p>
<p>YEAR 4 - FALL:</p>	<p><u>FR 410 or 425 3 credits</u> <u>FR 470G 3 credits</u> <u>FR 311 3 credits</u> <u>FR 325 4 credits</u> <u>+Electives (s) 4 credits</u></p>	<p>YEAR 4 – SPRING:</p>	<p><u>FR 471G 3 credits</u> <u>MCL 495 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Elective(s) 3 credits</u></p>

MCL/GERMAN STUDIES

YEAR 1 - FALL	<u>UK Core: Comp/Comm I 3 credits</u> <u>GER 101 4 credits</u> <u>UK Core: Quantitative Foundations</u> <u>3 credits</u> <u>MCL 100 3 credits</u>	YEAR 1 - SPRING	<u>GER 102 4 credits</u> <u>UK Core: Statistical Reasoning 3</u> <u>credits</u> <u>UK Core: II/Natural/Physical</u> <u>Science 3 credits</u> <u>UK Core: Comp/Com II 3 credits</u> <u>UK Core: II/Humanities 3 credits</u>
YEAR 2 - FALL	<u>GER 201 3 credits</u> <u>UK Core: II/CCC in USA 3 credits</u> <u>A&S Natural Science/ A&S Lab</u> <u>4 credits</u> <u>PHI 270 3 credits</u> <u>UK Core: II/Social Sciences 3</u> <u>credits</u>	YEAR 2 - SPRING	<u>GER 202 3 credits</u> <u>MCL 200 3 credits</u> <u>UK Core: II/Arts and Creativity 3</u> <u>credits</u> <u>UK Core: Global Dynamics 3</u> <u>credits</u> <u>A&S Natural Science 3 credits</u>
YEAR 3 - FALL	<u>GER 307 3 credits</u> <u>GER 311 3 credits</u> <u>GER 317 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 3 credits</u>	YEAR 3 - SPRING	<u>GER 308 3 credits</u> <u>GER 312 3 credits</u> <u>MCL Cross-disciplinary</u> <u>requirement 3 credits</u> <u>HIS 543 3 credits</u> <u>Elective(s) 3 credits</u>
YEAR 4 - FALL	<u>GER 319 3 credits</u> <u>GER 342 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Electives (s) 4 credits</u>	YEAR 4 - SPRING	<u>GER 363 3 credits</u> <u>MCL 495 3 credits</u> <u>+Elective(s) 4 credits</u> <u>+Elective(s) 3 credits</u>

MCL/JAPAN STUDIES

YEAR 1 - FALL	<u>UK Core: Comp/Comm I 3 credits</u> <u>JPN 101 4 credits</u> <u>UK Core: Quantitative Foundations 3 credits</u> <u>MCL 100 3 credits</u>	YEAR 1 - SPRING	<u>JPN 102 4 credits</u> <u>UK Core: Statistical Reasoning 3 credits</u> <u>UK Core: II/Natural/Physical Science 3 credits</u> <u>UK Core: Comp/Com II 3 credits</u> <u>UK Core: II/Humanities 3 credits</u>
YEAR 2 - FALL	<u>JPN 201 4 credits</u> <u>UK Core: II/CCC in USA 3 credits</u> <u>A&S Natural Science/ A&S Lab 4 credits</u> <u>JPN 320 3 credits</u> <u>UK Core: II/Social Sciences 3 credits</u>	YEAR 2 - SPRING	<u>JPN 202 4 credits</u> <u>MCL 200 3 credits</u> <u>UK Core: II/Arts and Creativity 3 credits</u> <u>UK Core: Global Dynamics 3 credits</u> <u>A&S Natural Science 3 credits</u>
YEAR 3 - FALL	<u>JPN 301 3 credits</u> <u>JPN 321 or 351 3 credits</u> <u>JPN 283 3 credits</u> <u>HIS 295 3 credits</u> <u>+Elective(s) 3 credits</u>	YEAR 3 - SPRING	<u>JPN 302 3 credits</u> <u>JPN 400G 3 credits</u> <u>MCL Cross-disciplinary requirement 3 credits</u> <u>HIS 296 3 credits</u> <u>GEO/JPN 334 3 credits</u>
YEAR 4 - FALL	<u>JPN 401 3 credits</u> <u>JPN 420G 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Electives (s) 3 credits</u>	YEAR 4 - SPRING	<u>JPN 402 3 credits</u> <u>MCL 495 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 4 credits</u>

MCL/RUSSIAN STUDIES

YEAR 1 - FALL	<u>UK Core: Comp/Comm I 3 credits</u> <u>RUS 101 4 credits</u> <u>UK Core: Quantitative Foundations 3 credits</u> <u>MCL 100 3 credits</u>	YEAR 1 - SPRING	<u>RUS 102 4 credits</u> <u>UK Core: Statistical Reasoning 3 credits</u> <u>UK Core: II/Natural/Physical Science 3 credits</u> <u>UK Core: Comp/Com II 3 credits</u> <u>UK Core: II/Humanities 3 credits</u>
YEAR 2 - FALL	<u>RUS 201 4 credits</u> <u>UK Core: II/CCC in USA 3 credits</u> <u>A&S Natural Science/ A&S Lab 4 credits</u> <u>RUS 371 3 credits</u> <u>UK Core: II/Social Sciences 3 credits</u>	YEAR 2 - SPRING	<u>RUS 202 4 credits</u> <u>MCL 200 3 credits</u> <u>UK Core: II/Arts and Creativity 3 credits</u> <u>UK Core: Global Dynamics 3 credits</u> <u>A&S Natural Science 3 credits</u>
YEAR 3 - FALL	<u>RUS 301 3 credits</u> <u>RUS 372 3 credits</u> <u>RUS 370 3 credits</u> <u>HIS 385 3 credits</u> <u>+Elective(s) 3 credits</u>	YEAR 3 - SPRING	<u>RUS 302 3 credits</u> <u>RUS 525 3 credits</u> <u>MCL Cross-disciplinary requirement 3 credits</u> <u>HIS 386 3 credits</u> <u>+Elective(s) 3 credits</u>
YEAR 4 - FALL	<u>RUS 401 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Electives (s) 3 credits</u>	YEAR 4 - SPRING	<u>RUS 402 3 credits</u> <u>MCL 495 3 credits</u> <u>+Elective(s) 3 credits</u> <u>+Elective(s) 4 credits</u>



College of Arts & Sciences

Sociology Department
1515 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6896
fax 859 323-0272

www.uky.edu

August 30, 2013

Jeanmarie Rouhier-Willoughby
Chair, Department of Modern and Classical Languages
1055 Patterson Office Tower
University of Kentucky, Lexington

Dear Professor Rouhier-Willoughby,

Thanks for sharing the changes to the majors and minors in Modern and Classical Languages. The International Studies Program supports these changes to the major and the minor. These changes will offer more course options for International Studies students.

Sincerely,

A handwritten signature in cursive script, appearing to read "C. de la Torre".

Carlos de la Torre
Director, International Studies Program
Professor, Department of Sociology
University of Kentucky
1063 Patterson Office Tower
Lexington, KY 40506
859- 2576891



blue.



College of Arts and Sciences

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September 18, 2013

To Whom It May Concern:

I am writing to express my support for the redesign of the majors and minors in the Department of Modern and Classical Languages, Literatures and Cultures. The Department has proposed to unify the major/minor into a single program with various tracks. These changes emerged from a desire to eliminate administrative divisions that existed in the Department and to capitalize on the core values they hold as researchers and educators on world languages and cultures. They have chosen to redesign the program for several important reasons. The new major includes a set of core courses for all the students in the program. This step will ensure that students are aware of the essential theoretical approaches required for specialization in world languages, literatures and cultures. They will also gain a better sense of the fields of study that make up this discipline. In addition, the Department faculty is responding to a seminal Modern Languages Association report that recommended rethinking how we study language and culture in the 21st century. The Department will continue to develop innovative courses and foster interdisciplinarity in its offerings, both areas where they have a strong track record. The Department faculty represents a breadth of specialties, not only in terms of the variety of languages they teach, as well as in terms of research areas. This new major design will foster collaboration among faculty, regardless of language field, and provide students with a depth and breadth previously unavailable to students.

In sum, I am strongly in favor of this program redesign and think it will strengthen the College offerings significantly.

Sincerely,

A handwritten signature in black ink, appearing to read "M. L. Kornbluh". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mark Lawrence Kornbluh
Dean

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Kentucky

Name of Primary Department, Academic Program, or Discipline: Department of Modern and Classical Languages, Literatures and Cultures

Academic Term(s) Included: Fall 2010 to Spring 2013

Date Form Completed: 02/02/2014

1	2	3
NAME	COURSES TAUGHT	HIGHEST DEGREE
Gloria Allaire (F)	ITA 101 Elementary Italian I (UT, 4cr, F'10, F'11, F'12) ITA 102 Elementary Italian II (UT, 4cr, S'11, S'12, S'13) ITA 201 Intermediate Italian I (UT, 3cr, F'10) ITA 202 Intermediate Italian II (UT, 3cr, S'11)	PhD, University of Wisconsin
Ihsan Bagby (F)	AIS 101 Elementary Modern Standard Arabic I (UT, 4cr, F'10, F'11) AIS 102 Elementary Modern Standard Arabic II (UT, 4cr, S'11) AIS 328 Islamic Civilization I (UT, 3cr, F'11, F'12) AIS 330 Islamic Civilization II (UT, 3cr, S'11, S'13) AIS 340 Fundamentalism And Reform In Islam (UT, 3cr, F'12) AIS 395 Independent Work In Arabic/Islamic Studies (UT, 3cr, F'11) AIS 435 Topics In Islamic Studies (UT, 3cr, F'10, S'13) AIS 495G Advanced Independent Work In Arabic/Islamic Studies (UT,G, 3cr, F'10, S'11, F'11)	PhD, University of Michigan
Francis Bailey (F)	MCL 601 World Language Teaching Internship P-12 (G, 3cr, S'13) MCL 610 L2 Teaching Methods: 9-12, Adult And Advanced Learners (G, 3cr, F'12, S'13) MCL 650 Topics In Intercultural Teaching (G, 3cr, S'12,) MCL 690 Culture, Cognition And Second Language Learning (G, 3cr, S'12)	EdD, University of Massachusetts-Amherst
Jeannine Blackwell (F)	Associate Provost & Dean, N/A	PhD, Indiana University
Brenna Reinhart Byrd(F)	GER 101 Basic German (UT, 4cr, F'10, F'11, F'12) GER 202 Intermediate German (UT, 3cr, S'11, S'12) GER 206 Spoken Communication (UT, 3cr, F'10, S'11) GER 307 Intermediate German Composition And Conversation I (UT, 3cr, F'10) GER 363 Germanic Mythology (UT, 3cr, S'12) GER 652 German-Speaking Europe (G, 3cr.) GER 653 Research And Issues In Teaching German (G, 3cr, S'11, F'11, S'12, F'12, S'13) MCL 100 The World Of Language (UT, 3cr, F'11, F'12)	PhD, UCLA
Jacqueline Couti (F)	FR 203 Elementary French Conversation And Composition (UT, 3cr, F'10) FR 204 Introduction To French And Francophone Studies (UT, 3cr, F'11) FR 305 Introduction To French Literature II (UT, 3cr, S'11) FR 324 Studies In French Literature (UT, 3cr, S'13) FR 350 Francophone Cultures (UT, 3cr, F'12) FR 470G (UT,G, 3cr, F'12) FR 630 French Language, Literature And Culture Outside France (G, 3cr, F'10, S'12, S'13) MCL 650 Topics In Intercultural Teaching (G, 3cr, F'11, F'12)	PhD, University of Virginia
Stacy DuBravac (F)	LIN 517/ MCL 650 Topics In Intercultural Teaching (UT,G, 3cr, S'11) MCL 601 World Language Teaching Internship P-12 (G, 3cr, S'11, S'12) MCL 610 L2 Teaching Methods: 9-12, Adult And Advanced Learners (G, 3cr, F'10, F'11)	PhD, Pennsylvania State University

Theodore Fiedler (F)	GER 264 The German Cultural Tradition II (UT, 3cr, S'12) GER 310 German For International Business And Professions (UT, 3cr, S'11) GER 311 Introduction To German Literature: Themes (UT, 3cr, S'12) GER 630 Studies In The 20th Century (G, 3cr, F'11)	PhD, Washington University
Tatiana Filosofova (F)	RUS 125 Mapping Russia (UT, 3cr, F'12) RUS 201 Intermediate Russian I (UT, 4cr, F'12) RUS 202 Intermediate Russian II (UT, 4cr, S'13) RUS 271 Russian Culture 1900-Present (UT, 3cr, S'13) RUS 375 Seminar In Russian Film (UT, 3cr, S'13) RUS 520 Russian Translation (UT,G, 3cr, F'12)	PhD, University of St. Andrews (Scotland)
James A. Francis (F)	CLA 135 Greek & Roman Mythology (UT, 3cr, F'10, S'13) CLA 331 Gender & Sexuality In Antiquity (UT, 3cr, S'11, F'11, F'12) CLA 382 Greek & Roman Religion (UT, 3cr, S'11, S'12, S'13) CLA 524 Latin Literature Of The Republic (UT,G, 3cr, S'12)	PhD, Duke University
Hillary Herzog (F)	GER 201 Intermediate German I (UT, 3cr, F'11) GER 202 Intermediate German II (UT, 3cr, F'10, S'11) GER 206 Spoken Communication (UT, 3cr, F'11) GER 310 German For International Business And Professions (UT, 3cr, S'11) GER 312 Introduction To German Literature: Popular Forms (UT, 3cr, F'12) GER 415G/615 Major German Authors (UT,G, 3cr, F'12) GER 650 Multidisciplinary German Studies Seminar (G, 3cr, F'10)	PhD, University of Chicago
Harald Höbusch (F)	GER 101 Basic German I (UT, 3cr, F'10, F'11) GER 308 Intermediate German Composition & Conversation II (UT, 3cr, S'12, S'13) GER 507 Advanced German Composition And Conversation (UT,G, 3cr, F'10, F'11, F'12) GER 650 Multidisciplinary German Studies Seminar (G, 3cr, S'13) GER 653 Research And Issues In Teaching German (G, 3cr, F'10)	PhD, University of California-Irvine
Julie Human (F)	FR 102 Elementary French I (UT, 3cr, S'13) FR 106 Elementary French Review (UT, 5cr, F'11, S'12, F'12) FR 201 Intermediate French I (UT, 3cr, F'11, S'12, F'12, S'13) FR 344 The Literary Text (UT, 3cr, S'12) FR 606 Literature Of The Middle Ages (G, 3cr, S'13)	PhD, University of Michigan
David Hunter (F)	CLA 191 Christianity, Culture, And Society (UT, 3cr, F'10, S'12, F'12) CLA 301 Latin Literature I (UT, 3cr, F'12) CLA/HIS 391 Christians In The Roman Empire (UT, 3cr, S'11, F'12) CLA 528/628 Late Antique And Post-Imperial Latin Literature (UT,G, 3cr, F'10, F'12) HIS 330 History Of Western Religious Thought (UT, 3cr, S'11, S'12)	PhD, University of Notre Dame
Masamichi ('Marro') Inoue (F)	JPN 301 Advanced Japanese I (UT, 3cr, F'10, F'11, F'12) JPN 320 Introduction To Japanese Culture, Pre-Modern To 1868 (UT, 3cr, S'11, F'11, F'12) JPN 321 (Advanced Japanese II (UT, 3cr, F'10, S'12, S'13) ST 600 Multidisciplinary Perspectives In Social Theory (G, 3cr, S'12)	PhD, Duke University
Wei Jiang (F)	CHI 101 Beginning Chinese I (UT, 4cr, F'10, F'11, F'12) CHI 102 Beginning Chinese I (UT, 4cr, S'11, S'12, F'13) CHI 202 Intermediate Chinese II (UT, 4cr, S'12)	MA, Nanjing University (China) MS Ed, University of Kentucky
Ioana Raluca Larco (F)	ITA 011 Italian For Reading (UN, 3cr, S'11) ITA 101 Elementary Italian I (UT, 4cr, F'10, F'11, F'12, S'13) ITA 102 Elementary Italian II (UT, 4cr, S'11, S'12) ITA 201 Intermediate Italian I (UT, 3cr, F'10, F'11, F'12) ITA 202 Intermediate Italian II (UT, 3cr, S'12, S'13) ITA 263 Introduction To Italian Literature, Culture Or Film (UT, 3cr, S'11, S'12)	PhD, Indiana University

Mark Richard Lauersdorf (F)	GER 520 Special Topics Seminar (UT,G, 3cr, S'13) LIN 212 Introduction To Linguistics II (UT, 3cr, F'10) LIN 517 Special Topics In Linguistics (UT,G, 3cr, F'12, S'13) LIN 319 Historical Linguistics (UT, 3cr, S'11) LIN/ENG 211 Introduction To The Study Of Language (UT, 3cr, S'11) RUS 499 Russian Studies Capstone Seminar (UT, 3cr, S'11)	PhD, University of Kansas
Edward Lee (F)	HON 111 World Food Issues I: Seeds And Harvests (UT, 3cr, F'10, F'11) HON 201 The Early Modern World (UT, 3cr, F'10) RUS 270 Russian Culture 900-1900 (UT, 3cr, F'10, S'11, F'11, F'12, S'13) RUS 380 Nineteenth Century Russian Literature (UT, 3cr, S'11, S'12, F'S'13) RUS 403 Advanced Russian I (UT, 3cr, F'10, F'11, F'12) RUS 404 Advanced Russian II (UT, 3cr, S'11, S'12, S'13) RUS 460G Major Russian Writers (UT,G, 3cr, F'12) RUS 499 Russian Studies Capstone Seminar (UT, 3cr, S'12)	PhD, University of Pittsburgh
Liang Luo (F)	CHI 301 Advanced Intermediate Chinese I (UT, 3cr, F'10, F'11) CHI 320 Gender Politics In Chinese Literature (UT, 3cr, F'11) CHI 321 Introduction To Contemporary Chinese Film (UT, 3cr, F'10, F'11) CHI 331 Introduction To Chinese Culture 1840 To Present (UT, 3cr, S'12, S'13) CHI 401 Advanced Chinese I (UT, 3cr, F'12) CHI 402 Advanced Chinese II (UT, 3cr, S'12, S'13) CHI 430 Popular Culture In Modern China (UT, 3cr, F'12)	PhD, Harvard University
Hubert Martin (F)	CLA 252 Intermediate Greek II (UT, 3cr, S'12) CLA 302 Latin Literature II (UT, 3cr, S'11) CLA 551/651 Greek Poetry And Drama (UT,G, 3cr, F'10, S'12) CLA 555/655 Greek Prose (UT,G, 3cr, S'11, S'12, S'12)	PhD, Johns Hopkins University
Milena Minkova (F)	CLA 201 Intermediate Latin I (UT, 3cr, F'10) CLA 211 Accelerated Latin (UT, 3cr, F'12) CLA 301 Latin Literature I (UT, 3cr, F'11) CLA 501 Latin Composition (UT,G, 3cr, F'10, F'11, F'12) CLA 521 Advanced Latin Composition And Reading (UT,G, 3cr, S'13) CLA 524/624 Latin Literature Of The Republic (UT,G, 3cr, S'11) CLA 612 Latin Of The Middle Ages To The Modern World (G, 3cr, S'11, F'11,S'13) CLA 624 Latin Literature Of The Republic (G, 3cr, F'11)	PhD, University of Sophia (Bulgaria) PhD, Pontifical Salesian University (Rome)
Joseph O'Neil (F)	GER 202 Intermediate German II (UT, 3cr, F'11, S'12) GER 308 Intermediate German Composition And Conversation II (UT, 3cr, S'11) GER 311 Introduction To German Literature: Themes (UT, 3cr, S'13) GER 317 History Of German Culture (UT, 3cr, F'10, F'11) GER 342 War, Peace, And Terror In Germany And Europe (UT, 3cr, S'11) GER 352 German-Speaking Europe (UT, 3cr, F'10) GER 625 Studies In The 18th Century (G, 3cr, S'11, S'13)	PhD, Indiana University
Nobuko Patton (F)	JPN 101 Beginning Japanese I (UT, 4cr, F'10) JPN 102 Beginning Japanese II (UT, 4cr, S'11) JPN 201 Intermediate Japanese I (UT, 4cr, F'10) JPN 202 Intermediate Japanese II (UT, 4cr, S'11)	MA, University of Kentucky
Jeffrey N. Peters (F)	FR 103 French Cinema (UT, 3cr, F'10, F'11, F'12) FR 225 French Film Noir (UT, 3cr, S'12, S'13) FR 304 Introduction To French Literature I (UT, 3cr, F'10) FR 609 Seventeenth-Century Studies (G, 3cr, F'11, F'12)	PhD, University of Michigan
Jane Phillips (F)	CLA 211 Accelerated Latin (UT, 3cr, F'10) CLA 350 Preparing to Read Greek Texts (UT, 3cr, F'11, F'12) CLA 395 Independent Study in Greek (UT, 3cr, F'10) CLA 525/625 Latin Literature Of The Empire (UT,G, 3cr, F'11, F'12)	PhD, University of North Carolina at Chapel Hill

Suzanne R. Pucci (F)	FR 324 Studies In French Literature (UT, 3cr, F'11) FR 504 Topics In French Literature And Culture (UT,G, 3cr, S'11) FR 617 Eighteenth-Century Studies (G, 3cr, F'10) FR 619 Nineteenth-Century Studies (G, 3cr, S'12) ITA 101 Elementary Italian I (UT, 4cr, F'11)	PhD, Syracuse University
Robert Rabel (F)	CLA 524/624 Latin Literature Of The Republic (UT,G, 3cr, F'10) CLA 551/652 Greek Poetry And Drama (UT,G, 3cr, F'11) CLA 555/655 Greek Prose (UT,G, 3cr, F'12)	PhD, University of Michigan
Nels "Jeff" Rogers (F)	GER 105 German Film Today (UT, 3cr, S'11, F'11, S'13) GER 307 Intermediate German Composition And Conversation I (UT, 3cr, F'11, F'12) GER 319 Contemporary German Literature And Culture (UT, 3cr, F'11, F'12) GER 361 German Cinema (UT, 3cr, S'11, S'12, S'13) GER 416G/616 Genres Of German Literature (UT,G, 3cr, S'12) GER 495 German Studies Capstone (UT, 3cr, S'11, S'12) GER 721 Special Topics In German Literary And Cultural History (G, 3cr, S'13)	PhD, University of Pennsylvania
Jeanmarie Rouhier-Willoughby (F)	LING 318 Semantics And Pragmatics (UT, 3cr, S'11) LING 517 Special Topics In Linguistics (UT,G 3cr, S'11) MCL 270 Introduction To Folklore And Mythology (UT, 3cr, F'11) RUS 201 Intermediate Russian I (UT, 4cr, F'10) RUS 370 Russian Folklore (UT, 3cr, F'10, F'11, F'12) RUS 400G Russian Cultural Studies (UT,G, 3cr, S'12) RUS 499 Russian Studies Capstone Seminar (UT, 3cr, S'11)	PhD, University of Virginia
Cynthia Ruder (F)	RUS 101 Elementary Russian I (UT, 4cr, F'10, F'11, F'12) RUS 102 Elementary Russian II (UT, 4cr, F'10, S'13) RUS 201 Intermediate Russian I (UT, 4cr, F'11) RUS 202 Intermediate Russian II (UT, 4cr, F'10) RUS 463 Russian Film And Theater (UT, 3cr, S'13)	PhD, Cornell University
Leon Sachs (F)	FR 204 Introduction To French And Francophone Studies (UT, 3cr, F'10, S'11) FR 325 French Cinema (UT, 3cr, F'11, F'12) FR 335 War, Literature, Film (UT, 3cr, S'12) FR 344 The Literary Text (UT, 3cr, S'13) FR 350 Francophone Cultures (UT, 3cr, S'12) FR 406 Advanced French Grammar And Composition (UT, 3cr, F'10) FR 471G Topical Seminar II (UT,G, 3cr, S'13) FR 621 Twentieth-Century Studies (G, 3cr, S'11, F'11, F'12)	PhD, Yale University
Jeorg Ellen Sauer (F)	FR 011 French For Reading Knowledge (UN, 3cr, F'10, F'11, F'12) FR 103 French Cinema (UT, 3cr, F'10, F'11, F'12) FR 201 Intermediate French I (UT, 3cr, S'11) FR 202 Intermediate French II (UT, 3cr, S'13) FR 203 Elementary French Conversation And Composition (UT, 3cr, S'11) FR 204 French Culture: Readings And Conversation (UT, 3cr, S'12, F'12, S'13) FR 214 France Today (UT, 3cr, S'12, F'12) FR 215 Visual Cultures (UT, 3cr, F'11, S'13) FR 225 French Film Noir (UT, 3cr, S'12, S'13) FR 261 Masterpieces Of French Literature In Translation (UT, 3cr, S'11)	MA, University of Kentucky
Doug Slaymaker (F)	JPN 283 Japanese Film (UT, 3cr, S'13) JPN 351 The Japanese Experience Of The Twentieth Century (UT, 3cr, F'12) JPN 400G Topics In Japan Studies (UT,G, 3cr, F'11, 2'12) JPN 401 Advanced Japanese III (UT, 3cr, F'11) JPN 421G Contemporary Literary And Visual Arts Of Japan (UT,G, 3cr, F'12)	PhD, University of Washington

Jennifer Tunberg (F)	CLA 201 Intermediate Latin I (UT, 3cr, F'12) CLA 202 Intermediate Latin II (UT, 3cr, S'13) CLA 301 Latin Literature I (UT, 3cr, F'10) CLA 302 Latin Literature II (UT, 3cr, S'12) CLA 528/628 Late Antique And Post-Imperial Latin Literature (UT,G, 3cr, S'13) HON 101 The Ancient World (UT, 3cr, F'10, F'11) HON 105 The Medieval And Renaissance World (UT, 3cr, S'11, S'12)	D Phil, St. Anne's College, Oxford University
Terence Tunberg (F)	CLA 151 Elementary Greek I (UT, 4cr, F'10, F'12) CLA 152 Elementary Greek II (UT, 4cr, S'13) CLA 251 Intermediate Greek I (UT, 3cr, F'11) CLA 521 Advanced Latin Composition And Reading (UT,G, 3cr, S'11, S'12) CLA 611 Latin Of Ancient Rome And The Middle Ages (G, 3cr, F'10, F'12) CLA 612 Latin Of The Middle Ages To The Modern World (G, 3cr, F'11)	PhD, University of Toronto
Matthew Wells (F)	CHI 201 Intermediate Chinese I (UT, 4cr, F'10, F'11) CHI 302 Advanced Intermediate Chinese II (UT, 3cr, S'11, S'12) CHI 330 Introduction To Chinese Culture, Pre-Modern To 1840 (UT, 3cr, F'10, F'11, F'12) CHI 450 Daoism: East And West (UT, 3cr, F'12) CHI 511 Literary Chinese (UT, G, 3cr, S'12) ST 600 Multidisciplinary Perspectives In Social Theory (G, 3cr, S'11)	PhD, University of Oregon
Linda Worley (F)	GER 103 Fairy Tales In European Context (UT, 3cr, S'11, S'12, F'12) GER 312 Introduction To German Literature: Popular Forms (UT, 3cr, F'10, F'11) GER 416G/616 Genres Of German Literature (G, 3cr, S'11, F'12) GER 420G/520 Special Studies In German Literary And Cultural History (G, 3cr, S'12) GER 629 Studies In The 19th Century (G, 3cr, F'11)	PhD, University of Cincinnati
Ghadir Zannoun (F)	AIS 101 Elementary Modern Standard Arabic I (UT, 4cr, F'11, F'12) AIS 102 Elementary Modern Standard Arabic II (UT, 4cr, S'11, 2'13) AIS 201 Intermediate Modern Standard Arabic I (UT, 4cr, F'12) AIS 202 Intermediate Modern Standard Arabic II (UT, 4cr, S'13) AIS 301 Colloquial Arabic I (UT, 3cr, F'11, F'12) AIS 302 Colloquial Arabic II (UT, 3cr, S'12) AIS 338 Women And Islam (UT, 3cr, S'12) AIS 435 Topics In Islamic Studies (UT, 3cr, S'13)	PhD, University of Arkansas
Sadia Zoubir-Shaw (F)	FR 306 Intermediate French Composition (UT, 3cr, F'10, S'11) FR 307 French For Business And Economics (UT, 3cr, S'11, S'12, S'13) FR 310 French Phonetics (UT, 3cr, F'10, F'11, F'12) FR 311 Introduction To French Linguistics (UT, 3cr, F'11) FR 350 Cultural Profiles Of France (UT, 3cr, F'10) FR 410 French In Performance (UT, 3cr, F'12) FR 471G Topical Seminar II (UT,G, 3cr, S'12) FR 612 Structure And Stylistics Of French (G, 3cr, S'11, S'13) LIN 517 Special Topics In Linguistics (UT,G, 3cr, S'12, F'12)	Doctorat, Université de Provence (France)

University Senate
November 10, 2014

Rescind Double Major and Bestow Dual Degree

Background: A college has contacted the Senate Council office and acknowledged a case of administrative error regarding the May 2014 degree list.

A student graduated from UK in May 2014 with a double major (both majors in the same college). Prior to graduation, the advisor did not point out the difference between a double major and a dual degree. The student thought he was on the path for a dual degree, based on the number of credits he had completed, as well as an assumption that a “double major” meant “dual degree.” The outcome was that he graduated with a double major instead of what he wanted, which was a dual degree.

The student has completed all the requirements for each of the dual degree. The College in question supports rescinding the double major and instead awarding the student dual degrees, due to administrative error.

Recommendation: that the Senate move to amend something previously adopted (May 2014 degree list) by rescinding the double major degree for the student in question, and in its place bestowing a dual degree.