University Senate Agenda

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

Monday, March 9, 2009

1. Minutes and Announcements
    - Minutes from February 9 pg. 2-10
2. Memorial Resolution for College of Design Professor Stephen Deger pg. 11-12
3. Annual State of the Library Address - Libraries Dean Carol Diedrichs
4. New Graduate Certificate: Global Health pg. 13-23
5. New Bachelor of Arts Degree: Gender and Women's Studies pg. 24-44
6. Update on Curricular Teams pg. 45-69
7. Revisiting the New Distance Learning Form pg. 70-71
    - Newly Revised Course Change Form pg.72-74
8. New Graduate Certificate: Assistive and Rehabilitation Technology pg. 75-81
9. Change to College of Engineering Probation and Suspension Rules pg.82-83
10. Informational Presentation on UK's Advising Network
11. Proposed Resolution Regarding Tenure and the Kentucky Community and Technical College System pg. 84

Next Meeting: April 13, 2009

University Senate
February 9, 2009

The University Senate met in regular session at 3 pm on Monday, February 9, 2009 in the Auditorium of the W. T. Young Library. Below is a record of what transpired. All votes were taken via a voice vote unless indicated otherwise.

Chair David Randall called the University Senate (Senate) meeting to order at 3:04 pm.

1. Minutes from December 8 and Announcements
The Chair noted that one correction was made to the minutes after being distributed to senators. Hayes **moved** to approve the minutes from December 8, 2008 as amended and Bollinger **seconded**. A **vote** was taken and the motion passed without dissent.

Turning to announcements, the Chair noted that in terms of expenses, paper was second only to personnel costs in the Office of the Senate Council (OSC). He said paper copies of meeting agendas ("handout") would be gradually phased out to save on paper costs and trees, although a senator who wished to reserve a hard copy of the handout should simply alert the OSC in advance of the meeting.

Bollinger commented that since many senators would merely print out their own copies, there would be no change to the amount of paper used, only to which office supplied the paper for printing, which Randall acknowledged. Peterson explained that she reviewed the agenda in advance, printed what hard copies she needed, and followed along with the rest of the agenda on a laptop.

The Chair said that a complete handout was provided for the day's meeting, but that as mentioned, if a senator needs a paper copy, s/he merely needs to contact the OSC and request a paper copy in advance.

Regarding waivers, the Chair explained that the Senate Council (SC) voted to allow a student to earn a fourth bachelor's degree, waiving the limitation in the *Senate Rules* (*SR*) of two bachelor's degrees.

Yanarella, senator and trustee, is scheduled to give the 2009 Chellgren Center kickoff address on February 12.

The Staff Senate is collecting pennies to benefit pediatric oncology – senators were given a complete list of drop-off points for pennies in the handout.

Revisions to the *Administrative Regulations* (*AR*) *II-1.0-1 (Parts I – III)* (pertaining to tenure) have been reviewed by the SC and others over the past few months. Six months ago, in the first round, pages I-III of *AR II-1.0-1* were combined into a single *AR* on faculty policies and procedures, and it was reorganized to improve the usability of the regulation. A recent round of revision was precipitated by the Provost's whitepaper on Top 20 Faculty Policies; among the changes being looked at carefully are a

comprehensive tenure review and explicit language for terminal reconsideration of tenure after a negative tenure decision in the previous year. The Chair noted that the comprehensive review would be one that could not be stopped by a dean and would be initiated sometime at or before the sixth year. The next consideration is under what circumstances would a terminal year review be allowed; the Chair said that the SC was discussing the issue aggressively and that the Senate would be kept informed and would have an opportunity in the future for input on the language.

2. Program Deletion - Minor in Quantitative Financial Analysis

The Chair invited Scott Kelley, director of the School of Management in the Gatton College of Business and Economics, to explain the proposal. Guest Kelley said that the minor had been approved about five years ago and since that time, to his knowledge there had never been a student pursuing the minor. There has been a bit of a shift in the focus of finance faculty away from the minor's topic. That, coupled with a lack of student demand and an inability to resource the minor, was the impetus for the School of Management to request deletion of the minor.

Bollinger **moved** to approve the deletion of the minor in Quantitative Financial Analysis and Steiner **seconded**. Snow referred to the current national financial crisis and asked if it was possible that the area of quantitative financial analysis could be a hot topic in the future. Kelley replied that two of the three courses required for the minor would remain available. The Chair noted that the proposal was positively recommended by the SC and that the SC had wondered about the possibility of suspending the program instead of deleting it. Kelley said that he appreciated the comments of Steiner during the SC's review of the deletion; Steiner was of the opinion that if there were no expectation of offering the program in the near future, it would be more honest to delete the minor rather than suspend it. Steiner added that the minor would remain in the Bulletin if it were to be suspended instead of deleted, and that he still thought deleting the proposal was more appropriate.

In response to Moliterno's question as to whether there were any lessons the Senate could learn from the approval and subsequent deletion of the minor, Kelley opined that he was not able to answer that question because he had not been overly involved in the creation of the minor. He said it was possible that the original proposal would have benefitted from a a better job of assessing student demand.

There being no further comments or questions, the Chair called for a **vote** on the motion to approve the deletion of the minor in Quantitative Financial Analysis. The motion **passed** without dissent.

3. Graduate Certificate in Distance Education

The Chair invited Doug Smith, from the Department of Curriculum and Instruction in the College of Education, to explain the proposal for a new Graduate Certificate in Distance Education. Guest Smith explained that both the Department of Special Education and Rehabilitation Counseling and the Department of Curriculum and Instruction were heavily involved in distance education matters for years. Each department had plans to create its own graduate certificate, but opted to instead create one graduate certificate with two tracks.

Hayes **moved** to approve the new Graduate Certificate in Distance Education, effective immediately. Parker **seconded**. There being no discussion regarding the proposal, a **vote** was taken and the motion **passed** without dissent.

4. New Dual Degree Program: PharmD and Masters of Public Health

The Chair invited Kelly Smith, from the Department of Pharmacy Practice and Science in the College of Pharmacy, to explain the proposal. Guest Kelly said that the proposal was similar to other dual degree programs with colleagues in Public Administration and Business Administration.

Moliterno **moved** approve the creation of a new dual degree program of a PharmD and Masters of Public Health. Chappell **seconded**.

In response to a question from Wood, Smith explained that the student would pay tuition based on the area in which the student had primary enrollment for the semester, which would likely be in the College of Pharmacy for the majority of the time. Responding to concerns from Tagavi about an undergraduate degree, Smith stated that a student must achieve the PharmD degree prior to the MS in Public Health. If the student was struggling, and as long as the BS requirements were met, a student could just earn a BS with the MS in Public Health.

There being no further comments, a **vote** was taken on the motion to approve the new dual degree program of a PharmD and Masters of Public Health. The motion **passed** without dissent.

5. Informational Presentation on Coldstream Research Campus

The Chair invited Vice President for Commercialization and Economic Development Len Heller to give his presentation on Coldstream Research Campus, which he did. After speaking for about 10 minutes, he invited questions.

Yanarella asked if Coldstream Research Campus was a money-making enterprise for UK, and if not, when would it be? Heller replied that the primary source of revenue came from leases for the use of the land. Due to costs, UK cannot build roads or raise buildings on its own there, but it can give developers a large space of land, on which they can construct buildings and create roads.

The Chair thanked Heller for his presentation.

6. New Distance Learning Form

The Chair explained that the Senate was being asked to approve part of a process, and not necessarily the form itself. In order to satisfy accreditation processes, new review procedures had been developed for proposals to change the delivery mode of instruction, i.e. utilize distance learning (DL). The Chair explained that the DL Form in the handout was based upon a SACS policy statement regarding distance education. The Chair clarified that the Senate was not being asked to approve the form, since it would unwieldy to request Senate approval of any change to the form, but rather was being asked to approve the requirement of submitting the form with requests for change in delivery method.

Yanarella **moved** to approve the requirement that the Distance Learning Form be submitted with any course form requesting distance learning delivery. D. Anderson **seconded**. Yost noted that at the top of the form there was language stating that the DL Form was intended to be used in conjunction with requests to change the delivery mode. He wondered about requiring the form for any request to make any type of change to a course, not just a change in the delivery mode.

Dean Blackwell commented that the new form was done in conjunction with a variety of other DL initiatives. She noted that Distance Learning Programs has posted an online toolkit to help guide faculty through the process of developing DL courses. She added that an advisory committee was being formed to review currently existing courses and programs that have been designated as DL, and will use "Quality Matters," a national assessment tool, to ensure the included courses and programs are delivered in accordance with the SACS definition of DL and that quality measures have been reviewed, which SACS will expect during the next accreditation visit. She said that she would be in contact with various individuals about the schedule of the review, as appropriate.

Yost again asked why there would be no requirement to submit the DL Form when any change to the course was made, not just a change regarding delivery mode. He also wondered about use of the DL Form for courses that had already been approved for DL delivery. Wood supported Yost's comments and opined that if a course was already approved for DL delivery and any change was requested, the DL Form should be submitted again, since it was possible that a change in the course content could affect the course delivery mode.

Mitchell commented that although the Senate was not being asked to approve the particular form, the wording of the motion (specifically "the") implied that the DL Form presented to the Senate was indeed being approved, not just the requirement to use the form. Mitchell **offered a friendly amendment** to change "the" to "a" in the motion's wording. Yanarella commented that it was his interpretation that the Senate was being asked to require the use of the DL Form, not to approve the contents of the DL Form. He acknowledged that the proposed friendly amendment add clarity, and said that he **accepted** Mitchell's friendly amendment. D. Anderson also **accepted** the friendly amendment, so the new wording was changed to read as follows: Senate moves to approve the requirement that a Distance Learning Form be submitted with any course form requesting distance learning delivery.

Yost reiterated that he would like to see a requirement that the DL Form be submitted when there was any change to any DL course, not just a change in the delivery mode. Tagavi wondered if there should be a requirement to submit the DL Form even if a course was changed via a minor change request.

Bollinger stated that he was rather uncomfortable with the vagueness of the motion – he was not clear on which form had to be submitted (because the motion language had changed and could apply to any DL form, not just the one presented to the Senate), and he was also not clear on the circumstances under which the DL Form had to be submitted. Bollinger **moved** to table the proposal for a New Distance Learning Form until the March Senate meeting. Jones **seconded**.

Mrs. Brothers commented that the DL Form was currently posted online and was marked with "Pending University Senate Approval"; she wanted senators to know that it was being utilized while Senate deliberations were continuing. No one expressed any concern about the ongoing use of the DL Form in its current state.

A **vote** was taken on the motion to table the proposal for a New Distance Learning Form until the March Senate meeting. The results of the vote were not clear after a voice vote was taken, so the Chair called again for a vote, this time by a show of hands. The **motion** to table subsequently **passed** with 38 senators in favor and 20 against.

7. New University Senate Syllabi Guidelines

The Chair explained that the Senate was being asked to approve new University Senate Syllabi Guidelines for faculty to use as guidelines when preparing syllabi for course applications for submission to an academic council (Graduate Council, or GC; Health Care Colleges Council, or HCCC; and Undergraduate Council, or UC). The Syllabi Guidelines are based on wording from the Ombud and from input received.

D. Williams **moved** to approve the use of the Syllabi Guidelines by the Graduate Council, Health Care Colleges Council and the Undergraduate Council when reviewing course applications. Chappell **seconded**.

Troske asked if faculty at large would be bound by the Syllabi Guidelines; Tagavi (senator and Ombud) replied that that was not the case – the Syllabi Guidelines were designed to give uniformity amongst the GC, HCCC and UC when reviewing course applications. The Syllabi Guidelines would be neither retroactive nor would faculty at large be expected to adhere to them; the Syllabi Guidelines were intended to be used by the academic councils, within the Senate apparatus.

After a few additional comments, a **vote** was held on the motion to approve the use of the Syllabi Guidelines by the Graduate Council, Health Care Colleges Council and the Undergraduate Council when reviewing course applications. The motion **passed** with none opposed.

8. New University Scholars Program: BS Hospitality Management and Tourism & MS Hospitality and Dietetics Administration

The Chair invited Janet Kurzynske, from the Department of Nutrition and Food Science in the College of Agriculture to the podium. Guest Kurzynske explained that there are three majors in the Department of Nutrition and Food Science – Hospitality Management, Human Nutrition, and Dietetics. She said that students in the bachelor's program in Human Nutrition typically went into other related areas, such as pharmacy, physical therapy, etc., and not necessarily into a master's program in human nutrition.

Kurzynske said that students in the undergraduate programs typically ended their four years of academics with an internship at a particular organization, which was frequently followed by a job offer

from the internship organization. In such situations, pursuing a graduate degree was not seen by students as favorable. Kurzynske noted that if approved, students in the University Scholars Program between a BS in Hospitality Management and Tourism and an MS in Hospitality Management would be allowed to have up to 12 hours of credits count toward both the BS and MS.

McNeil **moved** approve the new University Scholars Program of a BS Hospitality Management and Tourism and an MS Hospitality and Dietetics Administration. D. Williams **seconded**. In response to a question by Troske, Kurzynske assured him that there was indeed student demand for the proposed program – even if a student were offered a very good starting salary after the end of an internship, students were more likely to pursue a graduate degree if they could use one semester's work to satisfy both the BS and MS.

There being no further discussion, a **vote** was taken on the motion to approve the new University Scholars Program of a BS Hospitality Management and Tourism and an MS Hospitality and Dietetics Administration. The motion **passed** without dissent.

9. New University Scholars Program: BS Dietetics & MS Hospitality and Dietetics Administration
Kurzynske explained this proposal, as well. She said that in order for students enrolled in Dietetics to become a registered dietitian, an internship program must be completed, and in order to complete an internship program, students had to be admitted to the Graduate School. Even though students have to complete 148 credit hours, plus a seven-month internship, to earn the BS, many students do proceed to the master's degree. Kurzynske noted, though, that there was a desire to give students a bit more flexibility since there were so many hours required just for the BS.

Bollinger **moved** that the Senate approve the new University Scholars Program of a BS Dietetics and an MS Hospitality and Dietetics Administration. Chappell **seconded**. Kurzynske confirmed for Bollinger that if a student took a 400G-level course as a part of this USP program, the hours would count towards both undergraduate and graduate credit.

Wermeling asked about how such a proposal would affect the scholarly productivity of faculty. Kurzynske replied that the proposal would hopefully attract more graduate students, which would aid in the production of presentations and research papers.

There being no further discussion, a **vote** was taken and the motion to approve the new University Scholars Program of a BS Dietetics and an MS Hospitality and Dietetics Administration **passed** with none opposed.

10. 2009 Honorary Degree Nominees
The Chair noted that his previous request for senators to communicate with their constituencies did not apply to the agenda item regarding honorary degrees. He said it was important to keep the names confidential until such time as the Board of Trustees met and ultimately approved the nominees. He noted that even the meeting minutes would not contain the nominees' names.

The Chair suggested that senators discuss each nominee separately, but that if there was no objection, one motion could be made to approve all three nominees at once. The Chair invited Dean Blackwell, chair of the University Joint Committee on Honorary Degrees (UJCHD), to describe the first nominee, which she did.

When Dean Blackwell was done describing the first nominee, Jones asked for additional information regarding why the first nominee was particularly distinguished. Kalika spoke up; he said that he had no involvement with the UJCHD deliberations, but that he was pleased to see the nomination. Kalika went on to offer additional information regarding the candidate's credentials.

Troske referred to his status as a first-term senator and asked for some basic information about honorary degrees in general and the conditions of merit for nominees. Dean Blackwell explained that the purpose of an honorary degree is to reward excellence and long-standing performance at the premier level in any discipline, not just academic disciplines. There was a desire for some type of connection to Kentucky and/or the University of Kentucky (through contributions to UK, a personal connection to UK, etc.), although that was not required to be nominated.

The Chair commented that as chair of the Senate Council, he was involved in the selection process – he said that he had not observed a series of more careful or heart-wrenching decisions as the UJCHD reviewed the many nominations and ultimately came up with three nominees.

In response to a variety of questions about the usefulness of offering an honorary degree to a person who has already earned one undergraduate and two graduate degrees from UK, Dean Blackwell explained that the titles of honorary degrees differed from earned degrees (the honorific is obvious in the degree type awarded). In addition, such awards would be listed separately on the curriculum vitae, under a heading pertaining to honors and awards.

Jones asked about the honorary degree type to be awarded – Dean Blackwell replied that it would be an Honorary Doctorate of Engineering.

There being no further questions, the Chair suggested Dean Blackwell present the second nominee, which she did. There were no comments about the second nominee.

Dean Blackwell then presented information about the third nominee and there were no questions posed by senators. In response to a question from Jones about the degree types for the nominees, the Chair showed senators a PowerPoint slide that identified the proposed honorary degree types for the first, second and third nominees as an Honorary Doctor of Engineering, an Honorary Doctor of Science, and an Honorary Doctor of Letters, respectively.

There being no further discussion, D. Anderson **moved** that the elected faculty representatives of the Senate approve each nominee submitted by the University Joint Committee on Honorary Degrees and

each associated degree type, and send the recommendations to President Todd in his role as the Chair of the Senate for submission to the Board of Trustees. Chappell **seconded**. A **vote** was taken and the motion **passed** with none opposed.

11. December 2008 List of BCTC Candidates for Credentials

The Chair requested a motion to approve the December 2008 list of Bluegrass Community and Technical College Candidates for Credentials.

Jones **moved** that the elected university faculty senators approve the December 2008 Bluegrass Community and Technical College list of candidates for credentials, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board of Trustee. D. Williams **seconded**. There being no comments or questions, a **vote** was taken and the motion **passed** without dissent.

12. Update on Curricular Teams

The Chair said that he wanted to give senators an update on the 10 curricular teams. He said that the process for identifying the members of each committee began when Provost Subbaswamy submitted some suggestions to the SC. The SC agreed to one-third of the Provost's suggestions, then the SC came up with an additional one-third of names, and the other third were those names that were purely within the purview of Provost Subbaswamy. A total of about 130 names were identified and all but a handful of those contacted agreed to serve. By the time of the Senate meeting, every curricular team had met at least once. He said that senators would shortly be shown a SharePoint site where activities of the curricular teams could be reviewed, via curricular team rosters, documents and meeting notes. He said the intent was to make the process as open as possible so that any faculty member will be able to see all the activities involved as GenEd moves forward.

Regarding the timing of presentations to the Senate regarding the curricular teams, the Chair noted that while the original intent was to have a first reading in March and then a vote in April on the work of the curricular teams, it is unlikely that the curricular teams will have completed their tasks by early March. Therefore, the Chair informed senators that the first reading and subsequent vote would take place in April and May, respectively.

The Chair asked Provost's Liaison to the Senate Council Richard Greissman to walk senators through the SharePoint GenEd site. Chappell asked Greissman to first explain the eleventh team, a co-curricular team, to senators. Guest Greissman replied that individuals from the Advising Network and Student Affairs had been specifically working on co-curricular matters for about two years, which started with Provost Subbaswamy's call for a "war on attrition." The group submitted a final report after two conferences, and the Provost thought the report came at a propitious time, as the curricular teams were being formed. Although there were 10 faculty curricular teams, the Provost wanted to also recognize and use the report regarding co-curricular matters. The Provost asked the Advising Network and Student Affairs to each recommend five individuals to serve on an eleventh team, that of a co-curricular team. The focus of the co-curricular team is to reinforce the GenEd aspects that fall outside the classroom.

Greissman reported that the co-curricular team met for the first time during the past week, and would be watching the actions of the 10 curricular teams; recommendations would be offered as appropriate. Dean Blackwell added that the co-curricular team would look at things like experiential and career internships, as well as study abroad and the possibility of an online student portfolio which could be aligned with a new GenEd.

Greissman then proceeded to walk senators through the GenEd SharePoint site; he showed senators how to navigate to rosters, team documents and meeting notes. He added that the SharePoint site address was difficult to memorize, but anyone with a myUK ID would be able to log in via the GenEd SharePoint Website. The Chair mentioned that faculty could also contact Greissman personally if problems with logging in were encountered.

There being no further business to attend to, the meeting was adjourned at 4:36 pm.

Respectfully submitted by Stephanie Aken,
University Senate Secretary.

Absences: Adams; Arnold; Atwood*; Barnes*; Bernard; Bishop*; Blades; Brown, J.; Brown, S.; Crofford; Desormeaux; Effgen*; English*; Enlow; Ettensohn; Fox; Gonzalez*; Graham; Griffith*; Hoffman; Houtz*; Hughes; Jackson, V.; Jackson, J.; Jung; Kidwell*; Kirschling; Leibfreid; Lester; Marano; Martin; McCorvey; Mehra*; Mendiondo*; Miller, B.*; Miller, J.*; Mobley; Moise; Montell; Nardolillo; Parrot; Pauly*; Perman; Perry; Richard; Roorda; Sandidge*; Santhanam*; Sawaya; Schoenberg*; Segerstrom*; Shay; Smith, M.S.; Starr-LeBeau*; Stenhoff*; Subbaswamy; Sudharshan; Swanson*; Telling*; Terrell; Thompson; Todd; Tracy; Turner; Viele; Waterman; Watt; Webb; Williams, G.; Wiseman; Witt, D.; Witt, M.; Woods; Wyatt.

Prepared by Sheila Brothers on Wednesday, February 11, 2009.

* Denotes an absence explained prior to the meeting

Memorial Resolution
Presented to the University of Kentucky Senate
March 9th, 2009

STEPHEN C. DEGER
1939-2009
Professor of Architecture
University of Kentucky College of Design

Stephen C. Deger, Professor of Architecture at the University of Kentucky, died January 8, 2009 of natural causes at his home in Lexington, Kentucky.

Professor Stephen Deger always knew that he wanted to design buildings. It was this desire that guided him through a successful career as an architect and an educator. He received his B.S. in Architecture from the University of Cincinnati in 1963, and his M.S. in Architectural Engineering from the University of Illinois, Champaign-Urbana, in 1966. He began teaching at the University of Kentucky College of Architecture in the fall of 1966 and taught here continuously until his passing in the fall of 2008.

Professor Deger was passionate about architecture, but he was even more passionate about the work of his students. He was a truly inspirational teacher, mentor and colleague, and he touched all those fortunate enough to have known him. His students remember fondly his unique ability to both challenge and inspire, while his colleagues and friends will always remember his wit, intelligence, and selflessness.

Friends of Professor Deger shared these memories of his endearing idiosyncrasies: he loved Reese's Peanut Butter Cups to a fault; he spent hours in libraries reading Mid-Century Modernist magazines; and he loved to explore the built environment by attending real estate open houses.

A former student, Brian Stephen Rosen (Class of 2001), had this to say about Professor Deger: "He changed my life. I remember when I came to visit UK's campus, trying to find a home in architecture and not sure of my abilities or myself. Professor Deger believed in my potential, he believed that anyone with the heart and passion for architecture could be a part of it. That is such an important ingredient in a professor and teacher. I feel very fortunate that our paths crossed. I will always remember Professor Deger. Thank you for believing."

Another of his former students and colleague who is now an architect and professor remembered Professor Deger this way: "As we traverse through life there are milestones. We may not recognize them when they are in front of us, but when we look back they are clearly visible. Stephen C. Deger is responsible for a number of those moments in my life. As a student in Professor Deger's third year studio I

learned, more than any anywhere else, analytical thinking and creativity. Stephen opened the doors for me and influenced my development as an architect and a teacher. He was a mentor and a friend and I am deeply in his debt."

We celebrate Stephen's life, his quiet demeanor, his quirkiness, his insight, his wonderful sense of humor, and most of all his teaching. Stephen was a devout Christian and I believe that in his eternal life he will have the great pleasure of knowing how many lives that he touched and changed for the better. Well done, Stephen!"

Stephen C. Deger changed lives one at a time and as a result he left the University of Kentucky and this world a better place than he found it. His contribution will endure for years to come. In honor of Stephen's ability to change the lives of so many incoming undergraduates, the Stephen C. Deger Scholarship fund has been established.

The College of Design will hold a Memorial service for Stephen Deger on Tuesday, April 14, at 6:00 p.m. in the Student Center Theater. The service will be followed by a reception in Pence Hall.

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Title: **New Graduate Certificate Proposal – Global Health**

Proposal Contact: **Dr. Claudia Hopenhayn**
121 Washington Avenue, Room 213
219-0773 ext 307 or via email at cmhope0@uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed By	Contact person	Consequences of Review	Date of Proposal Review	Review Summary Attached?
Academic Affairs Committee	Marta Mendiondo, Chair	Approved	4-9-08	Yes
Faculty Council	Glyn Caldwell, Chair	Approved	4-10-08	Yes
CPH Dean	Stephen Wyatt, Dean	Approved	3-31-08	Yes
Office of Academic Affairs	Linda Alexander, Associate Dean	Approved	1-18-08	Yes

UNIVERSITY OF KENTUCKY

Dream · Challenge · Succeed

COLLEGE OF PUBLIC HEALTH

M E M O R A N D U M

TO: **Health Care Colleges Council**

FROM: **Linda A. Alexander, EdD**
Associate Dean for Academic Affairs

SUBJECT: **New Certificate Proposal – Global Health**

DATE: **April 23, 2008**

It is the intention of the College of Public Health to begin offering a new graduate certificate in Global Health.

In an effort to expand our ability to respond to health professionals' desire to become more aware of health issues around the world, our College has developed a certificate to meet this need. Its multidisciplinary nature makes it appropriate for a variety of health professionals, including our public health students, and it is open to graduate students in any of the health sciences or other disciplines across campus. It will also be available to professionals or other college graduates interested in obtaining this additional training.

After the full proposal was completed, it was reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the program's proposed director, Dr. Claudia Hopenhayn, at 219-0773 or via email at cmhope0@uky.edu.

Office of the Dean
121 Washington Ave., Suite 112 · Lexington Kentucky 40536-0003
(859) 218-2247 · *fax* (859) 323-5698
www.mc.uky.edu/PublicHealth

From: Glyn Caldwell [mailto:glyncaldwell@dcr.net]
Sent: Thursday, April 10, 2008 7:58 PM
To: Mendiondo, Marta
Cc: Murphy, Shanelle D; Murphy, Shanelle D; Hopenhayn, Claudia
Subject: Faculty Council Approval of Global Health Certificate Program

The Faculty Council approved the proposed certificate in Global Health Program during today's meeting.

The Global Health Certificate has been approved by the CPH Academic Affairs Committee and all paperwork has been sent to Faculty Council for their vote.

Marta S. Mendiondo
Chair of AAC

Marta S. Mendiondo,PhD
University of Kentucky College of Public Health - Biostatistics Department
Rm 207A Sanders-Brown Bldg.
800 S. Limestone St.
Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu

Brothers, Sheila C 17

From: Mendiondo, Marta
Sent: Thursday, December 18, 2008 3:14 PM
To: Brothers, Sheila C
Subject: SAPC

Sheila,
At the December 12, 2008 meeting the SAPC approved the recommendation of the following programs:

New Graduate certificate: Global Health

We did not discuss the PharmD / MPH Dual Program. The primary reviewer was not there due to a sick child, otherwise we had perfect attendance.

Tx,
Marta

Marta S. Mendiondo,PhD
University of Kentucky College of Public Health - Biostatistics Department
121 Washington Avenue - Suite 201 - Lexington, Kentucky 40536-0003
Sanders Brown Center on Aging
Rm 309B Sanders-Brown Bldg. - 800 S. Limestone St. - Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu

UNIVERSITY OF KENTUCKY

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COLLEGE OF PUBLIC HEALTH

MEMORANDUM

To: Dr. Marta Mendiondo
Chair, Academic Affairs Committee
College of Public Health

Dr. Jeannine Blackwell
Dean, Graduate School
University of Kentucky

From: Dr. Stephen Wyatt
Dean, College of Public Health

Date: March 31, 2008

Subject: Global Health Certificate Program

Attached is a proposal submitted by Dr. Claudia Hopenhayn, College of Public Health (CPH), to create a Graduate Certificate Program in Global Health. This program will be available to not only students in the CPH, but also to all graduate and professional students in the Health Colleges, and potentially to interested graduate students from other programs at the University.

Dr. Hopenhayn has extensive experience conducting research in developing countries and mentoring students' internships abroad, and she has been nominated to be the Director of the Certificate Program, with up to 20% of her DOE assigned to this role. Associates have been drawn from all the departments in the College of Public Health and the other Health Colleges, showing the multidisciplinary nature of this certificate. The proposed program will consist of a minimum of 15 credit hours, including 12 credit hours of coursework, and a 3 credit hour internship to be conducted in a foreign country.

The proposed Certificate Program has broad support among many colleges and departments at the university. It also fits well with Provost Subbaswamy's commitment to increasing the internationalization of the University. A survey of students across the six Health Colleges, with over 500 respondents, revealed a high level of interest in a global health program. The curriculum, described in the attached application, is multidisciplinary, as reflected in the elective courses drawn from numerous departments across the University.

I am very supportive of the creation of a Graduate Certificate Program in Global Health and I think it will be of significant interest and benefit to students and to the University community.

Stephen W. Wyatt, DMD, MPH
Dean, College of Public Health

3/31/08
Date

Office of the Dean
121 Washington Ave., Suite 112 • Lexington, Kentucky 40536-0003
(859) 257-5678 ext. 82247 • *fax* (859) 323-5698
www.mc.uky.edu/PublicHealth

Proposal for a Graduate Certificate ~~Program~~ in Global Health

Purpose:

The goal of the graduate certificate ~~program~~ in global health (hereafter referred to as GH ~~program~~certificate) is to provide a general foundation in the understanding of global health issues and the complex multiplicity of factors that affect them, and to provide some basic tools in health assessment methods to measure their impact. Given the widespread globalized nature of our world today, there is an increasing need for understanding the impact of globalization on health, both in terms of health patterns common across regions, and in terms of how what were once considered focal, limited local issues can transcend national and continental borders. The GH ~~program~~certificate is designed to prepare students for the increasing demand for international, inter-disciplinary skills in the areas of public health prevention, health care and other health-related disciplines.

The GH ~~program~~certificate will include a minimum of 15 units - 12 of classroom coursework and 3 based on a required international internship course. The GH ~~program~~certificate will be housed in the College of Public Health, but it is intended to be multidisciplinary and open to a variety of graduate students in any of the health sciences or other disciplines across campus. It will also be available to professionals or other college graduates interested in obtaining this additional training.

Background:

In 2007 a global health committee was formed to discuss the interest and need, and subsequently to develop the GH ~~program~~certificate, chaired by Dr. Claudia Hopenhayn. This committee included faculty representatives from each of the six departments in the College of Public Health (CPH), as well as a faculty member from each of the other five UK health colleges (medicine, dentistry, nursing, health sciences and pharmacy). The committee met several times throughout 2007, and developed a curriculum for the GH ~~program~~certificate. The development of the current application for the GH ~~program~~certificate was the result of several key activities and interests, and the awareness that global health has emerged as a multidisciplinary field across private and public, academic, research and educational, national and international organizations:

- An extensive review of similar programs across U.S. universities. In 2006 over 40 programs in international/global health were offered in association with Master's of Public Health, in addition to those offered by other colleges or units. The programs range from certificate programs, MPH concentrations, or as specialty tracks within concentrations (e.g. MPH in global health epidemiology).

- A survey of over 500 UK graduate students from the 6 health colleges revealed significant interest in a global health program across disciplines.

- A comprehensive review of graduate courses offered across the UK campus, which showed many potential elective courses for the GH ~~program~~certificate.

- Feedback from faculty in other UK colleges, including geography, anthropology, entomology and others demonstrated wide support for the GH ~~program~~certificate.

- The overall plan for increasing internationalization of the UK campus, including participation of students in educational, training and/or internship programs abroad.

After discussions by the global health committee, and with the dean of CPH, the chair of CPH Faculty Council and of the Department of Epidemiology, it was decided that the proposed ~~program~~certificate would be offered by CPH, through the Department of Epidemiology.

Admission Requirements:

University of Kentucky students enrolled in, or accepted to, a graduate or ~~post-baccalaureate~~ professional degree program (e.g. medicine, dentistry, law) may apply for admission to the GH ~~Program~~Certificate.

Students in professional doctorate programs and ~~O~~other individuals wishing to apply for admission to the GH ~~Program~~Certificate must first apply ~~to and satisfy the requirements of the~~ for post-baccalaureate status in the University of Kentucky Graduate School. The minimum Graduate School requirements for admission to a graduate certificate ~~program~~ are the same as those in effect for post-baccalaureate status.

Applications to the GH ~~Program~~Certificate will be reviewed by the Certificate Director, who will notify the Graduate School in writing when a student is recommended for admission~~admitted to the Program~~. The number of students admitted to the GH ~~Program~~Certificate each year may be limited, depending on the resources available to provide the teaching, mentoring and international internship supervision necessary for successful completion of the GH C~~c~~ertificate ~~program~~. It is anticipated that the ~~program~~certificate ~~-~~will start with 5-10 students per year.

Global Health Graduate Certificate Requirements:

As required by the Graduate School, a student must maintain a minimum GPA of 3.0 in the courses required for completion of the GH ~~Program~~Certificate. The curriculum of the GH ~~program~~Certificate will consist of a minimum of 15 units, and are described in more detail in Appendices I and II. The curriculum will be divided into required and elective courses as follows:

Required courses:

1) CPH-751: Introduction to Public Global Health - 3 units;
   This course has been previously offered as CPH-758: Special Topics in Health Services Management; International Public Health (3). It is currently being submitted as a new course titled Introduction to Public Global Health.

2) A health assessment course – 3 units:
   This requirement can be met by completion of CPH-605 (Epidemiology). Other courses may fulfill this requirement, but must be approved by the Certificate Director.

3) CPH-709: Global Health Internship – 3 units
   To obtain the GH Certificate, students enrolled in the ~~program~~certificate must perform an international internship of a minimum duration of four weeks. This

application. The course will have a similar format to CPH-609, a practicum course requirement for MPH students. The internship is described in more detail in Appendix II.

Electives:

Two elective courses, totaling at least 6 units, will complete the requirements for the GH ~~c~~Certificate ~~program~~. A list of possible electives courses has been compiled and is included in Appendix I. One of the electives will be selected from list A. The second elective can be from list A, list B, or another course not listed that is relevant to global health. The selection will depend on the student's interest and goals. The selection of electives will be limited to not more than one course from the CPH, to ensure breadth of content by requiring all students to select at least one course from other disciplines.

Award of Certificate in Global Health:

When a student enrolled in the UK Graduate School has successfully completed the last required course for the GH Certificate ~~Program~~ and has satisfied the GPA requirements stated above, the Certificate Director shall send a completed, signed Graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has fulfilled all requirements for the certificate and requesting award thereof. The Graduate School shall then issue the student's certificate and official notify the University Registrar of the awarding of the certificate, for posting to the student's permanent transcript.

Graduate Certificate Director:

The director for the GH ~~Program~~Certificate will be Claudia Hopenhayn, PhD, MPH (pending appointment by the Dean of the Graduate School). Dr. Hopenhayn is an Associate Professor of Epidemiology in the College of Public Health and full member of the Graduate Faculty. She has experience in international research, teaching and student mentoring.

Graduate Certificate Associates:

Associates will be faculty from the various CPH departments, other health colleges, and possibly other UK colleges with an interest and commitment to global health, and may change over time. Initially, the list of Associates includes the following:

Joel Lee, PhD, Professor, Dept. of Health Services Management, CPH
Julia Costich, PhD, JD, Assistant Professor, Dept. of Health Services Mgt., CPH
Evelyn Knight, Ph.D, Associate Professor, Dept. of Health Behavior, CPH
Gail Brion, PhD, Raymond-Blythe Professor, Dept. of Environmental Health and Preventive Medicine, CPH, and College of Engineering
Marta Mendiondo, PhD, Assistant Professor, Dept. of Biostatistics, CPH
Faika Zanjani, PhD, Assistant Professor, Dept. of Gerontology, CPH
Sam Metheny, MD, MPH, Professor, Dept. of Family Medicine, College of Medicine
Thomas Young, MD, MPH, Professor, Dept. of Pediatrics, College of Medicine
Melody Ryan, PhD, MPH, Associate Professor, College of Pharmacy
Kristin Ashford, PhD, ARNP, Assistant Professor, College of Nursing
Juan Yepes DDS, MD, MPH. Assistant Professor, College of Dentistry

APPENDIX I: Courses for the Graduate Certificate in Global Health
REQUIRED COURSES

1) CPH-751: INTRODUCTION TO GLOBAL HEALTH (3)
New course to be offered starting in Fall 2008. This graduate level course will acquaint students with the major issues and challenges for public health in a variety of wealthy, emerging, and impoverished nations and with the impact of local or regional issues on national and/or global levels.

2) A Health Assessment/Epidemiology course (3).
This requirement can be currently met by CPH 605 – EPIDEMIOLOGY (3). Other courses may also fulfill this requirement (will require approval of the Director of the GH ~~Program~~Certificate).
This is a graduate level course introducing the principles and methods of epidemiologic research, including descriptive measures of disease, risk factors and intervention; screening, study design, bias, confounding and validity.

3) CPH-709: GLOBAL HEALTH INTERNSHIP (3)
New course to be offered starting in Summer or Fall of 2008.
SEE SEPARATE DESCRIPTION IN APPENDIX II.

ELECTIVE COURSES

Students are to select at least **two** elective courses, for a minimum of 6 units. Below is a selected list of possible electives, but students may elect other courses, with prior approval of the Graduate Certificate Director. Courses have to include topics related to global health, from a medical, cultural, geographical, sociological, or other perspective. One elective has to be from List A (or be approved by GH Director). At least one course has to be a non-CPH course.

LIST A:
ANT 646 GLOBAL HEALTH: PEOPLE, INSTITUTIONS, AND CHANGE (3)
CE 655 WATER SANITATION AND HEALTH. (3)
CPH646 PUBLIC HEALTH AND ANTHROPOLOGY (3)
CPH 612 INFECTIOUS/EMERGING DISEASES EPIDEMIOLOGY. (3)
GEO 475G MEDICAL GEOGRAPHY. (3)
ENT 561 INSECTS AFFECTING HUMAN AND ANIMAL HEALTH. (3)

LIST B:
AAS 431G CULTURES AND SOCIETIES OF SUB-SAHARAN AFRICA. (3)
ANT 603 HUMAN BIOLOGY IN CONTEXT OF SOCIOCULTURAL CHANGE. (3)
ANT 766 GENDER, ETHNICITY AND HEALTH. (3)
ANT 774 FOOD AND FOOD SECURITY IN A CHANGING WORLD (3)/ BSC 774
ANT 775 CULTURE AND POLITICS OF REPRODUCTION (3)
ANT 637 or SOC 637 SOCIOCULTURAL DIMENSIONS OF ECONOMIC DEVELOPMENT. (3)
BIO 582 VIROLOGY
BSC 766 CONCEPTS IN MEDICAL SOCIOLOGY. (3) Same as SOC 766
BSC 763: SEMINAR ON HEALTH INEQUITIES
CHE 565, ENVIRONMENTAL CHEMISTRY (3)
CJT 619 PROSEM. IN INTERNATIONAL/ INTERCULTURAL COMMUNICATION (3)
CPH 645 FOOD SYSTEMS, MALNUTRITION AND PUBLIC HEALTH. (3)
GEO 544 HUMAN POPULATION DYNAMICS. (3)
NUR 752 CULTURALLY COMPETENT HEALTHCARE: CLIENT, CLINICIAN, AND ORGANIZATIONAL PERSPECTIVES. (3)

APPENDIX II:
CPH 709: Global Health Internship

Course Learning Objectives
This course will provide the opportunity for students to participate in a health-related activity, project or program in a resource-limited setting in a foreign country. This will allow students in the Global Health Certificate ~~Program~~ to gain direct international experience with some relevant, current global health issues, and to integrate and apply knowledge and skills learned in their coursework.

The minimum duration of the internship will be four weeks. The internship will be a 3 unit graduate course (to be submitted as a new course, similar in format to the practicum course CPH-609).

Each internship will be unique, depending on the student's background and interest, as well as on the needs and resources of the location where it will be conducted. The main activity and setting of the internship can range from providing primary or specialty direct patient care in a hospital, outpatient or other type of medical setting; prevention, community health or health education activities in schools, neighborhood meetings or other venues; collection of environmental samples from water, soil, food, etc. For students in the colleges of Medicine, Nursing, Dentistry, Pharmacy and Health Sciences, the internship may take the form of a rotation.

Internship placements will require completion of an application to be submitted to and reviewed by the GH certificate director. The internship application shall include a proposed work plan, with activity and learning objectives, and a mentorship plan which should include a UK-GH associate faculty supervisor and a local, qualified mentor or supervisor in the host location. Approval of the internship application will also include consideration of the student's background, interests and language capabilities.

In addition to the field experience, before traveling the student will complete pre-departure orientation and preparation requirements of the Office of International Affairs for students studying and/or working abroad. Upon returning to the U.S., the student must report on his/her experience in the form of a written report, an oral, open presentation or other format and be approved by the UK-GH supervisor, for the completion of his/her internship.

Exceptions to above:

- With approval of the GH ~~Program~~ Certificate director, international students may be able to conduct the internship in a resource-limited or underserved setting in the U.S.
- Reduction of the duration of the internship abroad to less than 4 weeks will be considered only in exceptional cases and will require written approval of the GH ~~Program~~ Certificate director.

Funding for travel and living expenses will be responsibility of the student, but the GH ~~Program~~ Certificate Director and associate faculty will assist in pursuing travel funds from available sources, such as fellowships, travel awards and financial aid towards study or practice abroad.

Proposed UG Degree in Gender and Women's Studies

PROGRAM INFORMATION

Degree Title:	Bachelor of Arts
Major Title:	Gender and Women's Studies
Primary College:	College of Arts and Sciences
CIP Code:	05.0299

CONTACT INFORMATION

Name:	Deborah L. Crooks, Director, Gender and Women's Studies
E-Mail:	dlcrooks@uky.edu
Phone:	859-257-1388

ABSTRACT

Gender and Women's Studies at the University of Kentucky is committed to research and teaching about the lives, cultures, perspectives, and activities of women globally, and to the understanding of gender as a construct that permeates human experience, thought, and history. Understanding women's experiences, resources, strategies and contributions to society is central to the GWS mission, but GWS at UK also recognizes that men's lives are gendered and that gender relations occur simultaneously with other hierarchical social relations and inequalities of power including those based on ability, age, class, ethnicity, family composition, race, region, religion, sex, sexual orientation and the inequitable distribution of resources in and among countries and groups globally. Thus the GWS Program supports an integrative, multi-disciplinary, theoretically diverse approach to the study of gender.

The proposed baccalaureate major in Gender and Women's Studies is an interdisciplinary, transnational program of study of gender and its intersections with other relations of power, such as sexuality, race, class, age, nationality, religion, and colonialism. It focuses on building critical, investigative, and communication skills through the study of theory, culture, social and historical life, and the practices of research, writing, and social engagement. The program includes 6 credit hours of pre-major requirements in interdisciplinary gender and women's studies in both the social sciences and the humanities. The major requirements include: (1) 15 hours of coursework in the history of feminist thought, contemporary feminist theorizing, gender and social movements, feminist research methods, and a capstone writing-intensive senior seminar; and (2) 15 hours of electives to be selected from a list of courses taught by GWS faculty and GWS Affiliated faculty.

The GWS program at UK has a history of collaboration with other Kentucky academic institutions in terms of accepting courses in fulfillment of UK GWS courses and requirements, as well as in cosponsoring programs. This collaboration will continue with the establishment of the major. We have no plans at the moment to provide the baccalaureate degree program via distance learning; however, some courses taught by our affiliated faculty are available on-line. Thus students could fill some of the proposed program requirements, especially allied coursework, through on-line coursework.

The proposed undergraduate program in Gender and Women's Studies will equip students for success in most fields where an understanding of diversity, and the way it plays out in society, is important. For

example, graduates will find employment in the non-profit and/or social services sectors (women's shelters, immigrant organizations, legal advocacy groups), health education/advocacy organizations (women's health coordinator, immigrant health coordinator/advocate), journalism (major magazines, newspapers around the state), and the business sector (banking, marketing, retail sales management, human resources), among others. Also, the major in GWS provides an excellent baccalaureate background for students who intend to go on for professional and academic graduate degrees.

PROPOSAL DEVELOPMENT PROCESS

During AY 2005/06, the Steering Committee of the Women's Studies Program undertook development of a proposal for a department of Gender and Women's Studies, with undergraduate and graduate degrees. The Committee performed an analysis of UK benchmark institutions, as well as other institutions across the country with Gender and/or Women's Studies programs. From this analysis, the Committee drafted a Five-Year Plan which was vetted by the Steering Committee and Affiliated Faculty through a series of meetings of the full Steering Committee, and a number of break-out committees whose charges were to focus specifically on development of the undergraduate and graduate degrees. All Affiliated Faculty were invited to attend these program-development meetings. Upon consolidation of the final draft, which was approved by the Steering Committee in January of 2006, the final proposal (Women's Studies Program – 5 Year Plan) was submitted to the Dean of the College of Arts and Sciences for approval.

In the Fall of 2006/Spring of 2007, the GWS Ad-Hoc Committee for the Development of the Undergraduate Degree in GWS continued to refine the undergraduate major with continued input from the Affiliated Faculty. Upon hiring three GWS faculty, who joined the program in Fall 2007, the undergraduate major program was finalized, submitted to the Steering Committee for final approval on January 11, 2008, and accepted by unanimous vote.

A draft was submitted to the Ed Policy Committee; the current Director of GWS attended the 1/22/08 meeting to discuss the proposal. The Committee provided a number of suggestions to clarify and improve the proposal. This current draft is the result of that process.

PROGRAM DESCRIPTION

A. University Requirements (See UK Bulletin 2007-2008, pp. 77-81).

B. College of Arts and Sciences Requirements (See UK Bulletin 2007-2008, pp. 100-105).

C. Proposed Major in Gender and Women's Studies.
(6 Pre-Major credit hours, 30 major credit hours).

1. **Pre-major (6 hrs):**

GWS 200 and 201: (Existing Courses, 3 cr hr each = 6 cr hr): Introduction to GWS in Social Sciences and Introduction to GWS in the Humanities.
These existing two courses are terrain-mapping introductory courses. While both courses adopt an interdisciplinary approach to scholarship in gender and women's

studies that covers a broad range of readings, each provides a more selective focus on the disciplines within either the Humanities or the Social Sciences. Students are required to take both courses; based on current practice in the minor and interdisciplinary major, many students already elect to do so. These courses currently serve both the GWS minor and the USP program and will continue to do so.

Enrollment Expectations: These two courses currently serve, on average, 175-200 students per year. We expect those enrollment numbers to continue and to grow as the university increases freshman enrollments.

2. **Major (30 hours).**

Core Courses (15 hours).

GWS 250: (New Course, 3 cr). Gender and Social Movements.
This course provides an historical treatment of social movements across at least three different cultural/national world areas, focused topically, e.g., on struggles for women's suffrage, women and labor, sexuality rights, anti-slavery struggles etc. World areas and topics will shift depending upon the teaching interests and expertise of the instructor.

Enrollment Expectations: Our expectation is that this course will serve the major, as well as other programs. We anticipate initial enrollment of 20-25 students, increasing approximately 10 students/year for at least 5 years as other programs begin to include the course in their electives.

GWS 340: (New Course, 3 cr). History of Feminist Thought to 1985.
Working with primary source material from around the globe, including classic texts, short works of fiction, poetry and political manifestos, this course provides a transnational, historical introduction to feminist thought up to 1985.

Enrollment Expectations: Current GWS 300-level courses draw 20-25 students per semester; our expectation for GWS 340 is 20-25 students in the initial years of the program, increasing as the major grows (see "F" below).

GWS 350: (Existing Course, 3 cr). Introduction to Feminist Theorizing.
This course provides an in-depth examination of feminist theory, which is not limited to academic discourse, but in fact embraces the varied forms—literary, political, cultural--of critical engagement with central feminist debates of the past several decades. It will cover the period from 1985 to the present.

Enrollment Expectations: This course current draws approximately 25 students each year. We expect that level of enrollment to grow as the number of majors grows (see "F" below)

GWS 400: (New Course, 3 cr). Doing Feminist Research.
This feminist research methods course provides students an introduction to methods and styles of feminist research among and beyond the disciplines. It is designed to

prepare students for interdisciplinary teaching and research through discussions of methodology, social engagement, feminist pedagogy, and feminist writing.

Enrollment Expectations: Because of the interdisciplinary focus of this course, we expect it will attract students from a number of majors. Our projected initial enrollment is 30 students; however, as demand increases, and as the number of GWS faculty increases, the course will be taught each semester rather than once per year, with an expected total enrollment of 40-50 students within 5 years.

GWS 599. (New Course, 3 cr). Senior Seminar.
This capstone, writing intensive course will require students to develop an interdisciplinary, globally-informed research project of their choosing, culminating in a major piece of written work. Projects will be shared, critiqued, and revised during the course of the semester.
Prerequisite: Senior standing in Gender and Women's Studies or permission of instructor.

Enrollment Expectations: Expectation for initial years of this course is approximately 20 students per year, with increases as the number of majors increases (see "F" below).

Electives (15 credit hours).

Students will select five 3-credit-hour courses from a list of GWS electives or other approved electives. Following is a list of established GWS elective courses, followed by GWS courses that are currently in development by new and existing faculty. The final list includes courses taught by non-GWS faculty over the past three years that have been accepted as electives in either the GWS minor program or GWS Topical Major program. As new courses are developed, they will be added to the electives list as appropriate.

Expected Enrollments for elective courses: Course enrollment data from AY 2007/08 and AY 2006/08 indicate 300 level GWS courses enroll 20-25 students/course; 400 level courses enroll approximately 25 students; and 500-level courses 10-15 students per course.

Established Electives in GWS:

GWS 300	Topics in Gender and Women's Studies : Various topics.
GWS 395	Independent Study in GWS
GWS 399	Internship in GWS
GWS 416	Gender Roles in Cross-Cultural Comparison
GWS 430	Gender, Power and Violence (new course form submitted)
GWS 595	Issues in Gender and Women's Studies: Various topics.

GWS Electives Under Development: (These courses have been taught at least once and new course form applications are under development):

GWS	Introduction to Queer Studies
GWS	Women and Spiritual Journeys
GWS	Asian Women

Electives Outside GWS : These courses have been accepted as GWS electives during the last 3 years:

Course #:	Title:	Instructor:	Semester taught:
ANT 350	Topics in Anthrop: Subtitles as relevant	Anglin	Spr 06
ENG 234	Intro Women's Lit	Oaks	Spr 06, Fa 06, Spr 07, Fa 07
ENG 330	Text and Context: Subtitles as relevant	Blum, Oaks, Rosenman	Spr 06, Fa 06, Spr 07, Fa 07
ENG 487	Cultural Studies: Subtitle as relevant	Blum	Fa 06
ENG 480	Studies in Film: Subtitles as relevant	Blum	Spr 07
ENG 485	Stds. In Lit and Gndr: Subtitles as relevant	Rosenman	Spr 07
HIS 404	US Wom Hist to 1900	Kern	Spr 06
HIS 405	US Wom Hist snce 1900	Kern	Fa 07
HIS 563	Women in Latin Am	Chassen-Lopez	Spr 06, 08
HIS 595	Studies in History: Subtitles as relevant	Chassen-Lopez	Fa 06
LIN 517	Special Topics	Bosch	Fall 07
PHI 540	Feminist Philos	Callahan	Fall 06
RUS 370	Russian Folklore	Rouhier-Willoughby	Fa 06, Fa 07
SOC 302	Soc Res Methods	Badagliacco	Fall 07
SOC 334	Soc of Family	Badagliacco	Fall 06

3. Distribution Requirements.

Students majoring in GWS must complete at least 27 credit hours of the major through upper division coursework (i.e., 12 credit hours of core courses, 15 credit hours of electives). There will be no initial distribution requirements except that students work closely with their GWS faculty mentor to create a course plan appropriate to their interests.

D. Four Year Curricular Map: Bachelor of Arts in Gender and Women's Studies. (Evaluated by Graduate Certification Officers in A&S as meeting all USP and A&S requirements on February 15, 2008)

Year 1: Fall	Year 1: Spring
ENG 104 (4) Foreign Language 101 (4) USP Math (3) GWS 200 or 201 (3) 14 credits	Foreign Language 102 (4) PHI 120 (3) USP NS (3) USP HU (3) GWS 200 or 201 (3) 16 credits
Year 2: Fall	**Year 2: Spring**
Foreign Language 201 (3) STA 200 (3) USP NS (3) GWS 250 (3) GWS Elective 1 (3) 15 credits	Foreign Language 202 (3) USP SS (3) USP HU (3) GWS 340 (3) GWS 350 (3) 15 credits
Year 3: Fall	**Year 3: Spring**
A&S NS (3) A&S HU (3) USP SS (3) GWS Elective (3) 300+ Elective (3) 15 credits	USP Cross-Cultural/A&S SS (GWS 401) (3) GWS 400 (3) GWS Elective 3 (3) A&S NS (3) 300+ Elective (3) 15 credits
Year 4: Fall	**Year 4: Spring**
A&S HU (3) A&S SS (3) A&S Lab (1) GWS Elective 4 (3) 2nd Tier Writing (3) 16 Credit Hours	GWS 599 (3) GWS Elective 5 (3) 300+ elective (3) Elective (3) Elective (3) 15 Credit Hours

E. Student Recruitment and Advising.

Students will be recruited through the GWS web site, through brochures, through academic advising in A&S, and by word of mouth. Currently, our GWS minor generates remarkable interest in both the social sciences and humanities fields, and 80% of our minor students and all of our interdisciplinary major students have stated that they would prefer to have a major in GWS at UK, and would have chosen this option if available.

The GWS Major will employ a professional academic advisor responsible for advising all students majoring in GWS; students are required to meet with the academic advisor twice per year. All

GWS students are assigned a GWS faculty mentor, with whom they must meet twice per year in advance of their meeting with the professional advisor.

F. Analysis of Needs and Projected Program Size.

Among our national benchmark institutions, all currently offer an undergraduate major in either women's studies or gender and women's studies, and all but two offer the undergraduate minor (see table below). Within the Commonwealth, ten institutions offer the undergraduate minor, and three offer the undergraduate major (one is an interdisciplinary major - see table below).

Benchmark (in bold) and Other Institutions	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors
Arizona State University	Yes	150	Yes	60
University of Arizona	Yes	34	Yes	31
UCLA	Yes	40	Yes	150
University of Cincinnati	Yes	30-40	Yes	30-40
University of Florida	Yes	N/A	Yes	N/A
University of Georgia	Yes	42	Yes	50
University of Illinois Chicago	Yes	19	Yes	21
University of Illinois Urbana	Yes	30	Yes	32
Indiana Bloomington	Yes	62	Yes	88
University of Iowa	Yes	N/A	Yes	N/A
University of Maryland	Yes	75	Yes	45
University of Michigan	Yes	98	Yes	96
Michigan State	No	80	Yes	n/a
University of Minnesota	Yes	15	Yes	30
University of Missouri	Yes	15-25	Yes	40
University of North Carolina	Yes	N/A	Yes	N/A
North Carolina State	Yes	40	Yes	10
Ohio State	Yes	107	Yes	82
Penn State	Yes	61	Yes	35
Purdue, W. Lafayette	Yes	24	Yes	13
Rutgers	Yes	100	Yes	100
University of Tennessee	Yes	13	Yes	15
Texas A&M	No	31	Yes	n/a
University of Texas Austin	Yes	100	Yes	31
University of Virginia	Yes	14	Yes	42
University of Washington	Yes	100	Yes	75
Univ Wisconsin Madison	Yes	100	Yes	137

Kentucky Institution	UG Minors Yes/No	# of UG Minors	UG Majors Yes/No	# of UG Majors
Berea College	Yes	11	Yes	4
Eastern Kentucky Univ.	Yes	27	No	N/a
Morehead State University	Yes	25	No	N/a
BCTC.	No	N/a	No	N/a
Northern Kentucky Univ.	Yes	23	No	N/a
Western Kentucky Univ.	Yes	60	No	N/a
Transylvania University	Yes		Yes (Interdisc. major)	
Georgetown College	Yes		No	N/a
Centre College	Yes		No	N/a
Midway College	Yes		No	N/a
University of Louisville	Yes		Yes	N/a

Since the GWS program at UK (formerly WS program) was initiated in 1989, over 200 students have enrolled in the minor program, approximately 22 students per year. In addition, between 1997 and 2001, 911 students enrolled in undergraduate GWS courses; with 1644 students enrolled between 2002 and 2006. GWS has also awarded four topical major degrees in GWS.

We polled our current registered minors in GWS and asked if they would have declared GWS as a major if that option had been available to them. Of the 13 currently enrolled minors (note that some students officially declare their minor upon completion of coursework, therefore, their names are not listed on our "minor" rolls), 10 responded to our survey and 8 of those responses were "yes." This year, the Director of GWS has received at least 6 inquiries from students not yet enrolled at UK about the availability of the baccalaureate degree in Gender and Women's Studies.

Benchmark institutions' enrollments in the major range from 10-150. We examined enrollments in other A&S departments, focusing specifically on smaller departments, measuring department size by the number of faculty (all departments have more faculty than will GWS at its inception as a department). For the year 2006, Anthropology (12.5 faculty) had 105 majors, Geological Sciences (9 faculty) had 57 majors, Philosophy (14 faculty) had 76, Sociology (10.5 faculty) had 205, and Statistics (12.85 faculty) had 25 majors.

We estimate the GWS major will enroll approximately 20 students in its first year, putting it in the middle of the smaller A&S departments at UK in terms of student-to-faculty ratio. We interpret the enrollments of our benchmarks as indicating a strong demand for this degree. Therefore, we anticipate adding 10 majors per year as faculty size grows at the rate of 1 per year (A&S Strategic Plan). Within five years of establishing the degree, we expect an enrollment of 70 students.

G. Study Abroad Policy.

Because of the transnational focus in the GWS program, students majoring in GWS will be strongly encouraged to explore opportunities for education abroad. In the twice-yearly mentoring sessions with their faculty mentor, students will be provided information on the various opportunities available through the Office of International Affairs, and GWS faculty mentors will discuss with their student mentees the advantages of learning abroad for some part of the undergraduate career.

A number of programs provide interesting opportunities for GWS majors. For example, the Reciprocal Exchange program allows students to broaden their cultural perspectives as well as improving foreign language abilities through education at institutions in Japan, Australia, England, Ireland, Russia and Germany. The ISEP Exchanges program provides similar opportunities. The Cooperative Center for Study Abroad provides several programs of study that directly link to the various program foci and goals of the GWS program, e.g., programs on Institutional Violence Against Women and Children in Ireland, the Women's Movement in Irish History and Popular Culture, Women's Health and Wellness in the US vs. UK, the Australian program on The Study of Women's Health (in international perspective). The International Service Learning program provides students interested in activism and community service to incorporate international service learning into their degree programs for academic credit (e.g., through the GWS 399 internship course).

GWS faculty will communicate an expectation that students seek out these and other opportunities, and will work with their student mentees to facilitate making international education an integral component of the GWS major experience.

H. Transfer Credits.

Approved transfer credit may be applied to the GWS major as permitted by the University's Residence Requirement which mandates that at least 30 of the last 36 credit hours be earned at the University of Kentucky. (See UK Bulletin).

I. Minor

For those students who prefer to minor in GWS, GWS will continue the minor program, which will consist of 21 hours of courses, including either GWS 200 or 201, GWS 250, GWS 340, and GWS 350. The additional 9 credit hours are to be taken from courses approved as GWS elective courses (see IIIB above).

J Evaluation

Similar to all other academic units in the College of Arts and sciences, the GWS major will be subject to periodic internal review and evaluation as required by the governing regulations.

RESOURCES

The proposed major in Gender and Women's studies is constituted of a number of **existing courses** that have served the minor and topical major programs in Gender and Women's Studies to-date. However, because the proposed major has been designed as a cutting-edge program, it also includes a number of **new courses** necessitated by an interdisciplinary, transnational approach to gender and its intersections with other relations of power, such as sexuality, race, class, age, nationality, religion, and colonialism. These courses draw on the expertise of GWS's current and future faculty and represent the most up-to-date theoretical and pedagogical approaches in the interdisciplinary field of gender and women's studies.

Current faculty in GWS (three full-time faculty appointments, two 50% appointments, two 25% appointments) is sufficient to support the initial implementation of the program. Based on current figures on the number of minors and interdisciplinary majors in GWS and projected number of majors in the initial stages of the program (see "F" above), GWS faculty will need to teach a total of 11 sections of GWS core courses in each of the first two years of the program. GWS can support 13 sections with existing faculty. In addition, GWS's ability to teach the core is supported by the current A&S allocation of two TAs and one recurring PTI per year who teach additional sections of GWS 200 and 201, thus releasing faculty to teach core and elective courses. Our more than 50 GWS affiliated faculty teach courses that serve as electives to the current GWS minor and topical major programs (see C2 above), and will serve the GWS undergraduate major in the future.

We fully expect GWS faculty to grow along with student enrollment in the major (see "F" above). GWS is currently listed in the A&S five year plan for an additional five faculty hires, and an additional 3.5 TA lines. And while GWS has also proposed a graduate program, that program will not be phased in until GWS has added additional faculty to the proposed department - as new hires and/or as additional joint appointments of current UK faculty.

As UK prepares to add 6,200 students to the undergraduate level in support of Kentucky's *Double the Numbers* plan and the UK Top 20 Business Plan, it is essential that UK offer a comprehensive program of baccalaureate degrees to meet diverse needs. The GWS degree will fill an important gap in the current offerings to help support enrollment growth and increased degree production.

Brothers, Sheila C 34

From: Mendiondo, Marta
Sent: Thursday, December 18, 2008 3:14 PM
To: Brothers, Sheila C
Subject: SAPC

Sheila,
At the December 12, 2008 meeting the SAPC approved the recommendation of the following programs:

New Program: Gender and Women Studies

Tx,
Marta

Marta S. Mendiondo,PhD
University of Kentucky College of Public Health - Biostatistics Department
121 Washington Avenue - Suite 201 - Lexington, Kentucky 40536-0003
Sanders Brown Center on Aging
Rm 309B Sanders-Brown Bldg. - 800 S. Limestone St. - Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu

Plan of Courses for the GWS Major

Attached you will find charts providing an overview GWS course offerings for the next four years. Students moving through the GWS Major will be able to choose when to take required courses and can fill out their schedules with an array of electives. The charts arrange the courses by academic year and then semester. Note that all required courses will be taught every year by GWS "core" faculty. Required courses are:

Pre-Major Courses
- GWS200: Introduction to Gender and Women's Studies in the Social Sciences.
- GWS201: Introduction to Gender and Women's Studies in the Humanities.

Required Courses for the Major in GWS
- GWS 250: Gender and Social Movements
- GWS 340: History of Feminist Thought to 1985
- GWS 350: Introduction to Feminist Theorizing
- GWS 400: Doing Feminist Research
- GWS 599: Senior Seminar

The Department will offer two sections of both Pre-Major courses each semester and have included that same number throughout the four years we map here. However, once the new USP requirements are in place, it may no longer be necessary to offer so many sections. Full-time faculty may then offer more electives. In the fall semester, we will regularly offer GWS 250 and GWS 340. In the spring semester, we will always offer GWS 350, GWS 400, and beginning in 2013 (and perhaps earlier since some current students already several hours of credit towards the major), GWS 599. Please take note that although the "Typical Fall and Spring Schedule" included here assigns a specific faculty member to each of our required courses, in fact the GWS "core" faculty will rotate through these courses, with at least three faculty (and in some instances the entire "core") rotating through each core course. The rotation also permits "core" faculty members to offer graduate courses that count towards the Graduate Certificate. Note that GWS has an agreement with the Department of Educational Policy Studies and Evaluation to allow Dr. Karen Tice to teach two courses a year for GWS. She may occasionally offer a required course and will regularly contribute to the Pre-Major courses, but we are fully able to present all needed courses even if the agreement should terminate in the future.

Electives come from both GWS and from various departments throughout the College. The former are offered by GWS faculty and the latter are courses that affiliated faculty regularly offer in their departments. Our affiliated faculty, who number upwards of fifty and range across the disciplines, offer GWS an additional rich and diverse pool of skilled teaching resources. While we are unable to predict

exactly which elective will appear in a given semester, we present them here as possible offerings and in the case of a few, in what has been a customary pattern over the past few years. We also include courses we intend to propose within the next year or so: Introduction to Queer Studies, Women and Spirituality, Asian Women, and Masculinity and the Body.

Typical Fall and Spring Schedule of Classes

	GWS 200 (3 sections)	GWS 201	GWS 250	GWS 300	GWS 340	GWS 350	GWS 416	GWS 430	GWS 506	GWS 595	GWS 600	GWS 650	Additional courses to be developed
Fall	Ramberg Basu TA	Oaks TA	Alcalde	Cooper Oaks	Bordo				Cooper	Riggle	Ramberg	Tice Basu	1 (Alcalde - Masculinities)
Spring	Cooper TA	Oaks TA		Alcalde Cooper		Ramberg	Basu	Alcalde		Oaks	Bordo Basu	Ramberg	1

The plan uses current resources and allows for sabbatical and scholarly leaves (1 course equivalents in the Fall and 1 in the Spring have not been assigned). These also allow some of the GWS faculty to offer courses in other departments.

Resources already in place	Fall	Spring
Alcalde	2	2
Bordo	1	1
Basu	2	2
Cooper	2	2
Oaks	2	2
Ramberg	2	2
Riggle	1	
Tice	1	1
TA 1	1	1
TA 2	1	1
Total courses	15	14

Courses for Fall 2009 and Spring 2010

COURSE	FACULTY MEMBER
FALL 2009 **REQUIRED COURSES** GWS 200: Introduction to GWS in the Social Sciences	Srimati Basu
GWS 200: "	TA
GWS 200: "	PTI
GWS 201: Introduction to GWS in the Humanities	Jan Oaks
GWS 201 "	TA
GWS 250: Gender and Social Movements	Cristina Alcalde
GWS 340: History of Feminist Thought to 1985	Susan Bordo
GWS ELECTIVES	
GWS 300: Women and Spirituality	Pat Cooper
GWS 300: Women Write the Supernatural	Jan Oaks
GWS 595: Sexuality, Gender, and Law	Ellen Riggle
GWS 595: Feminist Activism	Karen Tice
OUTSIDE ELECTIVES	
ENG 234: Introduction to Women's Literature	Jan Oaks
HIS 506: History of Sexuality in the United States	Pat Cooper
RAE 370: Russian Folklore	Jean-Marie Roughier-Willoughby
SOC 335: Women and Men in Society	Shaunna Scott
SOC 409: Sociology of Families	Joanna Badagliacco

COURSE	FACULTY MEMBER
SPRING 2010 **REQUIRED COURSES** GWS 200	Pat Cooper
GWS 200	TA
GWS 201	TA
GWS 201	Jan Oaks
GWS 350: Introduction to Feminist Theorizing	Lucinda Ramberg
GWS 400: Doing Feminist Research	Srimati Basu
GWS ELECTIVES	
GWS 300: Gender, Pop Culture and the Media	Karen Tice*
GWS 430: Gender, Power, Violence	Cristina Alcalde
GWS 595: Masculinities	Cristina Alcalde
GWS 595: Issues In Gender and Women's Studies: Film Femmes Fatales—Dangerous Women in Detective Fiction	Jan Oaks
OUTSIDE ELECTIVES	
ANT/GWS 416: Gender Roles in Cross Cultural Comparison	Monica Udvardy
ENG 330: Jane Eyre (Profs. Blum, Davis, James Rosenman, and Rust regularly offer 300 -500 level ENG courses in the spring and fall.	Ellen Rosenman
ENG: 480G: Studies in Film: Love Stories	Virginia Blum
HIS 405 : U. S. Women's History Since 1900	Pat Cooper
HIS 563: The History of Women in Latin America	Francie Chassen-Lopez

GWS Courses for Fall 2010 and Spring 2011

COURSE	FACULTY MEMBER
FALL 2010 **REQUIRED COURSES** GWS 200	Lucinda Ramberg
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Srimati Basu
GWS 340	Pat Cooper
POSSIBLE GWS ELECTIVES	
GWS 300: Nabokov's Lolita and Her Descendants	Susan Bordo
GWS 300: Women and Science Fiction	Jan Oaks
GWS 300: Latin American and U. S. Latina Women's Lives	Cristina Alcalde
GWS 595: Issues in Women's Studies: Sexual Minorities and Questions of Policy	Ellen Riggle
GWS 595: Beauty Culture	Karen Tice
POSSIBLE OUTSIDE ELECTIVES	
ENG: there are a variety of courses including Psychoanalysis and Culture	Profs. Blum, Davis, James, Rust, and/or Rosenman
ENG 330: Text and Context: Frankenstein	Jan Oaks
ENG 330: Black Women in the United States	Rynetta Davis
HIS 506: History of Sexuality in the U. S.	Pat Cooper
HIS 405: U. S. Women's History to 1900	Kathi Kern
HIS 595: Studies in History: Women and Power in History	Francie Chassen-Lopez
ANTH	Mary Anglin
GEOG	Profs. Anna Secor, Sue Roberts, and Patricia Ehrkamp may offer courses
LIN 517: Special Topics in Linguistics: Language and Gender	Anna Bosch. She offers this generally in the fall semester.
PHIL 340: Introduction to Feminist Philosophy	Anita Superson
RUS 370: Russian Folklore	Jean Marie Rouhier-Wllloughby
SOC	Profs. Joanna Badagliacco, Ana Liberato, or Shaunna Scott may offer courses

COURSE	FACULTY MEMBER
SPRING 2011 **REQUIRED COURSES** GWS 200	TA
GWS 200	TA
GWS 201	Susan Bordo
GWS 201	Jan Oaks

GWS Courses for Fall 2010 and Spring 2011

GWS 350	Lucinda Ramberg
GWS 400	Cristina Alcalde
GWS ELECTIVES	
GWS 300: Pop Culture and Gender	Karen Tice*
GWS 300: Asian Women	Srimati Basu
GWS 595: Gender and Work	Pat Cooper
GWS 595: Women & Poetry	Jan Oaks
OUTSIDE ELECTIVES	
ENG330: Text and Context: Ghost Stories	Jan Oaks
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 487: Cultural Studies (gender topics vary)	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 595: Issues in History: Women and Religion	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

GWS Courses for Fall 2011 and Spring 2012

COURSE	FACULTY MEMBER
FALL 2011 **REQUIRED COURSES** GWS 200	Karen Tice
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Pat Cooper
GWS 340	Srimati Basu
POSSIBLE GWS ELECTIVES	
GWS 300: The Male Body	Susan Bordo
GWS 300: Gender and Motherhood	Jan Oaks
GWS 300: Sexuality and Religion	Lucinda Ramberg
GWS 595: Sexuality and the Law	Ellen Riggle
GWS 595: Latin American and U.S. Latina Women's Lives	Cristina Alcalde
POSSIBLE OUTSIDE ELECTIVES	
ENG	Profs. Blum, Davis, James, Oaks, Rosenman, and Rust
ENG 485: Black Feminist Theory	Rynetta Davis
HIS 506	Pat Cooper
HIS XXX: Gender and History	Profs. Chassen-Lopez, Kern, and Petrone
ANTH	Profs. Anglin and Udvardy
GEOG	Profs. Roberts, Secor, Ehrkamp
SOC	Profs. Liberato and Scott
SOC 535: Studies in Social Inequality: Family and Poverty	Joanna Badagliacco

COURSE	FACULTY MEMBER
SPRING 2012 **REQUIRED COURSES** GWS 200	TA
GWS 200	TA
GWS 200	Srimati Basu
GWS 201	Jan Oaks
GWS 350	Cristina Alcalde
GWS 400	Lucinda Ramberg
GWS ELECTIVES	
GWS 300:	Karen Tice
GWS 300	Susan Bordo
GWS 595: Gender and the Global Factory	Pat Cooper

GWS Courses for Fall 2011 and Spring 2012

GWS 595: Literary Women of Appalachia	Jan Oaks
OUTSIDE ELECTIVES	
ENG 485: Studies in Literature and Gender	Ellen Rosenman
ENG 480G: Representations of Intimacy in U. S. Cinema	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 404: History of Women in the U.S. to 1900	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

GWS Courses for Fall 2012 and Spring 2013

COURSE	FACULTY MEMBER
FALL 2012 **REQUIRED COURSES** GWS 200	Karen Tice
GWS 200	TA
GWS 200	PTI
GWS 201	Jan Oaks
GWS 201	TA
GWS 250	Cristina Alcalde
GWS 340	Lucinda Ramberg
GWS ELECTIVES	
GWS 300:	Susan Bordo
GWS 300:	Srimati Basu
GWS 595:	Ellen Riggle
GWS 595:	Jan Oaks
GWS 595:	Pat Cooper
OUTSIDE ELECTIVES	
ENG	Profs. Blum, Davis, James, Rosenman, and Rust will likely offer at least one course.
ENG 485: Race, Class, and Gender	Rynetta Davis
HIS	Profs. Cooper, Chassen-Lopez, Kern, and Petrone
ANTH	Prof. Anglin
GEOG	Profs. Roberts, Secor, Ehrkamp
SOC	Profs. Liberato and Scott

COURSE	FACULTY MEMBER
SPRING 2013 **REQUIRED COURSES** GWS 200	TA
GWS 200	TA
GWS 200	Lucinda Ramberg
GWS 201	Jan Oaks
GWS 350	Srimati Basu
GWS 400: Research Methods	Cristina Alcalde
GWS 599: Capstone	Pat Cooper
GWS ELECTIVES	
GWS 300:	Karen Tice*
GWS 300:	Susan Bordo
GWS 595:	Jan Oaks
OUTSIDE ELECTIVES	
ENG 485: Studies in Literature and Gender	Ellen Rosenman

GWS Courses for Fall 2012 and Spring 2013

ENG 487: Cultural Studies	Virginia Blum
HIS 405: History of Women in the U.S. since 1900	Pat Cooper
HIS 404: History of Women in the U.S. to 1900	Kathi Kern
HIS 563: Women in Latin America	Francie Chassen-Lopez
ANTH 350: Topics in Anthropology	Profs. Anglin, Udvardy, Ramberg
SOC 334: Sociology of the Family	Joanna Badagliacco

DRAFT DOCUMENT 3-4-09 – Work in Progress

The proposed General Education curriculum would consist of ten courses within four broad areas:

I. Intellectual Inquiry
   a. Inquiry in the Humanities
   b. Inquiry in the Natural/Physical/Mathematical Sciences
   c. Inquiry in the Social Sciences
   d. Inquiry in Creativity & the Arts

II. Communication
   a. Writing
   b. Communication II

III. Quantitative Reasoning
   a. Quantitative Foundations
   b. Statistical Inferential Reasoning

IV. Citizenship
   a. U.S. Citizenship
   b. Local-to-Global Citizenship

For each of these courses, a template will outline: a) the general purpose of the course category, b) the core competencies that the course will address, c) at least one type of assessment that will demonstrate these competencies, and d) some general recommendations as to how the course might be delivered (large lecture format, combination of large-lecture and discussion sections, etc.). This last item will be used as the basis for estimating the feasibility and costs of implementation, for this new curriculum. Both the curriculum design and the feasibility issue will be discussed at the April 13th Senate meeting, and will be presented for vote at the May 4th Senate meeting.

A version of these templates will eventually be used by a committee in Undergraduate Studies charged with oversight of the General Education curriculum, and by faculty wishing to submit courses for Gen Ed credit. For this reason, we are working to design templates that are sufficiently specific to create coherence among the courses of a particular area, yet broad enough to invite participation by a variety of disciplines and colleges. While the curricular teams designing these templates are representative of a range of approaches and disciplines, we still need broad faculty input in order to ensure that the templates offer this balance.

The general design of this curriculum, approved in December 2008 by the University Senate, was much improved by faculty input and dialogue. For this reason, the committee members will visit departments and colleges, and seek your feedback on the ten course templates. This document contains the work-in-progress of the ten curricular committees, and the final page contains a list of the membership of each committee.

Please review this outline, or its subsequent updates at www.uky.edu/GenEd, in advance of your scheduled department or college faculty meeting. We encourage you to send your feedback via email to committee convener Susan Carvalho (carvalho@email.uky.edu), or submit comments via the website, or correspond with one of the curricular team members listed at the conclusion of this document. We look forward to your input at this important stage of the process.

Intellectual Inquiry – Humanities

The Humanities are united in their reflection upon the human condition through works of art and literature (including folklore and film), philosophical and religious contemplation and argumentation, and historical narrative. The principal activities of humanists and, therefore, the principal skills to be inculcated in students relate to *interpretation* and *analysis,* and the *evaluation* of competing interpretations of the same or similar texts and phenomena.

A course fulfilling the Humanities Gen Ed requirement should teach students to interpret, evaluate and analyze creations of the human intellect – works of art, literature philosophical and religious systems and arguments, and historical narratives and the activities and events they relate.

Students will demonstrate the ability to construct their own literary,, philosophical, religious, and historical interpretations according to the standards of the discipline.

It is hoped that students be learn to recognize (a) the validity of different points of view – whether these points of view devolve from differences of class, race, gender, nationality or even historical period – and (b) a degree of tolerance and mistrust of dogmatism. Further it is hoped that students will be able to recognize some aspects of human life that might be considered eternal and constant and distinguish these aspects from those which are contingent products of history and culture.,

1) Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.

2) Demonstrate the ability to distinguish different artistic, literary,, philosophical, religious, and historical schools and periods according to the varying world-views characterized therein. (i.e., it would be good if a student could say something deeper than "the Renaissance happened several hundred years ago, and we got a cool statue of the naked David out of it". What was, for example, "reborn"?).

3) Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture through the analysis and interpretation of works of philosophy and religion, art, folklore, film, literature , historical narratives (or the primary sources of historical research).

4) Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations and in classroom discussions.

5) Demonstrate the ability to conduct a sustained piece of analysis of some work of art, folklore, film, literature,, philosophy, religion, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and

evidence of that discipline, with use of library sources when applicable. This work should demonstrate appropriate information literacy in a particular discipline of the humanities, which, depending on the nature of the assignment might include, for example:

-- pose questions that shape an inquiry and identify sources necessary for this purpose

-- identify scholarly publications (monographs, articles, essays)
locate them (library stacks, Internet, other libraries)
cite them (MLA, Chicago styles)

-- find major scholarly publications
evaluate scholarly publications
find book reviews
determine if publication was refereed
search footnotes to learn if others are citing the publication

-- get facts, check facts
get overviews, opposing views, background information, context

-- recognize and find primary sources and distinguish primary from secondary sources

To deliver these courses, which are discussion and writing intensive, each course should contain no more than 30 students. If it is absolutely essential to have larger enrollment courses, the courses should be capped at 60 to allow for no more than 20 students per teaching assistant/instructor in the break-out groups (1 day/large lecture, 2 days of discussion in small groups). This distribution will allow for more intensive writing assignments and involved discussion. It is anticipated that the courses will be offered from the 100 to the 300 levels, although primarily at the 100-200 level. They will be open to non-majors and have no pre-requisites.

Intellectual Inquiry – Sciences

An understanding of the natural world is essential for well-educated citizens who work and live in a world strongly influenced by science and technology. At the heart of this General Education Science Inquiry course is this fundamental idea: Scientists advance knowledge through experimentation. Because this course is designed to convey a general understanding of science and the processes of scientific thinking, it will be taught using strategies that reflect the ways scientists work; students likewise will do basic science, engage its methods, with the goal of attaining some understanding of the way science works in and with the natural and social worlds.

Learning Outcomes

By the end of the course, students should be able to:

1. Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
2. Explain fundamental principles in a branch of science.
3. Apply fundamental principles to interpret and predict natural phenomena.
4. Demonstrate an understanding of at least one scientific discovery that changed the way scientists understand the world.
5. Give examples of how science interacts with society.
6. Conduct a hands-on project using scientific methods to include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.
7. Recognize when information is needed and demonstrate the ability to find, evaluate and use effectively sources of scientific information.

Guidelines for syllabi

Each learning outcome is essential to meeting the requirements of a science inquiry course.

While providing for as much flexibility as possible within science disciplines, the syllabus will include the following:

- A demonstrated focus on the processes of science and scientific thinking;
- A required student product (paper, laboratory report, presentation, etc) based on the hands-on project. This requirement is the curriculum-embedded performance-based assessable product and must be a component of the course grade, weighting at discretion of instructor.
- A required student activity that involves information literacy.

Resources

It became clear, from the discussions the Science Inquiry Curricular Team had on the proposal to include a hands-on project requirement, that faculty are worried about the extra workload this will entail for the instructors.

Our Team was won over by a number of positive factors, such as:

- current K-12 science learning outcomes stress the importance of hand-on activities and ours is a simple extension of that curriculum;
- these activities add life to a course that doesn't have a lab component;
- the structure of science is inherently based upon observational methods, so a one-time introductory science class should rightly include this component;
- a science course that involves a project with a written component will strengthen the writing component of the overall curriculum,

The majority of the current USP Science courses are taught as large enrollment courses (150 – 300+ students). Anticipating that the new Gen Ed Science Inquiry courses will also be large enrollment courses (100+ students at a minimum), the Curricular Team members have provided examples of hands-on projects (with anticipated costs) that could be incorporated into a Gen Ed Science Inquiry course.

SAMPLE- Hands-On Projects / Resources Needed

Earth and Environmental Sciences

For Earth and Environmental Sciences courses this could involve utilization of climate data (ice cores, geochemical parameters recorded in the rock record) or earthquake location/intensity data available, e.g., through the U.S. Geological Survey. A hypothetical course might be: Gambling on the Big One: Earthquake Risks and Prediction

The course would focus on seismic hazard risk assessment and prediction. Lectures and readings would provide content background. There would be five blocks of work time (~2 lectures) in which groups of 5 students would first access and download data sets, organize and plot data (depth and spatial distribution of earthquakes in the crust), intensity distribution of earthquakes, determine recurrence intervals of events of various magnitude, and assess precision of all measured parameters. Students would use standard spreadsheet/ statistical/graphing software (Excel).

This would require 20 laptops/ 100 students accessing on-line datasets via the campus the wireless system. One TA / 100 students

Physics

There are many sound-related projects which students can do at home, some of which involve using software available for free on the web. Students have analyzed the sound made by their voice, their guitar, and by birds, for example. Other home projects involve various optical effects students can investigate, such as interference -- observed with soap films on water, diffraction and refraction of light, or a study of the colors of the sunset. Students can obtain and characterize small systems of lenses, or study the effects of using the polarizing lenses in their sunglasses to look at scattered light.

It is estimated that 1 full-time TA would be needed for every 100 students in these classes. Their assignment would be to meet with the students to discuss their project ideas and plans, and to grade the final papers. To maximize efficiency, the project assignments could be staggered across the class over the first half of the term, and collected and graded over the last half. TAs could meet with 15 students for each of the first 7 weeks, and grade the papers of 15 students in each of the final 7 weeks.

Medicine

Biofeedback training and execution

In the near future, neuro-prosthetic interfaces may be used to control devices and machinery, in contrast to mice, joysticks and remote controls. This laboratory will allow students to explore biofeedback as an approach to developing electronic interfaces of the future, whether they are household devices, prosthetic limbs or wearable electronics. Neuro-prosthetic interfaces require a training period to align the biological or neurological responses to the output and an execution phase to implement the device. Students will learn about neuro-prosthetic interfaces, the biology of learning & memory, and the scientific method.
Students will be given the opportunity to integrate biofeedback sensors (EMG, EEG, etc.) with standard computer software.

DESIGN: Groups of 10-15 students would receive an introduction to the biofeedback equipment and train on standard computer interface software. Independently, the groups will choose several variables to manipulate (e.g. position of sensors, direction of the sensors, and difficulty of the task). Quantitative measures will be recorded, including time to criterion performance, number of errors, and permanence of task performance.

OUTCOME: Students will be introduced to the scientific method using biofeedback electronic control that is likely to become more common in the future. Students will gain an understanding of trial and error learning, persistence of learning, and reversibility of learning.

RESOURCES:
1. Small classroom/laboratory setting
2. Biofeedback hardware (sensors, control module)
3. Software

Biology

This activity is used to introduce the students to a soil erosion unit in the Human Ecology (BIO 102) course (current USP course) and involves the students conducting a soil survey of the state. Students collect soil samples from around the state of Kentucky. The students, in groups of 8 – 10, test these samples for nitrogen, potassium, phosphate and pH (using commercially available soil test kits). They also determine the relative fertility of the soil samples, and conduct an animal and microbial inventory of the soil samples. This activity is used to introduce the students to the soil erosion unit of the Human Ecology (BIO 102) course. During later class periods, the results obtained from the soil tests are used as a basis for the lecture. The students use their results to hypothesize on the relationship between the chemical levels and the relative fertility of soil. Each student submits a written report of the activity and each group orally shares their results with the rest of the class.

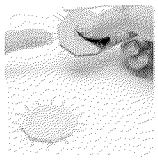
Another activity focuses on the problems associated with water pollution. In order to sensitize students to the impact of even small amounts of pollutants on water ecosystems, the unit begins with a water pollution experiment. In this activity, students test the effects of common household fluids and waste on water quality. During later class periods, the results obtained from the water pollution tests are used as a basis for the lecture.

Both of these activities have been successfully carried out with 300 students in a lecture hall during a 50-minute class period with the assistance of only one teaching assistant.
Estimated cost $100.00/ 300 students

Rehabilitation Sciences

Topic: Sensory Mapping and Tactile Perception

Goal: Assess the distribution and sensitivity of tactile sensory endings on human skin throughout the body surface using an adjustable two-point discrimination assessment tool.



Procedure: The class is divided into pairs, with each student operating as a subject on one turn and a tester on a second turn. An adjustable 2 pt assessment apparatus (left picture) is touched to the skin site in question and the subject (who is blind-folded) is required to respond with the words "one" or "two" to indicate their perception of the event delivered by the tester. The response is recorded and the testing cycle repeated with a different inter-point distance. Inter-point distances are adjusted in 1 mm steps (up and down) to find a perceptual threshold point, defined as the distance at which a subject is able to detect two distinct points 50% of the time within a pre-determined number of trials. The procedure is repeated for different body parts (leg, arm, back, face, fingers, etc). Data can then be complied across the entire class to build a 2 pt sensitivity map of the body surface. Simple descriptive statistics could be run to provide quantitative insights and the data can be compared to published reports on tactile sensitivity.

Resources: 2-point tools are low-cost items than can be ordered through most science supply catalogs. For a class of 300, you would need 150 sets for each pair of students. Approximate cost for supplies = $5.000. This would be a onetime initial cost, since these devices can be reused in subsequent semesters. Alternatively, a set of 2 pt testers can be made from simple household items if desired. This hands-on project can be performed either in or out of class. A TA trained in 2 pt assessment would be useful to field questions from the students. The TA would only be needed for those class periods or time periods when the project was being conducted during the semester.

Chemistry

Do pesticides break down at the same rate? Does the rate depend on the pH?
This exercise addresses the question of whether chemicals break down at an observable rate in the environment. Depending on the specific focus of the course, students can address the question of whether different chemicals (in this case commercial pesticides) behave in the same manner, whether different soils lead to different rates of chemical degradation, or others.

Students collect soil samples in plastic vials. To one is applied a small amount of a dilute solution of Roundup in water. The other vial functions as a control. After a week or two, the content is analyzed by thin layer chromatography. Ninhydrin stain can be used to visualize the residual compound.

Cost ~$500 for 300 students, plus TA time for preparation of solutions, assistance with the TLC step, and grading.

Summary of resources needed for the SAMPLE projects listed above:

- The majority of the current USP Science courses are taught as large enrollment courses (150 – 300+ students). It is anticipated that the new Gen Ed Science Inquiry courses will also be large enrollment courses (100+ students at a minimum),
- That several "general purpose science labs" be made available for Gen Ed Science Inquiry classes on a rotating basis throughout the semester.
- Laptop computers: 20/100 students
- Consumable supplies (chemicals, test kits): $100 - $500/300 students
- Up-front equipment (other than computers): $5000/ 300 students (one –time costs)
- Teaching Assistant support for all courses (average -1 TA per 100 students)

Curriculum-Embedded, Performance-Based Assessable Product:
The student product (paper, laboratory report, presentation, etc) based on the hands-on project.

Intellectual Inquiry – Social Sciences

Although they vary in terms of content and intellectual traditions, foundational courses in the social sciences promote an understanding, based on living bodies of theory and research, of individuals in the context of social interactions, groups, and societies. Human societies are diverse and varied, with different understandings of the world among them, and with a multiplicity of actors within them who do not necessarily share the same views or goals. As a consequence, human phenomena are not as easily predictable as natural phenomena, and social science inquiry can lead to many plausible answers to any given question. Nevertheless, inquiry in the social sciences is empirical, guided by rigorous but varied theories and methods. Thus, students who complete a General Education course in the social sciences should understand how a discipline's modes of scholarly inquiry have led to the development of the discipline's shared bodies of knowledge and the interplay between a social science discipline and its broader social context. The successful social science course will present a variety of approaches to any given question about social phenomena, preparing students to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

Students will be able to:

1. Demonstrate knowledge of the theories associated with a social science discipline, either broadly or as applied to an important social science topic.

2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.

3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.

4. Demonstrate knowledge of how a social science discipline influences society.

5. Demonstrate an ability to pose a well-formulated question pertinent to a social science discipline and to design a research project that would speak to that question.

Recommendations on delivery models:

Departments and multidisciplinary teams offering General Education courses in the social sciences should be encouraged to experiment with varying delivery models, including (but not limited to) (a) large (150 +) lecture sections with varying combinations of discussion or (where appropriate) laboratory sections and assistance from Teaching Assistants, (b) medium-sized (75-150) lecture sections with assistance from Teaching Assistants, and (c) smaller sections. Appropriate delivery may vary by discipline (or multidisciplinary combination), but it will be the case in all departments that instructors of sections of General Education courses in the social sciences cannot reasonably be expected to fulfill expectations for active learning and the development of critical thinking skills without adequate assistance and support. This will include Teaching Assistants as well as access to smart classrooms and other appropriate technical support.

Intellectual Inquiry – Arts & Creativity

Toward Outcomes in Creative Endeavors

Creativity is pertinent to all disciplines. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society. Inquiry Courses under this rubric will explore the human need to experience, comprehend, and utilize processes that transcend the conventions of utility, whether that involves the mastery of rules or the decision to break them, the desire to identify and refine the expressible or to recognize and prize the ineffable. The creative process and its products and results are the focus on this course; while they may be taught from the traditional fine arts perspectives, it is expected that courses will also be based on an exploration of the creative and aesthetic aspects of "rational", "scientific" or quantitative disciplines, e.g., the "elegance" of certain scientific/mathematical proofs or the beauty inherent in a well-articulated design.

Outcomes

- Students will personally perform, produce, fabricate or generate an artifact or artifacts that demonstrates their engagement with the creative process (e.g. an object, product, installation, presentation, record of a performance etc.) either as an individual or as part of a collaborative. As part of this process students will:
  - Define and distinguish different approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach that informs a particular course.
  - Apply the logic, laws, or constraints of the area of study, (e.g, "out of the box" thinking, or the masterful, elegant treatment of given rules or forms).
  - Demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools. These analyses should utilize relevant information resources to incorporate historical, theoretical, and or cultural factors.
  - Evaluate results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Guidelines

The primary emphasis of courses in the Area of Inquiry must be on active learning through student performance, expression, and/or production (what is known as "process-focused" creativity). This emphasis should be documented through the number of assignments or class meetings devoted to this work (expressed as a percentage) or through the grading mechanism for the final grade for the course.

Though "process-focused" the course may highlight other approaches to creativity. Students may be expected to explore forms of creativity that are constraint-focused (mastering or overcoming established "laws" or "systems"), product-focused (emphasis

on the originality, utility or value of the thing produced), transformation-focused (risk-taking, willingness to make mistakes, role of chance) or fulfillment-focused (personal or professional accomplishment). Proposals for courses should identify which approaches are present in the syllabi.

Syllabi must incorporate assignments or exercises whose final product reflects a process of analysis, evaluation, reassessment, and refinement.

Syllabi must include projects or exercises that introduce tools or develop information literacy appropriate to the discipline.

Syllabi must incorporate attendance and/or participation in relevant co-curricular activities as part of the course. Students should be required to critically engage with these activities through a written analysis or similar project.

Delivery models/Assessment

Many existing courses (e.g. Art Studio courses, Design courses, creative writing) are currently offered with enrollments of 20 or less. It is expected that this will continue and that many new courses in this area of Inquiry will be in this format.

It is possible that courses can be designed using the large lecture/breakout format.

A majority of the courses will be offered at 100 or 200-level, though we anticipate some courses at 300-level or above.

Most courses in this area will be open to enrollment for non-majors, with no pre-requisites.

Options for assessment include direct and indirect measurements:

Direct: Assessment should be based on artifacts created by students in the course. These artifacts may include records of performance/object or a portfolio in which students document and evaluate the process and products of their work for the course.

Indirect: Assessment could be linked to the current Oswald Creativity contest (an increase in the number of applicants to the competition, an increase in the quality of the applicants work over time)
Assessment could be linked to increased rates of attendance or participation in campus cultural or co-curricular events.
Assessment could be linked to other undergraduate research programs such as eUreKa, Kaleidoscope.

Writing

Writing I is a 3 credit hour course designed to engage students in the practice of writing in an active learning environment. As a General Education course, Writing I participates in the broad goal of developing critical thinking skills within an academic context that emphasizes the real-world problems and decisions that students will confront as educated citizens of the twenty-first century. The Writing I course offers substantial practice in composing and revising written texts for an audience, with an additional goal of developing life-long habits of writing for learning, personal expression, and community participation.

Goals:
• Students will compose written texts that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the writing process.
• Students will demonstrate an awareness of strategies that writers use in different rhetorical situations, to employ invention techniques for analyzing and developing arguments, to recognize and address differing genre and discourse conventions, and to document their sources using an appropriate style guide.
• Students will find, analyze and evaluate pertinent primary and secondary sources, using relevant discovery tools, as part of the writing process.
• Students will develop appropriate and effective strategies for organizing, revising, editing, and proofreading writing to improve development of ideas and appropriateness of expression.
• Students will collaborate with peers, the instructor, and librarians to define revision strategies for writing, to set goals for improving writing, and to devise effective plans for achieving those goals.
• Students will engage in a range of writing activities that allow them to explore and express their experiences and perspectives on issues under discussion, with the goal of developing their interest in writing as a life-long activity.

Curriculum-Embedded, Performance-Based Assessable Products:
Formal written texts
Revision plans and/or peer reviews
Journals or other informal writing

Communication II

This is a 3-credit skills and practice integrated communication course based on the principles of oral and visual communication.
Students will demonstrate understanding of the content in graded oral and visual ways with required revision processes to facilitate improvement of their oral, written, and visual communication skills.

Preamble:
We begin with a reminder that the "communication" course description approved by the Senate in December 2008 prescribed a "3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills" (see *Learning Outcomes* document on the uky.edu/gened website).

We also believe it is impossible to teach everything about communication in a one-semester 3-credit course. Hence, the committee took seriously the charge of determining the foundational communication skills to be nurtured in the form of a required general education course. We derived the skills from research conducted regarding (a) general education communication goals at other colleges and universities that have recently revised their general education curricula and (b) what employers seek in college graduates based on surveys from several clearinghouses (e.g., the American Society for Training and Development, the US. Department of Labor, National Association of Colleges and Employers, etc…).

Course Objectives:

1. Students will compose (in writing), deliver, and revise effective formal presentations with appropriate visual materials (which includes locating and evaluating appropriate resources, developing breadth and depth of content (with evidence), structuring well-reasoned ideas coherently, delivering messages via effective use of voice and body, as well as constructing and integrating appropriate presentational aids).
   Weight: Minimum 40% of the course and grade

2. Students will critically evaluate public presentations (i.e., self, peer, and professional) based on specific criteria.
   Weight: Minimum 15 % of the course and grade

3. Students will understand the principles of and engage in effective collaboration and feedback in dyads, small groups, and/or teams (based on interdependence and accountability).
   Weight: Minimum 25% of the course and grade

Note: As much as 20% of the course and grade can come from quizzes, tests, and/or exams.

Curriculum-Embedded, Performance-Based Assessable Products

Written documentation (e.g., self and peer evaluations, application and reflection papers, formal outlines, flowcharts, cluster diagrams, generative lists, or other artifacts of planning and shaping messages)
Interpersonal interactions/Simulations/Role Plays
Visual products
Recorded presentations

Resources

The committee believes it is important to note that the Department of Communication cannot service the entire undergraduate student population without substantial additional financial resources (which is, in fact, why the current USP oral communication requirement is suspended). Hence, the objectives of this course must be reasonable so that faculty from a variety of disciplines across the campus ought to feel they can achieve them in their courses.

To achieve this goal in ways that ensure curriculum integrity, the committee recommends the creation of an integrated Communication Center (written, oral, and visual). The center--staffed by communication experts (written, oral, and visual)--would provide training and consultation to faculty who choose to (a) modify existing courses or (b) create a new course to meet this general education requirement. The center would also train graduate teaching assistants (GTAs) and part time instructors (PTIs) who teach courses designed to meet this requirement. Ideally, GTAs and PTIs would come from departments across campus to encourage this communication course to be discipline-specific in terms of content. The Center would also be an ideal venue to train these instructors to incorporate effective information literacy research skills, which are an integral component of both the Communication and Writing I courses. The committee believes the creation of such a unit will be more economically feasible than would be the hiring of many additional communication faculty members to service the entire undergraduate student population.

Implementation/Course Delivery

Because the nature of the course focuses on practicing and improving communication skills, we believe the class size must be small (no more than 25 students per section).

Quantitative Foundations

Quantitative reasoning is a conceptual process that employs one or more of a family of mathematical or logistical methods to analyze and solve problems in a variety of disciplines. Such methods guide both deductive and inductive reasoning in mathematics, the sciences (including physical, life, psychological, social, political, and economic sciences), the humanities and arts as well as in engineering, computer science, and information technology. They also have great utility in helping students clarify and critically evaluate information that is relevant to personal life and to everyday decisions about health, finance, citizenship, and government. When these methods are applied to real-world examples and taught in contexts that engage student interest they have been found to improve the capacity of students to draw sound inferences. For this reason quantitative reasoning is multi-disciplinary and invites a wide diversity of disciplines and departments to offer courses to satisfy this requirement. We describe here the requirements for the first course in Quantitative Reasoning, focusing on Mathematical, Statistical, and Logic Foundations; the second course will focus on Statistical Reasoning and Inference and is described in its own template.

Courses designed to meet this requirement will demonstrate how the course elements (e.g., structure, activities, assignments, projects, homework, papers, and exams) will contribute to the following student learning objectives:

- Students will demonstrate numerical literacy and the appropriate use of functions (relationships between two or more quantities) in everyday life.

- Students will apply fundamental elements of mathematical, logical, and statistical knowledge to model and solve problems drawn from real life. In this modeling process:

    - Students will recast and formulate problems using appropriate mathematical and logistical systems (e.g., algebra, geometry, logic) and representations (e.g., symbolical, visual, graphical, numerical, verbal).

    - Students will apply the rules, procedures, and techniques of appropriate notational or symbolic systems (e.g., algebraic, geometric, logical) to model, analyze, and solve problems.

    - Students will use correct reasoning, arguments, and proofs to validate (or invalidate) their analyses, confirm their results, and consider alternative solutions.

    - Students will interpret and communicate their results in various forms, including symbolical, graphical, numerical, or verbal.

- Students will identify and evaluate arguments containing erroneous or fallacious reasoning, such as incorrect mathematical or logical inferences, limitations of the scope of particular models, and misinterpretations of presentations of data.

- In solving and modeling problems, students will determine the nature and extent of the appropriate information needed, access and use needed information effectively, and evaluate information and its sources critically.

- Students will create at least one assessable product (e.g., the result of modeling and solving a problem) that can be shared with UK's Assessment Office to contribute to the assessment of the General Education program.

Guidance for the Course Designer:

The course should have a central applications-driven, problem-solving focus, with particular attention to problems of potential "real-life" relevance to the students. The students should be actively engaged in modeling and problem-solving. Note that there are various technology tools that can assist in visualizing concepts and making models, as well as reinforcing basic skills. The desire is that the course will develop such quantitative reasoning skills as to be generally useful to students in their further studies, work, and engagement in civic life. [Do we want to provide some sample course descriptions and texts from various disciplines?]

It is to be assumed that students will enter the course with an appropriate mastery of high school mathematics through Algebra I, Algebra II, and Geometry to earn a Math ACTE score of at least 19, or the equivalent.

Implications for Resources:

There are pedagogical implications for such a course that may affect its structure or class size. For example, large lecture format alone may be ineffective. To what extent might current or potential UK courses fulfill this template? What are the implications for resources to develop and pilot new courses?

It will be necessary to examine the learning objectives that the Statistical Reasoning course will assume the students have before enrolling in that second course.

It may not be the case that a student who has taken advanced mathematics in high school can demonstrate the learning objectives mentioned here, though one might hope so. A placement procedure or method of "testing out" may need to be developed, though this is not a trivial task.

Some References that may be Helpful in Designing a Course

Mathematical Association of America, *Quantitative Reasoning for College Graduates: A Complement to the Standards*, **http://www.maa.org/past/ql/ql_toc.html**.

Lynn A. Steen, Editor, *Why Numbers Count: Quantitative Literacy for Tomorrow's America*, College Board, 1997.

Lynn A. Steen, Editor, *Mathematics and Democracy: The Case for Quantitative Literacy*, National Council on Education and the Disciplines, **http://www.maa.org/ql/mathanddemocracy.html**.

Bernard L. Madison, Editor, *Quantitative Literacy: Why Numeracy Matters for Schools and Colleges*, Woodrow Wilson National Foundation, 2003, **http://www.maa.org/ql/qltoc.html**.

Lynn A. Steen, *Achieving Quantitative Literacy: An Urgent Challenge for Higher Education*, Mathematical Association of America, 2004.

Rick Gillman, Editor, *Current Practices in Quantitative Literacy*, Mathematical Association of America, 2006.

Bernard L. Madison and Lynn A. Steen, Editors, *Calculation vs. Context: Quantitative Literacy and Its Implications for Teacher Education*, **http://www.maa.org/Ql/calcvscontext.html**.

The Mathematical Association of America SIGMAA on Quantitative Literacy, **http://pc88092.math.cwu.edu/~montgomery/sigmaaql**.

The National Numeracy Network, **http://serc.carleton.edu/nnn**.

Selected Quantitative Literacy Programs in U.S. Colleges and Universities, January, 2007, **http://www.stolaf.edu/people/steen/Papers/qlprogs.pdf**.

Textbooks: Quantitative Reasoning/Literacy, **http://www.statlit.org/PDF/2006TextbooksQR.pdf**.

Statistical Inferential Reasoning

Courses that would qualify to be one of the "3-hour course(s) devoted to a conceptual and practical understanding of statistical inferential reasoning" should be focused on the student's ability to evaluate the efficacy of claims based on statistical constructs and to understand and articulate important risks that these claims often address, both through the formal science of statistical inference and informal activity of human inference. These courses should not have computations and derivations as their primary focus; neither should they be abstract reasoning courses devoid of numerical data.

Toward that end, it is expected that any course that qualifies must exhibit a syllabus that offers convincing evidence that, upon successfully completing this course, students will be able to:

A. Evaluate common claims arising from the formal statistical inference conveyed in margins of error and confidence intervals. Students must be able to articulate the sense in which margins of error and confidence intervals address and purport to quantify risks that are of practical interest. Although skill in the computation of these quantities is an acceptable by-product, the demonstrated skill set **must not** be confined to, or even largely focused on, the computation of these quantities. In particular, the student must:

1. Be able to connect the uncertainty of sampling variability with margins of error and confidence intervals. This connection needs to be formal in the sense that the student needs to be able to demonstrate an understanding of the roles of sampling distributions, and standard scores, as well as the central limit theorem (non-mathematical treatment) in the production, but more importantly, the interpretation of margins of error and confidence intervals.

2. Be able to demonstrate an understanding that some of the other major sources of uncertainty, such as biased samples and questionnaires that are worded in a biased or misleading fashion are not addressed by margin of errors or confidence intervals.

B. Evaluate common claims arising from the formal statistical inference conveyed in null hypothesis testing associated with statistically designed experiments. Students must be able to articulate the sense in which null hypothesis testing addresses and purports to quantify risks that are of practical interest. Although skill in the actual testing of such hypotheses is an acceptable by-product, the demonstrated skill set **must not** be confined to, or even largely focused on the actual construction of such tests. In particular, the student must

1. Be able to demonstrate a substantive understanding of "statistical significance," and the sense in which p-values and null hypothesis testing

offer a useful and practical articulation of risk assessment. To do this, the student must also be able to demonstrate mastery of the basic language of statistical experimental design and null hypothesis testing, and articulate the role that statistical modeling plays in the development and interpretation of "statistical significance."

2. Be able to articulate the strengths and weaknesses of using classical null hypothesis testing as a decision tool. Students should understand the sense in which common hypothesis testing, and the associated "significance" addressed in media, is intimately related to a perspective that looks for evidence against a claim, and infers about the truth of that claim based on the weight of that evidence

C. Evaluate common claims that arise from statistical constructs, like charts and graphs, tables and numerical summaries, through the important, but informal, act of human inference. Although skill in the actual construction of these constructs is an acceptable by-product, the demonstrated skill set **must not** be confined to, or even largely focused on these constructions. In particular, students must:

1. Be able to demonstrate an understanding of the challenges that confront informal inferences arising from these kinds of statistical entities and offer evidence that they can construct these inferences in a rational and informed manner.

2. Be able to discuss the practical importance of effective conditional reasoning (e.g. false positives, Prosecutor's paradox); the importance of hidden variables and confounding. (e.g. Simpson's paradox); the issue of association versus correlation and correlation and causation; the importance of having the right and/or enough information; and the problem of misinterpreting randomness.

D. Demonstrate information literacy by their measurable ability to independently identify and utilize appropriate information resources from a variety of sources. Instructors will collaborate with librarians to create a course-relevant component developing lifelong learning skills allowing students to identify, utilize, evaluate, apply and communicate information, a critical competency in becoming a contributing member of society.

Curriculum-Embedded, Performance-Based Assessable Products

All students must create at least one assessable product that can be shared with the University's Assessment Office and the course syllabus must make clear what that product is. Individual instructors (or departments) are encouraged to consult with the Director of Assessment at the University, prior to the construction of a new syllabus. Rather than test knowledge or particular techniques, the assessment tool(s) should allow students to demonstrate an understanding of how statistical inference is used in decision making and to appraise the efficacy of statistical arguments that are reported for general

consumption. That is, the assessment, too, should focus upon real world applications of learning outcomes A-D above. We recommend that the tool be validated, structured to allow electronic submission, and that an appropriate assessment rubric be developed based upon these criteria.

Resource and Delivery Comments

The ways in which the course outcomes are achieved, and the contexts in which the concepts are motivated, are the purview of individual departments, colleges, and instructors. However, while many of the concepts discussed in this course category are, at their root, complex mathematical concepts (e.g. the Central Limit Theorem), this course ***is not*** intended to be a mathematically complex course. Rather, the complexity of the course will likely be rooted in the ideas being discussed and the ways in which core concepts in statistical science connect to and surface in activities as common as reading the morning newspaper. With this in mind, the following suggestions are offered:

- The ideal prerequisite for courses in this category is a course in the proposed category of "mathematical, logical and statistical foundations," or the equivalent.
- Large-lecture classes alone are not recommended. Larger lectures, perhaps meeting twice a week, with recitation breakouts are a better solution. Even then, the lecture sessions should not be too large. While this may end up being the purview of individual departments or colleges, it does have implications for the comparability of the different assessments that may be embedded across departments and colleges.
- Teaching assistants will be needed to help staff the recitations. These TAs will need to be trained and departments will need resources to create and sustain effective training programs.

US Citizenship

Conceptions of Community, Culture and Citizenship in a Diverse U.S. Society

Courses in this area lay the foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities. These courses should engage students in interactive learning techniques such as debates, simulations, service-learning projects, and digital documentaries, as well as develop their information literacy. Students completing this requirement will achieve the following learning outcomes:

A. Demonstrate an understanding of historical and cultural differences arising from such issues as ethnicity, gender, language, nationality, race, creed, religion, sexuality, and socioeconomic class.

B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.

C. Recognize relevant historical and cultural contexts.

D. Demonstrate an understanding of at least two of the following:
   a. Societal and institutional change over time
   b. Civic engagement
   c. Comparative regional, national, or international issues
   d. Power and resistance

E. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Global Citizenship (title under discussion)

As part of a two-course requirement of Learning Outcome #4, courses satisfying this requirement will focus attention on the student's civic role and place in the world and the dynamic interaction between locale (place and people) and global processes (international and transnational) that complement his or her civic responsibilities to diversity and social justice issues in the US-based course requirement. As a complement to the non-US based course, this course will have a non-US focus constituting more than half of the content of the course. In order for UK students to be prepared for careers in a globalized world, they must **gain an understanding of and appreciation both for global cultural diversity and for the impacts of current processes of globalization**. Once achieved, this new knowledge and attitude will also result in students' achieving a heightened and more critical awareness of her/his own culture and of the role of the United States in the world. Issues like environmental concerns (e.g., climate change, soil depletion, transboundary pollution.), the built environment (including architecture, urban planning, sustainable design), public health (such as sanitation, local-global disease transfer, nuclear and coal-fired energy risks), economics (e.g., agriculture, industry, and the satisfaction of human needs), and the interaction of local and world cultures (including music, art, religions, literature and folklore) are among the topics that may be explored in the many possible courses for fulfilling this part of the new general education curricular framework. At least part of the course must explore in depth some of the major dimensions of at least one other culture outside the United States, and must bring the exploration or implications of the course's major subject matter into the 21st century context. On the other hand, a studied examination of the historical evolution of such issues or an emphasis upon one prominent time period is not precluded.

The course will:

1. Illuminate the civic (and other) complexities and responsibilities of actively engaging and participating in a diverse, multiethnic, multilingual world community with a focus on non-US or global perspectives. The major elements of at least one other culture outside the U.S. must be explored in depth.

2. Foster an understanding of and appreciation for how local features (economic, cultural, social, political and religious) of cities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that often mutually shape one another.

3. Impress upon students how personal decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

4. Incorporate at least two of four additional topics (i.e., societal and institutional change over time, civic engagement, cross-national/comparative issues, and power and resistance) into the thematic core of the syllabus, allocating at least 15% of the course to each.

5. Require a project accounting for at least 15% of the course grade that explores a significant issue or problem within a local-global framework.

Delivery:

In satisfying this component of the new General Education curriculum, courses may be offered at the 200-, 300- or 400- levels. Class enrollment size would generally range between 50 and 150 from one department to another. For courses with enrollments of 100 or more, a teaching format involving two lectures and one discussion section per week would be followed and ample TAs would be supplied to cover the discussion sections. All courses meeting this requirement would assign an individual or team project, which would both: (1) be included as part of the final course grade; and (2) act as the means for assessing the courses success in meeting the learning outcomes specified in the new General Education curriculum.

Faculty Curricular Teams

Intellectual Inquiry

Humanities Team

Jeanmarie Rouhier-Willoughby (Convener) (AS-MCL)	j.rouhier@uky.edu
Brad Carrington (LIS)	brad.carrington@uky.edu
James Hertog (CIS)	jhertog@email.uky.edu
Brandon Look (AS-PHI)	look@uky.edu
Steve Parker (ED-KHP)	spark01@email.uky.edu
Alfred D. Shapere (AS-PHY)	shapere@uky.edu
Gretchen Starr-Lebeau (AS-HIS)	starrle@email.uky.edu
Cecilia Wang (FA)	cecilia.wang@uky.edu
Lisa Zunshine (AS-ENG)	zunshin@uky.edu

Physical, Natural and Mathematical Sciences Team

Ruth Beattie (Convener) (AS-BIO)	rebeat1@email.uky.edu
Richard Andretta (HS)	randr2@email.uky.edu
Janette Carver (LIS)	jbcarv1@email.uky.edu
Czarena Crofcheck (AG)	crofcheck@uky.edu
Janet Eldred (AS-ENG)	eldred@email.uky.edu
Michael Kovash (AS-PHY)	michael.kovash@uky.edu
David Leep (AS-MATH)	leep@ms.uky.edu
Jonathan Lifshitz (ME-SCoBIRC)	jlifs2@email.uky.edu
Mark Meier (AS-CHEM)	mark.meier@uky.edu
David Moecher (AS-GEO)	moker@uky.edu

Social Sciences Team

James Hougland (Convener) (AS-SOC)	jghoug2@email.uky.edu
James Clark (SW)	jjclar00@uky.edu
Deborah Crooks (AS-ANTH)	dlcrooks@uky.edu
Richard Fording (AS-PS)	rford@uky.edu
Jonathan Golding (AS-PSY)	golding@uky.edu
Shawn Livingston (LIS)	sdlivi00@email.uky.edu
Leigh Maynard (AG)	leigh.maynard@uky.edu
Gerry Swan (ED-EDC)	gmswan3@email.uky.edu
Kathleen Wagner (NU)	kdwagn00@email.uky.edu
Matthew Zook (AS-GEOG)	zook@uky.edu

Arts & Creativity Team

Ben Withers (Convener) (FA)	bcwith2@email.uky.edu
Rayma Beal (ED)	rkbeal01@email.uky.edu
Lance Brunner (FA)	Lance.Brunner@uky.edu
Elizabeth Debski (AS-BIO)	debski@uky.edu
Nelson Fields (FA-Theatre)	nelson.fields@uky.edu
Gregory Luhan (DE)	gregory.luhan@uky.edu
Thomas Nieman (AG-LANDS)	tnieman@email.uky.edu
William Seales (EN)	seales@uky.edu
Meg Shaw (LIS)	meg.shaw@uky.edu
Kathleen Urch (CIS)	kakie.urch@uky.edu

http://www.uky.edu/GenEd/fac_curricular_team.php - #

Communications

Writing I

Roxanne Mountford (Convener) (AS-ENG)	rdmo222@uky.edu
Rob Aken (LIS)	robaken@uky.edu
Jennifer Bartlett (LIS)	jbart3@email.uky.edu
Anna Bosch (AS-LIN)	anna.bosch@uky.edu
William Endres (ENGR)	bill.endres@uky.edu
David Hulse (BE)	dshuls00@email.uky.edu
Judith Lesnaw (AS-BIO)	judith.lesnaw@uky.edu
Mary Roseman (AG-NSF)	mrose2@email.uky.edu

Communication

Deanna Sellnow (Convener) (CIS)	deanna.sellnow@uky.edu
Stacey Greenwell (LIS)	staceyg@email.uky.edu
David Hardesty (BE)	dmhard3@email.uky.edu
Rob Jensen (FA)	robert.jensen@uky.edu
Derek Lane (CIS)	Derek.Lane@uky.edu
Karen Lewis (DE)	klewis@uky.edu
Roxanne Mountford (AS-ENG)	rdmo222@uky.edu
Randall Roorda (AS-ENG)	rroorda@uky.edu
Ruth Staten (NU)	rrstat00@email.uky.edu
Craig Wood (AG-EXT)	woodch@email.uky.edu

Quantitative Reasoning

Math, Logic and Stats Foundations

Carl Lee (Convener) (AS-MATH)	lee@ms.uky.edu
Kenneth Calvert (ENGR-CS)	ken.calvert@uky.edu
Mark Gerbert (AS-STA)	mark.gebert@uky.edu
Xin Ma (ED)	xma2@email.uky.edu
Sue Nokes (AG-BAE)	sue.nokes@uky.edu
Alan Perreiah (AS-PHI)	pera@uky.edu
Jane Peters (FA)	jane.peters@uky.edu
Mary Kay Ravens (NU)	mkrayens@uky.edu
Jakayla Robbins (AS-MATH)	jakayla.robbins@uky.edu
Susan K. Smith (LIS)	Susan.Smith@uky.edu
Connie Wood (AS-STA)	cwood@email.uky.edu

Statistical Reasoning

Bill Rayens (Convener) (AS-STA)	rayens@uky.edu
Debra Aaron (AG)	daaron@email.uky.edu
Arne C. Bathke (AS-STA)	arne@email.uky.edu
Chris Bollinger (BE)	crboll@email.uky.edu
Kelly Bradley (ED)	kdbrad2@uky.edu
Rick Brewer (LIS)	rabrew02@email.uky.edu
Patricia Burkhart (NU)	pvburk2@email.uky.edu
David Fardo (PH)	david.fardo@uky.edu
David Leep (AS-MATH)	leep@email.uky.edu
Robert Lorch (AS-PSY)	rlorch@email.uky.edu
William E. Murphy (ENGR)	william.murphy@uky.edu
Kaveh Tagavi (ENGR)	katz@email.uky.edu

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Citizenship

U.S. Citizenship

Sonja M. Feist-Price (Convener) (ED)	smfeis@email.uky.edu
Joanna Badagliacco (AS-SOC)	jmb@email.uky.edu
Kate Black (LIS)	Kate.Black@uky.edu
David H. Bradshaw (AS-PHI)	dbradsh@email.uky.edu
Brian Dineen (BE)	brdine2@email.uky.edu
Andy Doolen (ENG)	avdool2@email.uky.edu
Vanessa Jackson (AG)	vpwick0@email.uky.edu
Linda Levstik (ED)	linda.levstik@uky.edu
Joanne Melish (AS-HIS)	joanne.melish@uky.edu
Jeroen van den Hurk (DS-HP)	J.vandenHurk@uky.edu
Stephen Voss (AS-PS)	dsvoss@email.uky.edu

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Global Citizenship

Ernest Yanarella (Convener) (AS-PS)	ejyana@email.uky.edu
Ihsan Bagby (AS-MCL)	iabagb2@uky.edu
Beth Barnes (CIS)	bbarnes@email.uky.edu
Horace Bartilow (AS-PS)	pascal@email.uky.edu
Larry Grabau (AG/PSS)	larry.grabau@uky.edu
Gordon Hogg (LIS)	gehogg01@uky.edu
Claudia Hopenhayn (PbH-EPI)	cmhope0@uky.edu
Noemi G. Lugo (FA)	nglugo00@email.uky.edu
Tad Mutersbaugh (AS-GEOG)	tmute2@uky.edu
Keiko Tanaka (AG)	ktanaka@email.uky.edu
Monica Udvardy (AS-ANT)	udvardy@email.uky.edu

Distance Learning Form

This form must accompany every submission of a new/change course form that requests ~~a change in delivery mode~~distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses**. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	Date:
Instructor Name:	Instructor Email:

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? If yes, which percentage, and which program(s)? *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources?
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☐ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
	Does the syllabus contain all the required components, below? └ Instructor's *virtual* office hours, if any. └ The technological requirements for the course. └ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). └ Procedure for resolving technical complaints. └ Preferred method for reaching instructor, e.g. email, phone, text message. └ Maximum timeframe for responding to student communications. └ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
10.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Instructor Signature:

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of _____ Date: _____

Department/Division offering course: _____

2. What type of change is being proposed? ☐ Major ☐ Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: ☐ N/A ☐ Already approved for DL† ☐ *Please Add* ☐ *Please Drop*

If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.

Internet/Web-based ☐ *Interactive Video* ☐ *Extended Campus* ☐

†If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) ☐ that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "*Proposed*" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

4. Current prefix & number: _____ *Proposed prefix & number:* _____

5. Current Title _____

Proposed Title† _____

†*If title is longer than 24 characters, offer a sensible title of 24 characters or less:* _____

6. Current number of credit hours: _____ *Proposed number of credit hours:* _____

7. Currently, is this course repeatable? YES ☐ NO ☐ If YES, current maximum credit hours: _____

Proposed to be repeatable? YES ☐ *NO* ☐ *If YES, proposed maximum credit hours:* _____

8. Current grading system: ☐ Letter (A, B, C, etc.) ☐ Pass/Fail

Proposed grading system: ☐ *Letter (A, B, C, etc.)* ☐ *Pass/Fail*

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

(___) CLINICAL (___) COLLOQUIUM (___) DISCUSSION (___) LABORATORY (___) LECTURE

(___) INDEPEND. STUDY (___) PRACTICUM (___) RECITATION (___) RESEARCH (___) RESIDENCY

(___) SEMINAR (___) STUDIO (___) OTHER – Please explain: _____

Proposed:

(____) CLINICAL (____) COLLOQUIUM (____) DISCUSSION (____) LABORATORY (____) LECTURE

(____) INDEPEND. STUDY (____) PRACTICUM (____) RECITATION (____) RESEARCH (____) RESIDENCY

(____) SEMINAR (____) STUDIO (____) OTHER – Please explain: _____

10. Requested effective date (term/year): _____ / _____

11. Supplementary teaching component: ☐ N/A ☐ Community-Based Experience ☐ Service Learning ☐ Both

Proposed supplementary teaching component: ☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

12. Cross-listing: ☐ N/A or _____ / _____
Current Prefix & Number — printed name — Current Cross-listing Department Chair — signature

a. Proposed – REMOVE current cross-listing: ☐ _____ / _____
printed name — Current Cross-listing Department Chair — signature

b. Proposed – ADD cross-listing: _____ _____ / _____
Prefix & Number — printed name — Proposed Cross-listing Department Chair — signature

13. Current prerequisites:

Proposed prerequisites:

14. Current Bulletin description:

Proposed Bulletin description:

15. What has prompted this change?

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? ☐ YES ☐ NO
If YES‡, list below the programs that require this course:

‡ In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

19. Is this course currently included in the University Studies Program? ☐ Yes ☐ No

20. ☐ Check box if changed to 400G or 500. If changed to 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4)*

21. Within the department, who should be contacted for further information on the proposed course change?

Name: _____ Phone: _____ Email: _____

22. Signatures to report approvals:

DATE of Approval by Department Faculty	printed name /	Reported by Department Chair	/ signature
DATE of Approval by College Faculty	printed name /	Reported by College Dean	/ signature
*DATE of Approval by Undergraduate Council	printed name /	Reported by Undergraduate Council Chair	/ signature
*DATE of Approval by Graduate Council	printed name /	Reported by Graduate Council Chair	/ signature
*DATE of Approval by Health Care Colleges Council (HCCC)	printed name /	Reported by Health Care Colleges Council Chair	/ signature
*DATE of Approval by Senate Council		Reported by Office of the Senate Council	
*DATE of Approval by the University Senate		Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)*

****

Excerpt from *University Senate Rules:*

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
e. correction of typographical errors.

April 14, 2008

TO: Kaveh Tagavi
Senate Council
201 Main Bldg.
CAMPUS 0032

Dear Dr. Tagavi,

I am transmitting to you the Proposal for Graduate Certificate in Assistive and Rehabilitation Technology. The Graduate Council approved this Certificate on April 10, 2008.

Sincerely Yours,

Jeannine Blackwell
Digitally signed by Jeannine Blackwell
DN: cn=Jeannine Blackwell, c=US, o=University of Kentucky, ou=Graduate School, email=jeannine.blackwell@uky.edu
Date: 2008.04.15 15:50:38 -04'00'

Jeannine Blackwell, Dean
The Graduate School

Cc: Sheila Brothers

From: Mendiondo, Marta
Sent: Thursday, December 18, 2008 3:14 PM
To: Brothers, Sheila C
Subject: SAPC

Sheila,
At the December 12, 2008 meeting the SAPC approved the recommendation of the following programs:

New Graduate Certificate: Assistive and Rehab Technology

Tx,
Marta

Marta S. Mendiondo,PhD
University of Kentucky College of Public Health - Biostatistics Department
121 Washington Avenue - Suite 201 - Lexington, Kentucky 40536-0003
Sanders Brown Center on Aging
Rm 309B Sanders-Brown Bldg. - 800 S. Limestone St. - Lexington, KY 40536 - 0230
(859) 257-1412 ext 274 - FAX (859) 323-2866
marta@email.uky.edu

UNIVERSITY OF KENTUCKY

College of Education
Office of the Associate Dean
Research and Graduate Studies
107 Taylor Education Building
Lexington, Kentucky 40506-0001
Phone: (859) 257-9795
Fax: (859) 323-1365

MEMORANDUM

To: Graduate Council
From: Deborah Slaton, Associate Dean for Research and Graduate Studies
Date: February 14, 2008
Subject: Proposed Graduate Certificate in Assistive and Rehabilitation Technology

Attached please find the College of Education's proposal for a new Graduate Certificate in Assistive and Rehabilitation Technology. This proposal is the result of collaborations among faculty and researchers in Special Education and Rehabilitation Counseling in the College of Education, Rehabilitation Sciences in the College of Allied Health, and the Interdisciplinary Human Development Institute.

Assistive and rehabilitation technology is a fast-developing field. Federal mandates require that assistive technology be considered for every student who is eligible for special education services in P-12 schools. The accrediting agency for rehabilitation counselor preparation programs requires that professionals receive training in this area. Other professions serving individuals with disabilities of all ages are interested in using and developing assistive technologies with applications in homes, schools, and community settings.

The University of Kentucky has developed a national reputation for leadership in assistive technology. In part this is due to the award-winning work of faculty, researchers, and graduate students associated with the UK National Assistive Technology Institute (NATRI). The ability to offer a graduate certificate in assistive and rehabilitation technology will be useful in future grant proposals for research and training grants.

We anticipate that the proposed graduate certificate will be of interest to students in special education, rehabilitation counseling, communication disorders, physical therapy, and interdisciplinary early childhood education. Faculty members working in this area expect that some practicing professionals may enroll at UK with the purpose of adding this graduate certificate to their credentials.

Thank you for your consideration of this proposal.

UNIVERSITY OF KENTUCKY

College of Education
Department of Special Education and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001
(859) 257-4713
Fax: (859) 257-1325
www.uky.edu

January 15, 2008

Rosetta Sandidge, Associate Dean
Academic and Student Services
College of Education
University of Kentucky
Campus, 0001

Dear Dean Sandidge:

Enclosed are materials for a Graduate Certificate in Assistive and Rehabilitation Technology in the Department of Special Education and Rehabilitation Counseling. The proposal was approved unanimously by department faculty is ready to be forwarded to the college Courses and Curricula Committee.

Questions or requests may be sent to me at DHARL00@email.uky.edu or 7-7199.

Thank you for your attention to this matter.

Sincerely,

Debra A. Harley

Debra A. Harley, Chair

Proposal for a Graduate Certificate
in
Assistive and Rehabilitation Technology

Introduction

The College of Education proposes a graduated certificate in Assistive Technology. The certificate will be a collaborative effort between the Department of Special Education and Rehabilitation Counseling, and the Department of Rehabilitation Sciences in the College of Allied Health, and the Human Development Institute. Students may choose an elective from either Special Education or Rehabilitation Counseling. The Certificate will require three foundation courses, one related elective, and one practicum course for a total of 15 graduate credit hours.

Need

Assistive Technology (AT) devices and services have been legally mandated for several years. However, the passage of the Individuals with Disabilities Education Act Amendments (IDEA, 1997) and the Individuals with Disabilities Education Improvement Act Amendments (IDEIA, 2004), which state that every student with an Individualized Program (IEP) must be considered for AT, had enormous implications impacting approximately six million school-aged students identified with a disability. As a result, states have written assistive technology policies, procedures, guidelines and technical assistance manuals to reflect the change in federal laws. In order to comply with state policies, school districts are in need of qualified personnel to plan, develop, and implement assistive devices and services. Additionally, the Council on Rehabilitation Education (CORE), which accredits Rehabilitation Counseling programs, requires that students are competent in AT.

The National Assistive Technology Research Institute (NATRI) at the University of Kentucky examined the skills that AT service providers needed to perform their jobs in 43 districts in 10 different states and the amount of preservice and in-service training they had received. Results indicate that very few AT service providers currently serving in Special Education roles received training at the preservice level. Because of the lack of AT degree and certification programs currently available, it is often problematic for school districts and rehabilitation agencies find AT trained personnel. Regrettably, the ultimate impact is on the individuals with disabilities who are being denied services.

Content

The content of this graduate certificate in assistive technology is broad. Major areas of content will include assistive technology devices, assistive technology assessment, and coordination of assistive technology services. See the list below and the attached course syllabi for more specific content. A practicum, offered by Special Education and Rehabilitation Counseling, will be available to provide field experiences in assistive technology and assistive technology research.

- General awareness of AT devices
- Understanding AT Legislation
- Conducting AT Assessments
- Including AT in the individualized program planning (IFSP, IEP, ITP, 504 Plans)
- Applying universal design principles to instruction
- Selecting or making equipment to help an individual eat, dress, toilet, and bathe
- Selecting or making equipment to position, support, or stabilize an individual

- Selecting or making equipment to help an individual communicate (expressive or receptive)
- Selecting or making equipment to help an individual with independent mobility
- Selecting or making equipment to help an individual access their environment (e.g., lights, computer)
- Selecting or making materials to help an individual access the curriculum
- Selecting or making equipment to help an individual play games, participate in hobbies, sports and fitness activities
- Teaching individuals how to use AT devices
- Making low tech AT devices
- Selecting and using tool software (e.g., word processing, spreadsheets) to aid instruction
- Training service providers and or parents how to use AT devices
- Evaluating AT Service Delivery
- Coordinating AT services
- Locating information about AT
- Using technology to provide appropriate test accommodations
- Integrating AT into the curriculum
- Funding AT
- Evaluating school district or agency AT implementation programs
- Monitoring performance of individuals using AT
- Selecting and using appropriate AT software, (e.g., screen reader, word prediction) in school and work settings
- Selecting and using appropriate instructional software

Admission Requirements

A pre-requisite to admission to the assistive technology certificate ~~program~~ is admission to the University of Kentucky Graduate School. This requires evidence of an awarded baccalaureate degree from an accredited institution of higher learning in the areas of Special Education, Rehabilitation Counseling, Occupational Therapy, Physical Therapy, Speech and Language Therapy, Vision Impairments, Hearing Impairments, or other related degree.

Students must also be admitted to the Department of Special Education and Rehabilitation Counseling. In order to be admitted to the department, an application, transcripts, three letters of reference, and a statement describing the career goals for the student seeking preparation at the University of Kentucky. The application and materials must be submitted the Director of Graduate Studies, Department of Special Education and Rehabilitation Counseling.

Faculty

The foundation courses in the Department of Special Education and Rehabilitation Counseling will be taught and coordinated by Dr. Margaret Bausch and Dr. Ralph Crystal. Dr. Brian Bottge will teach the Instructional Technology in Special Education elective. Dr. Linda Gassaway will teach core courses and electives, when available, as a part-time instructor. The electives in Rehabilitation Counseling will be taught by Dr. Kathy Sheppard-Jones. The electives in the Division of Communication Disorders in the Department of Rehabilitation Sciences will be taught by Dr. Gilson Capilouto or Dr. Judith Page.

Graduate Certificate Director

The certificate will be administered by the Department of Special Education and Rehabilitation Counseling. Dr. Margaret Bausch will approve the AT Certificate check sheets.

Division of Labor

Courses will be taught by the respective faculty as part of the distribution of effort in teaching.

Resources

The College of Education currently has the resources for assistive technology course work. The certificate in assistive technology will not require additional resources.

~~**Program Design**~~ **Certificate Design**

The students will have three foundation courses and a technology practicum. They will also be required to take one elective course related to assistive technology from the list below. The minimum graduate credit hours for the certificate will be 15.

Assistive Technology Certificate Required Courses

*EDS 640 Advanced Assistive Technology (Bausch) 3
EDS 641 Assistive Technology Assessment (Gassaway or Bausch) 3
EDS 648 Coordinating Technology Programs (Crystal) 3
EDS 649 Practicum in Special Education Technology: Assistive and Rehabilitation Technology (Bausch) 3

**EDS 517: Introduction to Assistive Technology may be substituted for EDS 640 if taken during the Spring 2006 semester or later.*

Assistive Technology Certificate Elective Courses

CD 521 Nonspeech Communication (Page) 3
CD 621 Alternate and Augmentative Communication (Capilouto) 3
*RC 558 Supported Employment, Transition, and Independent Living (Sheppard-Jones) 3
EDS 514 Instructional Technology in Special Education (Bottge/Gassaway) 3
EDS 558 Variable Topics in Special Education 3

**A proposal has been submitted to change "Supported Employment, Transition, and Independent Living" from the variable topic course number RC 558 to course number RC 560. If the proposal is approved, the course number for this certificate will also change.*

Other suitable electives will be considered.

See attached course description/syllabi

- EDS 640 Advanced Assistive Technology
- EDS 641 Assistive Technology Assessment
- EDS 649 Practicum in Special Education Technology: Assistive and Rehabilitation Technology
- EDS 648 Coordinating Assistive Technology Programs

CURRENT PROBATION & SUSPENSION RULES for students entering in Fall 1996 or after

1. No student with a cumulative UK GPA of less than a 2.0 will be enrolled in the College of Engineering. Any student who fails to maintain a cumulative UK GPA of 2.0 will be dropped from the College of Engineering and will not be readmitted until this GPA is 2.0 or greater.

2. Any student enrolled in the College of Engineering who achieves a GPA of 2.0 or less in any semester will be placed on academic probation.

3. Any student on academic probation who fails to achieve a 2.0 semester GPA will be dropped from the College of Engineering and will not be readmitted until he/she has obtained a semester GPA of 2.0 or greater for one semester and the student's cumulative GPA is 2.0 or greater.

NOTE: Students who are dropped twice from the College of Engineering will not be readmitted regardless of date of entry

PROPOSED PROBATION & SUSPENSION RULES for students entering Fall 2008 or after

1. Any engineering student who has completed two or more semesters at UK and who fails to maintain a cumulative UK GPA of 2.0 or higher will be suspended from the College of Engineering and will not be readmitted until this GPA is 2.0 or higher.

2. Any student enrolled in the College of Engineering who earns a UK GPA of less than 2.0 in any semester will be placed on academic probation.

3. Any student on academic probation who fails to earn a 2.0 or higher semester GPA will be suspended from the College of Engineering and will not be readmitted until he or she has obtained a semester GPA of 2.0 or higher for one semester and the student's cumulative GPA is 2.0 or higher.

4. Students who are suspended twice from the College of Engineering will not be readmitted.

Approved by the COE Undergraduate Studies Team September 18, 2007
Approved by the COE Faculty November 30, 2007

Associate Dean for Administration
and Academic Affairs

University of Kentucky Senate Admissions and Academic Standards Committee

From: Senate Admissions and Academic Standards Committee (Joe Sottile (Chair), Lee Ann Jung, Alan Nadel, Peggy Piascik, Suzanne Segerstrom, Glenn Telling, Don Witt, ex officio, Kumble Subbaswamy, ex officio)

To: Sheila Brothers, Office of the Senate Council

Date: December 17, 2008

The following proposal has been reviewed and approved by the University Senate Admissions and Academic Standards Committee. The decision was unanimous.

Changes to College of Engineering Probation and Suspension Rules

See attachment.

Col of Engr Probation & Susp - Rule Change

Proposed Senate Council Motion to the University Senate Regarding Proposed KCTCS Board Actions

In light of plans to place on the Kentucky Community and Technical College System (KCTCS) Board of Regents agenda for its forthcoming meeting a proposal to end tenure in the Kentucky's community and technical college system, we, the members of the University of Kentucky Senate Council and University Senate in our capacity to represent the faculty of the University of Kentucky, wish to express our strong and principled support for the practice of tenure in KCTCS for current and future faculty.

At the University of Kentucky, tenure is traditionally given to academic faculty members achieving senior faculty status after a successful probationary period that includes demonstration by the faculty members that they are likely to succeed and contribute to the institution on a long-term basis. The tenure policy exists primarily to ensure the continuation of an atmosphere of academic freedom. The tenure process rigorously applies the university's standards of teaching, research, and service to its faculty candidates. The representative faculty bodies of the University of Kentucky are committed to a tenure system as a measure of excellence and symbol of academic quality. As KCTCS is an institution that strives to maintain its status as a national leader in community and technical college education, it is important for KCTCS to maintain their current tenure policies.

According to the American Association of University Professors:

> Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Based upon information brought to our attention regarding this drastic, and likely irreversible step, it is our conclusion that the rationale and evidence thus far presented are neither strong nor compelling enough to warrant termination of tenure within the Kentucky Community and Technical College system.