University Senate
April 11, 2016

The University Senate met in regular session at 3 pm on Monday, April 11, 2016 in the Athletics Association Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise; specific voting information can be requested from the Office of the Senate Council.

Senate Council Chair Andrew Hippisley called the University Senate (Senate) meeting to order at 3:00 pm. He reminded senators to pick up their clickers.

The Chair called for an attendance vote and 54 senators registered their presence. He noted that Grace Dai, a doctoral student in the College of Education, was standing in for Laura Anschel as the Senate's sergeant-at-arms for today.

1. Minutes from March 21, 2016 and Announcements
The Chair said that no changes were made to the minutes from March 21. There being **no objections**, the minutes from March 21, 2016 were **approved** as distributed by **unanimous consent**.

The Chair gave a few announcements.
- The SC, with significant assistance from Wood (AS), is conducting the annual faculty evaluation of President Eli Capilouto. The Chair asked Wood for an update. Wood said that the survey would close April 19; she had received about 500 responses so far.

- There is a web transmittal with courses and programs posted, so please review.

- A list of courses to be purged at the end of the semester is posted online. Individuals must respond by May 16 to remove a course from the list.

2. Officer and Other Reports
a. Chair
The Chair asked Wood (AS), chair of the Senate's Rules and Elections Committee (SREC), to give an update on the faculty trustee election update. Wood said that the first round of voting ended at noon and the top three vote getters were Lee Blonder (ME), Terry Conners (AG), and Patrick McGrath (ME). The second round of voting will start in about a week and a reminder will be sent to all eligible voters.

Because Parliamentarian Seago cannot attend the May Senate meeting, Kelly Vickery (LI) has agreed to serve as parliamentarian for the May 2 meeting.

The Chair thanked senators and others for responding to his solicitation for area committee nominees. This annual exercise is the way faculty can participate in shared governance by populating various committees. There were over 60 responses received, a new record – thank you!

The Public Art Forum was well attended and a good first step for involving the campus in matters pertaining to public art.

b. Vice Chair
McCormick (ED) said that it was time to again to solicit nominations for the Outstanding Senator Award. The Outstanding Senator Award is for a current or former senator who:

- Has contributed to the Senate by showing active & exemplary service on one or more Senate committees during their tenure;

- Has made notable substantive contributions in communicating with the Senate and while working with the faculty at large on important issues that impact the faculty as a whole;

- Has given strong voice to faculty issues in Senate meetings, public events, and/or local/regional news media and actively defended the principle of shared governance in University forums; and

- Is effective in generating and effecting the Senate's larger agenda and goals.

SC members are not eligible and nominees need not be currently serving a term in the Senate. McCormick asked that senators forward nominations to her by 5 pm on Tuesday, April 19. In response to a question from Rohr (PH), McCormick said she would prefer not to take nominations from the floor, but would rather receive them via email.

c. Parliamentarian
There was no report from Parliamentarian Catherin Seago.

d. Trustee
Trustee John Wilson (ME) said that he had nothing specific to report. He said that he and Grossman knew as much about the current budget impasse as did anyone else who reads the Lexington Herald-Leader. He encouraged senators to respond to the survey on President Capilouto's evaluation. Jones asked about the extent to which the administration keeps Board of Trustees members briefed about budget matters, in real time. Wilson replied that trustees receive a copy of emails sent to campus about an hour or so prior to them being sent to campus, which has pretty much become standard procedure. Grossman (AS) added that if there is a meeting or event scheduled for another reason, information may be shared there, too.

Whitaker asked if either of the faculty trustees could comment on the recent article in the Lexington Herald-Leader about the proposed cut to state universities' budgets. Wilson and Grossman responded that Whitaker knew as much as they did regarding the budget; Wilson commented that he also found the article puzzling but that at some point the budget situation would clearer.

3. Candidates for Degrees
The Chair explained that there were various students who were not placed on the correct degree list due to administrative error.

a. Late Addition to December 2015 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Graduate School Student CM-91
The Chair asked if there was anyone present from the Graduate School to present the first request. No one was present, so the Chair said that he would present the request on behalf of SC. He said the application should have been filed for December 2015. There were no questions from senators.

The **motion** from SC was that the elected faculty senators amend the December 2015 degree list adopted at the December 14, 2015 Senate meeting by adding the MA in Art – Education Option for student CM-91 and recommend through the President to the Board of Trustees that the degree be

awarded effective December 2015. Because the motion came from committee, no **second** was required. The Chair confirmed for Grossman (AS) that only elected faculty senators could vote.

A **vote** was taken and the motion **passed** with 62 in favor.

b. Late Addition to December 2015 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Graduate School Student JB-86
The Chair invited Ruth Beattie (AS/Biology, associate dean for advising) to present the request, which she did. The Chair explained that the **motion** from SC was that the elected faculty senators amend the December 2015 degree list adopted at the December 14, 2015 Senate meeting by adding the MA in Hispanic Studies for student JB-86 and recommend through the President to the Board of Trustees that the degree be awarded effective December 2015. Because the motion came from committee, no **second** was required. There were no questions from senators.

A **vote** was taken and the motion **passed** with 61 in favor and one abstained.

c. Late Addition August 2015 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Arts and Sciences Student BK-29
Beattie explained the request. The Chair said that the **motion** from SC was that the elected faculty senators amend the August 2015 degree list adopted at the May 4, 2015 Senate meeting by adding the BA in International Studies for student BK-29 and recommend through the President to the Board of Trustees that the degree be awarded effective August 2015. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 58 in favor, two opposed and three abstaining.

d. Late Addition to May 2014 Degree list (per *Senate Rules 5.4.1.1.D.1-2*) for Arts and Sciences Student EJ-37
Beattie explained the request. The Chair said that the **motion** from the SC was that the elected faculty senators amend the May 2014 degree list adopted at the May 5, 2014 Senate meeting by adding the BS in Mathematics for student EJ-37 and recommend through the President to the Board of Trustees that the degree be awarded effective May 2014. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 60 in favor and one opposed.

e. Motion to Amend Something Previously Adopted (May 2015 Degree List) for Arts and Sciences Student BN-58: Bestow BA German and BA Psychology and Rescind BA Psychology with Second Major in German
Beattie explained the request. The Chair said that the **motion** from the SC was that the elected faculty senators amend the May 2015 degree list adopted at the May 4, 2015 Senate meeting by adding the BA Psychology and BA German and deleting the BA Psychology with a second major in German for student BN-58 and recommend through the President to the Board of Trustees that the degrees be awarded effective May 2015. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 60 in favor and two opposed.

f. Motion to Amend Something Previously Adopted (May 2009 and May 2015 Degree Lists) for Arts and Sciences Student FR-52: Bestow BA Psychology and Rescind BA Psychology with Second Major in Sociology (December 2009), and Bestow BS Sociology (May 2015)

Beattie explained the request, which included a description of how some of UK's software does not show necessary information to advisors. The Chair said that the **motion** from the SC was that the elected faculty senators amend the December 2009 degree list adopted at the December 14, 2009 Senate meeting by adding the BA Psychology and deleting the BA Psychology with a second major in Sociology for student FR-52; and amend the May 2015 degree list adopted at the May 4, 2015 Senate meeting by adding the BS Sociology for student FR-52, and recommend through the President to the Board of Trustees that the BA Psychology be awarded effective December 2009 and the BS Sociology be awarded effective May 2015. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 59 in favor, three opposed, and two abstained.

Grossman (AS) asked if the software limitations had been addressed. Guest Don Witt (University registrar and associate provost for enrollment management) explained that his area and others had been working to replace APEX as the degree audit system. The new system, myUK GPS (Graduate Planning System) is being piloted in a few colleges and will be fully integrated with SAP. APEX was a third-party vendor solution and the new myUK GPS will help with such issues.

4. Committee Reports
a. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair
i. Proposed New Graduate Certificate in Research Methods in Education
Schroeder (ED), chair of the Senate's Academic Programs Committee (SAPC), explained the proposal. The Chair said that the **motion** from SAPC was a recommendation that the Senate approve the establishment of a new Graduate Certificate in Research Methods in Education, in the Department of Educational Policy and Evaluation within the College of Education. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 67 in favor.

ii. Proposed New Undergraduate Certificate in Nutrition for Human Performance
Schroeder explained the proposal. The Chair said that the **motion** from the SAPC was recommendation that the Senate approve the establishment of a new Undergraduate Certificate in Nutrition for Human Performance, in the Department of Human Health Sciences within the College of Health Sciences. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 68 in favor, one opposed, and one abstained.

iii. Proposed Deletions of BA/BS Classics, BA/BS Japanese Language and Literature, BA/BS Russian, BA/BS French, BA/BS German, and BA/BS Chinese Language and Literature
Schroeder explained that the deletions of each of the BA/BS degree programs would be considered collectively, with one motion. She said that the teach-out plan had already been approved. The Chair said that the **motion from** SAPC was a recommendation that the Senate approve, for submission to the Board of Trustees, the deletion of six existing BA/BS degrees (Classics, Japanese Language & Literature, Russian, French, German, and Chinese Language & Literature) in the Department of Modern and Classical Languages, Literature, and Cultures within the College of Arts & Sciences. Because the motion came from committee, no **second** was required. There were no questions or comments from senators. A **vote** was taken and the motion **passed** with 69 in favor and two abstained.

b. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair
i. SAOSC Recommendations on Proposed Lewis Honors College
Bailey (AG), chair of the Senate's Academic Organization and Structure Committee (SAOSC), gave background information regarding the history of Honors-related activities at UK dating back to 1961. He

summarized the recent activities leading up the proposal for the new Lewis Honors College and explained that the gist of the proposal submitted for review by the SAOSC was basically a recommendation to form a college and identify faculty and a dean; the proposal included a wide range of options that could be used to establish the college. An open forum was held prior to the SAOSC's review; comments were collected and the proposal for the proposed Lewis Honors College was revised to include an addendum that clarified some issues. The SAOSC met on March 23 and met for two hours to discuss the proposal and related issues. While the proposal was impressive, the additional value of the Lewis Honors College as being very attractive to students and faculty and its ability to enhance recruitment for all colleges was not well expressed in the proposal. The SAOSC was concerned with the lack of details that made it frustrating to review the proposal. Bailey said that the SAOSC ultimately determined that the proposal came down to two points: 1. recommend the creation of the Lewis Honors College, including leadership by a dean and governance by faculty of the College; and 2. a need to create a transition committee that will design the precise structure of the Lewis Honors College, which will subsequently be reviewed by the Senate in fall 2016.

Bailey noted that there were numerous letters of support from colleges and college faculty councils and creation of the college itself was not controversial; many letters did, however, reflect concerns related to a variety of diversity-related aspects and long-term sustainability. Creating the college was not controversial in and of itself, but what was somewhat controversial was how to go about creating it. Bailey read from the SAOSC's cover letter and offered a few explanatory comments about the individual points. The SAOSC made a recommendation to create an Honors Transition Committee to design a precise structure for subsequent review by the Senate in fall 2016. The Honors Transition Committee should be appointed by the Provost in consultation with the University Senate Council and college deans and be broadly representative of the University community. The recommended composition was 15 members (six from the current Honors Faculty of Record, four department chairs, one Honors undergraduate student, two elected University Senators, and two representatives of the Provost). The committee should consult with the entire Honors Faculty of Record, and with the chairs of the following Senate Committees: Academic Organization and Structure (SAOSC), Academic Programs (SAPC), and Academic Planning and Priorities (SAPPC). The recommended charge for that committee could be as follows:

1. Assist in recruitment of new dean for the Lewis Honors College (January 2017 appointment);
2. Determine the overall composition of the faculty for the Honors College and a regulatory structure to govern faculty eligibility and involvement;
3. Consider the appropriate staffing for the Honors College;
4. Determine the criteria for participating in faculty governance in the Honors College;
5. Determine how to ensure diversity of both faculty and students in the Honors College as well as access for students of diverse economic and social backgrounds;
6. Recommend how to ensure effective consultation of the Honors College Dean and Faculty with the Deans of other colleges, faculty participating in the program (associate faculty), and the External Advisory Committee;
7. Assess the plans for economic sustainability of the Honors College;
8. Recommend an initial Honors Faculty of Record for the Honors College and develop a governance for membership terms and renewals by fall 2016; and
9. Identify how the proposal will ensure success for other colleges as well as provide unique educational opportunities to students.

The Chair explained that the **motion** from the SAOSC was a recommendation that the Senate endorse the creation of the new Lewis Honors College, incorporating into this endorsement the SAOSC's recommendations outlined in its April 4, 2016 memo, including the Transition Committee, its charge and how it is composed. Because the motion came from committee, no **second** was required. The Chair noted that the motion intended to capture all the SAOSC's recommendations and make those explicitly part of the charge to the Honors Transition Committee (HTC).

Brion (EN) asked about the intersection of faculty on the HTC and the final faculty of record for the Lewis Honors College. Grossman (AS) stated that some members of the HTC may become members of the faculty of record in the Lewis Honors College, adding that when the HTC reports to Senate in the fall, they will hopefully have a plan for extinguishing the HTC. There were additional comments about how long the HTC would function; Guest Diane Snow (ME/Anatomy and Neurobiology), interim director of the Honors Program, said that one suggestion from SC was that the HTC remain in place long enough to work with the new Lewis Honors College dean. She said no one envisioned the HTC going much beyond that point, certainly not as long as three years. Bailey added that he thought the HTC could dissolve six months after it was created with the Lewis Honors College faculty of record taking over the HTC's activities.

Bailey confirmed for Wood (AS) that the motion allowed for additional charges to the HTC and specifically included the intent that the HTC returns to the Senate in fall 2016. He noted that there was no proposal with a specific structure for the SAOSC to review, which really made it necessary for the HTC to present to Senate in the fall. Associate Provost for Undergraduate Education Ben Withers added that the donor agreement requires having an honors faculty in place by fall 2017, so a specific terminus date did exist.

There being no further questions, a **vote** was taken on the motion that the Senate endorse the creation of the new Lewis Honors College, incorporating into this endorsement the SAOSC's recommendations outlined in its April 4, 2016 memo, including the Transition Committee, its charge and how it is composed and the motion **passed** with 69 in favor, one opposed, and three abstained.

ii. Proposed Changes to *Governing Regulations VII* ("University Organization")
Guest Marcy Deaton explained the proposed changes to *Governing Regulations VII* ("University Organization").

- Add the Honors College as a major educational unit, along with the colleges, the Graduate School and the Libraries (Section C, page 2)

- Change reference to "Honors Program" to "Honors College" (Section C, page 2)

- Define Honors Faculty membership to include:
    o The dean
    o Associate or assistant deans holding professorial faculty rank (i.e. assistant, associate, or full professor) and who have assignment in the College
    o Regular and associate faculty members (Section E, page 4)

- Define officers, committees, and councils (Section E, page 5)

- Describe Honors faculty functions (Section E, page 5)

- Describe dean's role and responsibilities (Section F, page 9)

- Add "dean" as the head of an interdisciplinary instructional program along with director/chair (Section F, page 13)

- Update to current regulation template and formatting

The Chair said that the **motion** from the SAOSC was a recommendation that the Senate endorse the Provost's proposed revision of *Governing Regulations VII* ("University Organization") to codify the new Lewis Honors College. Because the motion came from committee, no **second** was required. Bird-Pollan (LA) asked if only faculty from undergraduate colleges would be allowed to be part of the Lewis Honors College. Withers said he thought any faculty member could participate as long as both the dean of the faculty employee's home college and the Lewis Honors College agreed, as well as the Provost. Provost Tim Tracy said he would agree to such a request. There being no further questions, a **vote** was taken and the motion **passed** with 70 in favor and one abstained. The Chair thanked Bailey, members of the SAOSC, Withers, and Snow for all their work on the Lewis Honors College.

c. Senate's Admissions Advisory Committee (SAAC) - Katherine McCormick, Chair
i. Update on Activities
McCormick (ED), chair of the Senate's Admissions Advisory Committee, thanked Senate for the opportunity to discuss some of the challenges and celebrations regarding admissions. The SAAC has recommended to Provost Tracy that the desired freshman class for fall 2016 should be 5,150 and the average ACT should be 25.5. McCormick made a few other comments and then turned to University Registrar Don Witt (also associate provost for enrollment management) to give a presentation on various aspects of the admissions process. When Witt completed his presentation, senators gave him a round of applause. There were no questions from senators and the Chair said he would make sure that the presentation remained on the Senate website.

d. Senate's Teaching and Course Evaluation Implementation Ad Hoc Committee - Jonathan Golding, Chair
i. Final Report
The Chair welcomed Guest Jonathan Golding (AS/Psychology), chair of the Senate's Teaching and Course Evaluation Implementation Ad Hoc Committee (TCEIC). [Although it was never formally moved or seconded, the proposed motion was as follows: that the University Senate approve the plan to implement the teacher-course evaluation questions (approved at the Senate's March 9, 2015 meeting) as outlined in the Committee's Final Report.]

Golding offered senators some background on the teacher-course evaluation (TCE), noting that the Senate had approved the TCE questions in March 2015. He explained that the TCEIC attempted to develop solutions to the lower TCE response rates that came about after the University switched to online course evaluations. He said the goal was to have a more valid instrument to use in conjunction with other tools for things like promotion and tenure. Golding opined that the TCEIC's suggestion of implementing a grade release delay for students who do not submit a TCE was a more efficient solution than changing the campus culture. The TCEIC reports clearly gave support for changing the campus climate, but neither he nor other TCEIC members were convinced the grade delay alone would promote greater student buy-in for completing TCEs. Apart from a concern about culture change is worry about necessary resources, particularly in the current budget climate. Golding said that a second major point

about the TCEIC was that their recommendations followed those of other private and public universities, a number of which are schools considered to be at the elite and medallion level. The TCEIC felt UK should be doing things similar to what these types of schools do rather than just chasing benchmarks – there is no reason UK cannot do these things, too.

The TCEIC felt the plan was fair to students and did not put an undue burden on them. Students will always get their grades and the report only called for a delay of eight days if a student did not complete a TCE. Students will not be denied due process; if a student does not want to submit a TCE for any class, the student may go in and opt out from the TCE on a question-by-question basis. Furthermore, students are not being asked to complete a long and difficult task. Golding said that his personal, unscientific sample indicated that it took approximately five minutes to complete a TCE now, with the old-format questions. When the new questions are implemented, it will be even shorter. Regardless, if one uses five minutes as the standard length of time it takes to complete a TCE, if a student has five classes it amounts to approximately 25 minutes to complete a TCE for each class during the two-week period when the TCE is available for completion. If a student chooses to opt out, the duration will be even shorter. The eight-day delay for students not completing a TCE is unlikely to disrupt a student's plans to register for classes or get a job. Merely completing the TCE will give a student immediate access to grades. There are approximately 40 different reasons that a student can have a hold on their transcript, including unpaid parking tickets and library fines. Golding noted that it was also important for senators to realize that the report also calls for a committee to review the implementation of the questions, as the TCE process has not been evaluated since it was last implemented in 1993. It will require monitoring and after a semester or two another committee can review and determine which aspects worked and which did not. It would be up to the Senate to decide on how to review the implementation.

The Chair said that the **motion** was that the Senate approve the plan to implement the teacher-course evaluation questions (approved at the Senate's March 9, 2015 meeting) as outlined in the Committee's final report. Because the motion came from committee, no **second** was required. There was extensive discussion among senators, Golding, and Guest Brett McDaniel, information technology manager.

Tagavi (EN) said that it was his longstanding understanding that TCEs were conducted before the final exam was given. Golding replied that the window was always open prior to final exam week but that the TCEs were done before final grades were given. He said that process was not going to change – since 1998 students have had a two-week window in which to complete a TCE so the TCE was not influenced by the final course grade. Wood (AS) expressed concern about two aspects. The first was that, speaking as Senate's Rules and Elections Committee (SREC) chair, it was not within the purview of the Senate to approve the withholding of grades for any decision – that was something only within the purview of the provost's office. She referenced *Senate Rules (SRs)* and said one particular section requires faculty to submit grades so the withholding of grades would be an administrative decision over which the Senate has no purview. Wood said her second concern pertained to her role as a statistician, saying that because a student would have to opt out of each individual question and because students would be forced to take the survey, it would become a forced questionnaire and would be subject to mischievous responses, which would bias the results. Wood noted that she was also aware that a member of UK's Office of Legal Counsel, T. Lynn Williamson (deputy general legal counsel), had previously said that if a student takes UK to court because they were delayed in being able to see their grades, UK would likely lose. She said that having one opt-out question (instead of an option to opt out for each question) would go a great ways toward decreasing UK's legal liability. The Chair noted that the *SRs* required instructors to submit grades, but Wood said the point she referenced was clearly discussed in the minutes of an SREC meeting from February. The Chair clarified and said that there was no recommendation in the

report that instructors not submit grades, but Wood said that the issue was that Senate could not administratively require that grades be withheld after being submitted.

Wood **moved** to amend the motion by changing the language from "approve" to "endorse" and Grossman **seconded**. Golding said he had no problem with the change in terminology. Regarding the question of whether students would have to opt out from each individual question or would have to opt out once at the beginning of the survey, Golding said that the sentiment of the TCEIC was that it was not a good strategy to encourage submission of TCEs. The purpose was to make it a little harder for a student to opt out entirely from the TCE. He noted that the new TCE would have fewer questions, anyway, which meant it would not take as long to fill out or opt out. Regarding mischievous responders, he said he was unable to find anything in the literature to support such concerns. He said it was possible there would be bias, but he noted that was the point of having a committee evaluate the results of a semester or two of TCEs. He said it was possible for a student to make negative comments about him in a TCE just because they were forced to submit one or opt out, but that, again, those types of worries should be addressed by a committee that would evaluate the new TCEs. There were no further comments about the motion to amend, so the Chair called for a vote. The **vote** was taken and the motion **passed** with 63 in favor, three opposed, and four abstained.

Oser (AS) asked if there was any data about how response rates were affected at the institutions Golding referred to after they implemented the practice of withholding grades if a TCE was not submitted. Golding said that there was a report from TCEs conducted in the 1990s but he did not recall the specific numbers. He said the response rates did increase. In response to questions from Golding, McDaniel (Information Technology) responded that the response rate for the online TCE was about 65% and the response rate when paper forms was used was bout 70 – 80%. Tagavi asked if written (narrative) comments would only be released to the instructor and not to the department chair, noting that he did not want his chair to see the unpleasant comments some students make. Golding said that he believed that would still be the case. Guest T. Lynn Williamson noted that he did not think the current wording was correct. Students can be given numerical comments and written comments for the course, but answers to questions pertaining to the evaluation of the instructor, similar to a performance evaluation, are protected information under KY's Open Records laws. He said that regarding any answer about the course itself was subject to Open Records law, whether the person asking was a dean or a student.

Jones (ME) said that the Senate debate from decades ago determined that numerical ratings would be made available to students in some easy manner; the easy manner identified was having them posted online. Golding confirmed for the Chair that the TCEIC's report did not intend to make any changes to current practice. Williamson clarified that while the report's language may have intended to continue the same practices, the current practices may or may not be acceptable according to Open Records laws. Jones noted that Open Records laws could affect the report, but that internally UK did not choose to post narrative comments about a teacher or about the course. McCormick (ED) asked about the timeframe in which students would be able to submit TCEs. McDaniel replied that students have two weeks – the week before dead week and the week of dead week to fill out the TCE. Students receive an invitation via email and two subsequent reminders. The current practice closes the window before finals week but the TCEIC report and its recommendations meant students would have another reminder to let them know they could complete the TCE and receive their grade(s) immediately.

Grossman (AS) commented on Wood's comments regarding opting out and mischievous responders, as well as the legal liability issue. He noted that now that Senate would be endorsing rather than

approving, it was up to Provost Tim Tracy to implement it and some matters could just be left to his judgement. He said he would encourage Wood to harangue the Provost as much as she liked to address the issues she raised; Grossman added that he hoped the Provost would consult with appropriate individuals, such as statisticians and Legal Counsel. If some of the senators' concerns were valid worries, the Senate could ask the Provost to handle those concerns as they saw fit; it was time to get the TCE issue off the Senate's docket. McGillis (ME) expressed concern about the requirement that instructors submit optional questions by the first day of class, saying that an instructor may decide to do something different in the middle of the semester and want student feedback on that activity that was not planned by the first day of classes. Golding replied that limitation was a function of the unit, Information Technology, which would need to incorporate those questions. He added that some courses were very short so it was not feasible to suggest that supplemental questions be submitted by the middle of the semester because some courses would already be over by that time. Golding acknowledged McGillis' concern and said the date was given primarily to not overburden Information Technology. He supported the premise of some flexibility, but was not sure how that could be implemented on a campuswide basis.

Wilson asked about the opt-out opportunity for each question. He categorized that as a nuisance factor for students and noted that many colleges have a single opt-out question at the beginning of the TCE. The Chair asked if there were any students present who wanted to speak for or against the issue of opting out once or for each question. Roark (ED, student) said she was in favor of the proposal as a whole. She liked the idea of having professors know what she had to say. Regarding the requirement to opt out of each individual question, she said it was not a big deal and the discussion appeared rather dramatic. Roark explained that she was a student teacher and said that some TCEs were online while others were on paper – she asked if wondered if all TCEs would be online now and Golding replied in the affirmative. Golding explained that part of the rationale behind individual question opt outs was that a student may not have anything they wanted to note for some of the questions but that there may be one or two questions the student did want to register a comment for. He noted that it would be easier for a student to opt out of the entire survey but that would also limit a student's ability to weigh in on select questions. The Chair asked other students present to offer comments. Shelton (CI, student) said she was thinking about how she had filled out previous evaluations and said the opt out option would be more comfortable for some students who did not want to participate in the TCE, but wondered about the relevance given that the entire purpose seemed to be receipt of responses. She said that she was unsure what other students would want but that when she fills out a TCE, she offers her opinion on all questions as she assumed that was the point of the TCE.

Dickes (FA) asked if it was possible to have optional questions submitted within six to eight weeks prior to the end of the semester, instead of having to submit them by the first day of classes. McDaniel replied that the problem pertained to implementing a single process; if they had to update questions throughout the semester it increased the chances of problems and errors. Golding noted that an implementation review committee could also look at the deadline for submitting optional questions and could, theoretically, demand that IT add questions whenever faculty wanted, but that the issue boiled down to a cost-benefit matter. Brown (AG) expressed concern about the release of a student's grades being delayed by eight days. Jones (ME) asked how soon students receive grades. The response was that grades are currently available immediately, as soon as an instructor enters them into SAP. Grossman (AS) noted that the "immediate" nature of grade release was negated if a student had any sort of hold on their account.

Tagavi (EN) said that the language in the report in recommendation number 1a[1] ("Availability of TCE Results") said that only numerical information would be available to anyone other than the faculty member being evaluated – he wondered if that meant that it was only available to the faculty member being evaluated. Grossman (AS) confirmed that it was the same as current practice. Wilson (ME) questioned that, wondering if truly only the numerical ratings were given to the department chair. Grossman said that a faculty member could send written comments to their chair if they so desired. Wilson said that he did not agree with that policy – he should not be able to prevent his chair from seeing terrible but true comments about his course. The Chair commented that whether the report was worded correctly or not, the intent was to continue current practice regarding written comments – that had not changed. Wilson noted that the written comments were the most important part of the TCE. Jones (ME) said that the Senate action in 1993/1994 regarding written comments pertained what would be released to students; the Senate did not have the authority needed to managerially say that a department chair could not access written comments. During that discussion, it was envisioned that the chair and faculty member would discuss written narrative comments during the faculty member's evaluation; the Senate discussion and action was not intended to block a chair from seeing written comments. In response to the Chair's request that Jones suggest alternate wording for recommendation number 1a in the report, Jones suggested "only numeric ratings will be made available to students."

Brion said she disliked being put in a position where she grade a student and also withhold their grades. She said she did not want to be evaluated by someone who was being coerced into offering comments, as opposed to offering them freely. She suggested that faculty not be put in a position where they must withhold grades. If the administration wishes to do so, that is up to them. She said that because it was an online assessment, it would be easy to allow a student to opt out from the entire TCE with one button, in addition to allowing them to opt out of individual questions. Golding said he could not speak to whether or not that was a reasonable or good idea, but noted that the TCEIC felt a question-by-question opt-out option was better. Brion replied that she disliked tying student responses to TCE to their performance in her class and said she would speak against endorsing the report. Lehman (BE, student) said that she and other students took the TCEs seriously and personally she had a hard time agreeing with restricting students from immediately seeing their grades. She said it seemed like two weeks was a lot of time for a short survey, but suggested that class time (five to ten minutes) was again offered during which students could complete the TCE. She thought there would be a lot more voluntary responses if students could complete the TCE in class. She noted that the TCE would take 25 minutes [the total amount of time needed if a student was enrolled in five classes], but the CATS survey took 45 minutes, another survey would take additional time, etc. She noted that she works 25 hours per week and was involved in campus activities, including the Student Government Association (SGA) so 25 minutes was a lot to her. Lehman noted that at the end of the semester, as she tried to finish four group projects, she would rather spend that 25 minutes eating or sleeping. Golding responded that not all students attend class in person and constraining class time for TCE submissions was seen as a problem.

---

[1] "1) Availability of TCE results
It was reaffirmed by the committee that the TCE results (as approved by UK Faculty Senate rules) shall be made available to students and faculty, with two exceptions:
(a) only numerical ratings shall be made available to anyone other than the faculty evaluated (i.e., no written comments);
(b) to safeguard student anonymity, any results for classes with < 5 TCE responses shall not be made available to faculty, staff, and students or for any use including Promotion & Tenure cases. However, results will contribute to aggregate UK, College, and Departmental TCE means."

The Chair noted that the TCEIC's report allowed a faculty member to dedicate class time to TCE submissions.

McCormick (ED) stated that she wanted to be on the record of endorsing and supporting the TCEIC's report. She said that junior faculty in her department and college had for years gone without any TCE-related data because of the unintended consequences involved in teaching many small sections of a course. If a response rate is low, i.e. less than five responses, there is essentially no data reported from TCEs for a course. She said it was a significant issue for faculty in terms of promotion and performance evaluations, which was a real concern. Sandmeyer (AS) said that he used to teach large classes with lecture and lab sections, where TCEs were completed for both the lecture and the lab. He asked if that practice would change and wondered how he would be able to parse one TCE for the lecture and lab. Golding replied that he currently teaches such classes and a student should not be able to receive their grades immediately if only one TCE was submitted. Golding said Sandmeyer had an excellent point and that it was an oversight for it not to have been included in the report.

Payne (EN) asked for clarification about when TCEs could be submitted. She asked if the language in the TCEIC report [recommendation 2[2]] meant that a student could complete a TCE during finals week and get their grades immediately and the answer was yes, a student who had not yet completed a TCE could do so during finals week. After widespread chattering, Jones clarified that according to the TCEIC final report, a student had two weeks in which to complete a TCE, but if the student failed to opt out and then decided to complete the TCE during finals week, they could do so and get their grade immediately upon submission by the instructor. Golding said he could not recall the TCEIC's discussion about this particular matter. Wood said that, in response to McCormick's comment, the TCEIC would solve the problem of insufficient number of responses if students were forced to submit TCEs but it would not necessarily give valid information if the majority of students opted out. Golding noted that mass instances of opting out would be a poor outcome and said that was where the issue of campus culture could come in. Students do not necessarily understand why they are asked to submit TCEs or the purpose of the results. That was why, in the TCEIC report, there was suggestions that faculty communicate to students why TCEs are important and why their responses are so critical. He said choosing to opt out was not much good, but an argument could be made that the students were essentially opting out by virtue of there not being enough responses to record.

Truszczynski said he wanted to be on the record as being opposed to withholding a grade as a mechanism to improve the response rate for TCEs. Hulse said that it was his current understanding that the TCEIC allowed a student to submit a TCE during finals week. Golding acknowledged that he could not remember if the TCEIC discussed that specifically. Hulse noted that if he held a final exam on a Monday, *SRs* required him to report final exam grades within 72 hours of the exam. He noted that many faculty post final exam scores on Canvas [UK's learning management system]. Hulse said his concern was that some faculty would be put in a difficult situation if they post grades on Canvas, after which students

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[2] "TCE Grade Release Policy
By a vote of 6-1, the TCE-AIC recommends:
Students who complete a TCE for a course will have access to the final course grade as soon as it becomes available. Students who do not complete a TCE for a given course will receive their corresponding grade 8 days after the deadline for the submissions of grades as set by the Registrar's office.

Example: Spring 2016 deadline for the submissions of grades is midnight on May 9. Student failing to complete the TCE would have to wait until May 17 to get access to their grades."

could submit a TCE for the course. It would be impossible to know which students had completed the TCE and were allowed to get final grades and know which students had not completed the TCE and were having their grades held for eight days. Debski (AS) opined that the entire subject had been muddled and that no concrete answer had been given for Tagavi's question at the beginning about whether or not a student could complete the TCE during finals week. She said that the type of exam given to students will greatly bias the student evaluating the course and instructor. She said she could not personally support allowing a student to complete the TCE after the final exam had been given, nor would anyone in her department like the way the TCEIC's report was presented. Debski said she understood the problem in figuring out a way to restrict, but it must be restricted in a way that was fair to the instructor. The Chair asked if Debski had a suggestion for improvement and Debski said the timeline should remain the same as it is now – students submit TCEs before finals week and never during finals week. In response to a question from the Chair, McDaniel said implementation could involve prohibiting students from submitting a TCE during finals week, but that would also mean a student would be penalized further by not being allowed to submit a TCE.

Tagavi (EN) said that another aspect of the issue was that as a service to students, some professors entered their final grades into Canvas. Now some faculty will say that because some students might not have submitted a TCE, no one's grades will be posted. Tagavi said that if a student contacts him or comes by his office, he will give the student their grade. If the TCEIC's final report were to be implemented, he would have to worry about whether or not the student submitted a TCE. He said it would put a faculty member in a bad place. Guest Terry Stratton (ME/Behavioral Science and TCEIC member) said that he did not recall and TCEIC discussion that intended to restrict a faculty employee's to release grades. The eight-day delay pertained to when the grades would become available but faculty would be free to post grades on Canvas and talk with students about final grades. Golding noted that the official grades were not in Canvas so that would not be affected. Arthur (AG) said that she had long wondered why UK did not move in this direction, similar to Yale and Harvard. It would be a benefit to students who fill out TCEs if those students were also given access to course comments. Students could use written comments in a valuable way to choose courses based on comments. Arthur said that it would be beneficial to listen to what students have to say but that sometimes students do not see the benefit of submitting TCEs. Golding commented that there was no mechanism now to help students understand the point of TCEs. Some faculty talk about TCEs to students but that does not happen often.

Yost said that even under the current TCE system he dislikes that students have to submit TCEs prior to the end of the course. He said if faculty wanted students to evaluate their classes, the final exam should be part of the information that students use to evaluate their class. Currently, there are three weeks of class that a student cannot evaluate because of the TCE timing. Yost said he had no problem with students filling out a TCE after taking the final exam. Golding acknowledged that Yost had a valid point and said the dates of the TCE window could be changes to specifically include finals week. The Chair solicited student comments on that issue and Roark (ED, student) said that the final is indeed part of the class and if she thinks a final exam was unfair or fair she should have the opportunity to say that. She said that students could be mean and make awful comments but that students who complete TCEs tended to be one of two extremes, anyway – those who care about the class and those who hate it. She said the final exam is definitely part of the class and students should be able to make an evaluation that includes the final exam.

As a follow up to his earlier questions, Sandmeyer (AS) asked about distance learning classes. He asked how the TCE process would work if a faculty member designed a course but others actually taught it – he wondered if it would be possible for there to be specific evaluations for this type of scenario. Golding

said that particular issue was not addressed in the TCEIC's report but that it was indeed an issue that would need to be dealt with. Wood (AS) responded to Lehman by saying that the probability is higher that students who love the course will be more likely to submit the TCE and that bias would still be there if the TCEIC's recommendations for a forced questionnaire were implemented. The forced questionnaire would also introduce bias in terms of mischievous responses – students will not opt out but will just be mean in their TCEs. Wood said it would not fix the voluntary response bias but would actually introduce another bias. The Chair noted that it was past 5:10 pm and action would need to be taken soon.

Grossman (AS) said that he had heard a lot of concerns expressed regarding how results of TCEs would be interpreted. He said that if a faculty member gave a hard exam, that would show up in the TCE but that was not a negative or positive statement. Faculty would need to look at a collection of comments from student TCEs and interpret what the students were saying relative to the course. Grossman said the concerns should be viewed as something to keep in mind when trying to improve courses. Nash (ED) said that mischievous responders was a vexing problem in the area of adolescent, self-administered surveys and suggested a more human-centered design. He said that mischievous responders could be sought for and engaged to understand why they answered the way they did. He said it would also be beneficial to get the input from those who appreciate submitting TCEs. Nash said he had the sense that students were not terribly concerned with his tenure but there may be other aspects that drive students to submit TCEs.

Wilson asked if the issue about written comments had been addressed and Debski opined that so many things were pointed out but nothing was fixed. The Chair commented that Jones had offered alternate language for recommendation 2a ["only numeric ratings will be made available to students"]. Golding said that he would accept that language on behalf of the TCEIC as a friendly amendment. He said he thought he had used language that was currently in place for TCEs but he may have made a mistake. Debski said she thought the report needed more thought and that even the proposed language would allow the release of written comments to students and others. Golding said that he thought that written comments were subject to Open Records laws so if anyone wanted to see written comments they could have access to them, so the language was consistent with Open Records laws.

Butler stated that the end time for the meeting had passed and that senators were departing. Butler **moved** to postpone further discussion on the TCEIC's final report to old business at the May 2, 2016 Senate meeting. Firey **seconded**. The Chair asked Butler if his intent was also to postpone consideration of the agenda item following the TCEIC final report [Senate's Ad Hoc Calendar Committee Final Report] and Butler said it was. A **vote** was taken via a show of hands and the motion **passed** with a vast majority in favor and two opposed.

By virtue of mass departures, the meeting was adjourned at 5:16 pm.

Respectfully submitted by Katherine McCormick,
University Senate Secretary

Invited guests present: Ruth Beattie, Kelly Bradley, Jonathan Golding, Nels Roger, Diane Snow, Travis Thomas, and Ben Withers.

Absences: Allaire, Allen, Ayers, Beaulieu*, Birdwhistell, T., Birdwhistell, M., Blackwell, Brennen, Brown, K., Browning*, Burks, Carvalho*, Cassis, Clark, Cofield, Costich, Cox, Crist, Cross*, DiPaola, Doolen, Doyle, Ferrier, Folmar, Geneve, Gower, Healy, Herrera, Jung*, Kyrkanides, Lauersdorf*, Lee, C.*, Loven, Martin,

Mullin, Murthy, Nathu, Niespodziany, O'Connor, O'Hair, MJ, Peffer*, Profitt, Real, Rey-Barreau, Rice, Richey, Royster*, Sanderson, Schoenberg, Sekulic*, Smyth*, Stevens*, Swanson, Thorpe, Tick, Tracy, Vosevich, Walz, Wasilkowski, Watt, Webb*, Wilson, K., Witt, Xenos*, Yeager.

Prepared by Sheila Brothers on Tuesday, April 26, 2016.

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KENTUCKY®

The Graduate School

Gillis Building
Lexington, KY 40506-0033
859 257-4613
fax 859 323-1928
www.gradschool.uky.edu

February 11, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Cleophus V. Price, Assistant Dean, Graduate Academic Services,
              The Graduate School

SUBJECT: Degree cards not handled correctly

1. Student Name: ███████████████, MA, ARAD
2. Student applied for a Summer 2015 degree
3. The application for degree card was moved to Fall 2015 by Graduate School Staff
4. Graduate School Staff moved the card as the student was not enrolled in the
   following term and would not have been able to apply online.
5. The wrong calendar year was chosen when entering the new information
6. The student did not appear on subsequent degree processing lists
7. The error was not caught until a student notified the Graduate School
8. Due to the aforementioned administrative error, the Graduate School does not
   feel ███████ should be penalized in any way.
9. The student should be awarded Fall 2015degree.

From:	Cooper, Sean R
Sent:	Thursday, March 17, 2016 1:09 PM
To:	Brothers, Sheila C
Subject:	RE: Additional Admin Errors/Degree List Additions (CM-91)

The appeal for CM-91 provides accurate statements regarding the existence of prior degree applications that were copied/moved to a presumably wrong term, as the application was last moved to a *prior* term/year (fall 2014). Logic would suggest they should have been moved to fall 2015 based on the prior existing applications.

_____

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🖥 www.uky.edu/registrar

From: Brothers, Sheila C
Sent: Wednesday, March 16, 2016 2:47 PM
To: Cooper, Sean R
Subject: Additional Admin Errors/Degree List Additions

Hi, Sean. I have two more, from the Grad School. Do you mind taking a look at these?

Sheila

Sheila Brothers
Staff Representative to the Board of Trustees
Office of the Senate Council
203E Main Building, -0032
Phone (859) 257-5872
http://www.uky.edu/faculty/senate

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February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Cleophus V. Price, Assistant Dean, Graduate Academic Services,
            The Graduate School

SUBJECT: Degree cards not handled correctly

1. Student Name: ██████████, 10168068, MA, HPST
2. Student applied for a Summer 2015 degree
3. The application for degree card was moved to Fall 2015 by Graduate School Staff
4. Graduate School Staff moved the card as the student was not enrolled in the
    following term and would not have been able to apply online.
5. The wrong calendar year was chosen when entering the new information
6. The student did not appear on subsequent degree processing lists
7. The error was not caught until a student notified the Graduate School
8.   Due to the aforementioned administrative error, the Graduate School does not
    feel ████ should be penalized in any way.
9. The student should be awarded Fall 2015degree.

see
blue.

An Equal Opportunity University

From:	Cooper, Sean R
Sent:	Thursday, March 17, 2016 1:09 PM
To:	Brothers, Sheila C
Subject:	RE: Additional Admin Errors/Degree List Additions (JB-86)

The appeal for JB-86 provides accurate statements regarding the existence of prior degree applications that were copied/moved to a presumably wrong term, as the application was last moved to a *prior* term/year (fall 2014). Logic would suggest they should have been moved to fall 2015 based on the prior existing applications.

_____

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🖥 www.uky.edu/registrar

From: Brothers, Sheila C
Sent: Wednesday, March 16, 2016 2:47 PM
To: Cooper, Sean R
Subject: Additional Admin Errors/Degree List Additions

Hi, Sean. I have two more, from the Grad School. Do you mind taking a look at these?

Sheila

Sheila Brothers
Staff Representative to the Board of Trustees
Office of the Senate Council
203E Main Building, -0032
Phone (859) 257-5872
http://www.uky.edu/faculty/senate

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

SUBJECT: Late Degree Addition – August 2015

1. Student Name:
2. Student Number:
3. Degree to be awarded: Bachelor of Arts – International Studies, August 2015

4. The student applied for a May 2015 degree. The Graduation Certification Officer contacted the student (via email) on 6/8/2015 and 6/9/2015 informing her that her May 2015 degree application was denied and that a new application needed to be filed for a later degree date. The degree application was denied because the degree requirements had not been completed.

5. The student contacted her advisor on 6/22/2015 and was told to complete, in-person, a paper degree application with Arts and Sciences for an August 2015 degree.

6. There is no record (electronic or hardcopy) that the student submitted a degree application for August 2015.

7. The student maintains that a degree application was turned in to the Arts and Sciences main office. The student contacted her advisor again on 9/9/2015 asking when she could expect to receive the degree and her advisor explained that diplomas may take up to three months and that the degree would be posted on her transcript. The student ordered a transcript and the degree was not posted. She contacted her advisor and the error was discovered.

8. There is no record (electronic or hardcopy) that the student submitted a degree application for December 2015. The student filed a paper application for a May 2016 degree on 12/1/2015.

9. Advisors have received additional training on the use of SAP to view student degree applications to verify receipt of applications as well as how to determine the status of the application.

10. Based on the student being informed by her advisor that her degree would be posted on her transcript, the student has requested that a petition for late degree addition be made on her behalf and that the Bachelor of Arts degree in International Studies be awarded for the August 2015 degree date.

From:	Cooper, Sean R
Sent:	Thursday, March 17, 2016 3:23 PM
To:	Brothers, Sheila C
Subject:	A&S Senate petition (BK-29)

RE: A&S Senate petition (BK-29)

I do not see any issues, as it relates to the official student record, with the statements in this appeal. Some background information that may be helpful:

The Sp15 degree application was rejected by the college after the spring term for failure to meet A&S BA degree requirements (min. 39 hours of 300+ level course work). This requirement was completed during summer 2015. Two 300+ level courses were dropped during the Sp15 term. The student would have been unable to submit an online degree application at that time (August degree application deadline was 28 Feb.) and would have had to applied via paper application through the college prior to the second August list of degree candidates being submitted to the University Senate and Board of Trustees. This office cannot confirm the (non)submission of a paper degree application to the college.

The following screenshot from the student's degree audit supports the May degree application needing to be denied and that the student enrolled in a summer course to complete the final degree requirement:

_____
Sean Cooper, Ed.S. | Senior Associate Registrar | University of Kentucky

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

SUBJECT: Late Degree Addition – August 2015

1. Student Name: ██████████
2. Student Number: ███████
3. Degree Awarded :   BBA in Finance (Dec 2013)
4. Degree to be awarded: Bachelor of Science – Mathematics, May 2014

5. The student submitted a degree application on 12/2/2013 for a May 2014 degree. As this was past the deadline for online degree application for May 2014, the degree application was submitted in person using a paper application.

6. The deadlines for degree applications overlap; paper applications for one term are still being accepted at the same time as the paper applications are being accepted for the next term. A staff member incorrectly filed the May 2014 application with the December 2013 paper applications that were completed. As a result the student's degree application was not posted in SAP.

7. The student contacted the Arts and Sciences main advising office and was incorrectly told that his Arts and Science degree had posted. The student had previously applied for a degree in Business and Economics, which had been awarded in December 2013. The staff member incorrectly identified the awarding of the B&E degree with the B.S. in Mathematics degree application. The student has not received a diploma for the Bachelor of Science degree in Mathematics and contacted the Degree Certification Officer on 11/17/2015 who discovered the error.

8. The front desk staff and student workers have received additional training on the use of SAP to view student degree application status.

9. Due to the aforementioned administrative error, the College of Arts & Sciences feels that the Bachelor of Science degree in Mathematics should be awarded to the student for the May 2014 degree date.

From:	Cooper, Sean R
Sent:	Thursday, March 17, 2016 1:17 PM
To:	Brothers, Sheila C
Subject:	A&S Senate petition (EJ-37)

This office has no additional information or comments to provide on the appeal for EJ-37.

_____

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February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

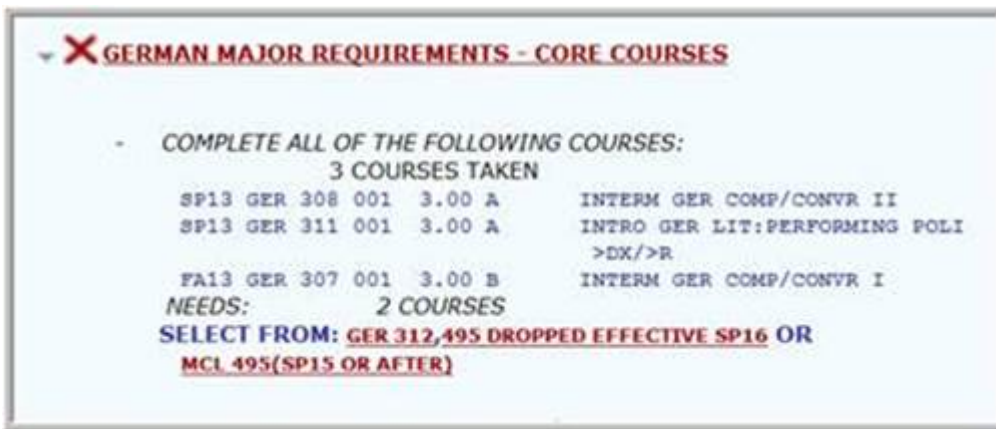SUBJECT: Late Degree Addition – May 2015

1. Student Name: ████████████████████
2. Student Number: ██████████
3. Degree Awarded:
    a. Bachelor Of Arts – Psychology with a double major in German, May 2015
4. Degree to be rescinded:
    a. Bachelor Of Arts – Psychology with a double major in German, May 2015

5. Degrees to be awarded: Bachelor of Arts – German, May 2015
                                                    Bachelor of Arts - Psychology, May 2015

6. The student was pursuing a BA in Psychology with a second major in German. A paper degree application was filed on Sep 30, 2013 for a December 2013. The student did not complete the degree requirements by December 2013 and as a result the degree application was moved to May 2015. The BA in Psychology with a double major in German was awarded May 2015.

7. The student states that she completed an application to change her program from a double major to a dual degree (Psychology and German). There is no record (electronic or hardcopy) that the student submitted a program change.

8. The student stated that she contacted the Registrar's Office in Fall 2015 to confirm the two expected diplomas and was told that the German degree was awarded, and that the diploma had been damaged and had to be re-ordered. The student never received the diploma. The student contacted the A&S Graduation Certification Officer who discovered the issue.

9. The Certification Officer has verified that the requirements for the second degree have been met. The student has requested that a petition for late degree addition be made on her behalf.

10. Based on the student being informed that her degree was awarded, the student has requested that a petition for late degree addition be made on her behalf.

11. We are petitioning
    a. The rescinding of the Bachelor Of Arts – Psychology with a double major in German, May 2015
    b. And the awarding of the Bachelor of Arts – German, May 2015, and the Bachelor of Arts - Psychology, May 2015

From:	Cooper, Sean R
Sent:	Thursday, March 17, 2016 3:28 PM
To:	Brothers, Sheila C
Subject:	A&S Senate petition (BN-58)

RE: A&S Senate petition (BN-58)

Any change of degree/major (ex. from double major to double degree) occurs in the college. Based on the college's maintained degree audit for any catalog under which the student could possibly be registered under, the student lacks two core courses for the German major (please see below):

```
- ✘ GERMAN MAJOR REQUIREMENTS - CORE COURSES

    -   COMPLETE ALL OF THE FOLLOWING COURSES:
                    3 COURSES TAKEN
        SP13 GER 308 001  3.00 A     INTERM GER COMP/CONVR II
        SP13 GER 311 001  3.00 A     INTRO GER LIT:PERFORMING POLI
                                     >DX/>R
        FA13 GER 307 001  3.00 B     INTERM GER COMP/CONVR I
        NEEDS:         2 COURSES
        SELECT FROM: GER 312,495 DROPPED EFFECTIVE SP16 OR
            MCL 495(SP15 OR AFTER)
```

_____

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💻 www.uky.edu/registrar

From:	Hatfield, Holly N
Sent:	Friday, March 18, 2016 3:28 PM
To:	Brothers, Sheila C
Cc:	Vaught, Aaron S; Beattie, Ruth E
Subject:	RE: A&S Senate Petitions

Sheila,

Thank you for the follow-up email. ▉▉▉▉▉▉ was granted substitutions by the DUS for the two GER Core courses – GER 363 was approved to replace GER 495 and a second completion of GER 311 was allowed to count for GER 312. The APEX exceptions were processed, but now APEX is pulling an Invalid Major Code and the exceptions will not be present on a "What-If" audit. Dr. Rogers also implies that the same issue with APEX had happened previously in the Spring term. I have included the email with my correspondence to Dr. Rogers regarding the substitutions below.

Holly Hatfield | Graduation Certification Officer
College of Arts and Sciences
202 Patterson Office Tower | Lexington, KY 40506
p: 859.257.4375 | www.as.uky.edu

From: Hatfield, Holly N
Sent: Monday, December 15, 2014 7:54 AM
To: Rogers, Nels J
Subject: RE: ▉▉▉▉▉▉▉

Thank you Dr. Rogers. I've sent the necessary information to APEX.

Holly Hatfield

Degree Certification Officer
College of Arts and Sciences
202 Patterson Office Tower
University of Kentucky
Phone: (859)257-4375

From: Rogers, Nels J
Sent: Friday, December 12, 2014 8:18 AM

To: Hatfield, Holly N
Subject: ██████████

Holly,

█████████ needs GER 495 waived, it is not offered in the fall and she is graduating this December. We replaced it with GER 363.

████ also took GER 311 twice, one of those should be used as a substitution for GER 312.

I am a bit confused because I sent these substitutions in last spring.

Let me know if there are any questions or if there are still any issues we need to resolve to get her graduated on time. She has done everything we want her to do in German.

Jeff

*Fall 2014 Office and Advising Hours:
 M 2-3 and R 10-11

Nels Jeff Rogers, Ph.D.
Associate Professor and Director of Undergraduate Studies
Modern and Classical Languages, Literatures and Cultures (MCL)
University of Kentucky

859-257-4540
nelsjrogers@uky.edu
Mail - 1055 POT / MCL / UK Lexington KY 40506

February 25, 2016

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Dr. Ruth Beattie, Associate Dean, College of Arts & Sciences

SUBJECT: Late Degree Addition – May 2015

1. Student Name: ████████
2. Student Number: ████████
3. Degree Awarded: BA in Psychology with double major in Sociology, Dec 2009
4. Degree to be rescinded: BA in Psychology with double major in Sociology, Dec 2009
5. Degrees to be awarded
        Bachelor of Arts in Psychology Dec 2009
        Bachelor of Science- Sociology May 2015

6. The student was awarded a Bachelor of Arts degree in Psychology with a second major in Sociology in December 2009.

7. The student re-enrolled at UK on 1/15/2014 as an engineering major. The student's readmission profile (attached) does not state the student was awarded a degree or had completed any college level course work. The student immediately changed his degree program to a BA in Psychology. A staff member entered this degree change into SAP on 1/15/2014. The SAP program change screen does not indicate if a degree has already been awarded and so the staff member was unaware the student had previously been awarded a psychology degree.

8. On 4/22/2014 the student added the BS in Sociology and changed the BA in Psychology to a BS in Psychology with a minor in cognitive science.

9. According to Senate Rule 5.4.1.3 a student cannot earn two undergraduate degrees within the same major.

10. The student was able to successfully submit an online degree application through myUK on 4/23/2014 for a Bachelor of Science in Sociology for May 2015. The Degree Certification Officer approved this application on 5/14/2015 and the degree was conferred on 5/26/2015. The screen used to approve a degree application does not show previous degrees awarded, nor does the online degree application software prevent a student from applying for a second undergraduate degree in the same major.

11. The student was also able to submit an online degree application through myUK on 5/14/2015 for a Bachelor of Science in Psychology for December 2015. The Degree Certification Officer certified this degree on 2/11/2016.

12. On 2/11/2016, the Registrar's Office rescinded the previously awarded Bachelor of Science in Sociology degree and denied the Bachelor of Science in Psychology degree.

13. The student has completed the degree requirements for the Bachelor of Science in Sociology.

14. The student's faculty advisor was not aware that the student had been previously awarded a degree in psychology and sociology as the readmission profile did not state the student was awarded a degree. Additionally, an APEX audit for this student did not indicate that a degree had been awarded with the two majors in question. Likewise, the program registration screen in SAP does not list if a student has been awarded a degree. Furthermore, the student was able to submit a degree application online through myUK for both of the majors that had previously been awarded.

15. The student should not be penalized for the multiple technical errors that resulted in the two new degree applications being denied. Taking into consideration that the student has already been awarded a degree in Psychology, the College of Arts & Sciences supports removing the secondary Sociology major from the BA Psychology degree and awarding the BS Sociology degree.

16. We are petitioning:
    (a) The rescinding of the BA in Psychology with double major in Sociology, Dec 2009; and
    (b) The awarding of the BA in Psychology , Dec 2009 and BS in Sociology May 2015

From:	Cooper, Sean R
Sent:	Thursday, March 17, 2016 1:43 PM
To:	Brothers, Sheila C
Subject:	A&S Senate petition (FR-52)

RE: A&S Senate petition (FR-52)

I will note that a college advisor, with whom students are required to meet every semester prior to an advisor hold being lifted, has access to prior degrees awarded information via the unofficial transcript and/or SAP's Degrees Awarded tab. This student has been enrolled for five semesters since the initial degree (BA) was conferred in December 2009. I have seen nothing to suggest or support that the December 2009 BA degree was awarded in err.

_____

Sean Cooper, Ed.S. | **Senior Associate Registrar** | **University of Kentucky**
10 Funkhouser Bldg. | Lexington, KY 40506-0054 | ☎ 859.257.7157 | 🖨 859.257.7160 | ✉ sean.cooper@uky.edu |
💻 www.uky.edu/registrar

From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, April 01, 2016 2:37 PM
To:	Hippisley, Andrew R; Brothers, Sheila C
Cc:	Bradley, Kelly D; Sampson, Shannon O
Subject:	GC: Research Methods in Education

Proposed New Graduate Certificate: Research Methods in Education

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Research Methods in Education, in the Department of Educational Policy and Evaluation within the College of Education.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | COE Faculty Council Chair | SAPC University Senate Committee Chair | University Senator | Secondary Mathematics Program Co-Chair | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION

1a	Date of contact with Institutional Effectiveness[1]:	10/19/2015
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home college: *College of Education*	
1c	Home educational unit (department, school, college[2]): *Educational Policy Studies and Evaluation*	
1d	Proposed certificate name: *Research Methods in Education*	
1e	CIP Code (provided by Institutional Effectiveness):	*13.0603*

1f	Requested effective date:	☒ Fall semester following approval.	OR	☐ Specific Date[3]: *Fall 20*

1g	Contact person name: *Kelly D. Bradley*	Email: *kdbrad2@uky.edu*	Phone: *859-257-4923*

2. OVERVIEW

2a	Provide a brief description of the proposed new graduate certificate. *(300 word limit)*
	The Research Methods in Education Graduate Certificate provides students with a background in quantitative methods, evaluation, measurement and assessment in the field of education. Developing knowledge in educational research methods allows students from outside the College of Education to learn methods they can use in their academic and professional work. Enrolled students will learn to apply a range of research methods, techniques and constructs, to real-world settings, issues, and datasets. The graduate certificate is designed for students interested in Education research methods but who are not in the proposed M.S. Research Methods in

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[1] You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).
[2] Only cross-disciplinary graduate certificates may be homed at the college level.
[3] Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

	Education program. Students will be required to complete 15-credit hours, and have the option to take all courses in an online, asynchronous format. It is expected that the graduate certificate will be ready for enrollment starting Fall 2016.

2b	This proposed graduate certificate (check all that apply):
	☒ Has a clear and focused academic competency as its subject.
	☐ Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)
	☐ Respond to a specific state mandate.
	☒ Provide a basic competency in an emerging, preferably interdisciplinary, topic.

2c	**Affiliation.** Is the graduate certificate affiliated with a degree program? *(related to 3c)* Yes ☐ No ☒
	If "yes," include a brief statement of how it will complement the program. If "no," incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. *(300 word limit)*
	The RMinE Graduate Certificate provides non-education students with the ability to specialize in education research methods that can be applied to a host of disciplines, e.g., social sciences, physical sciences, and business. The courses students will take provide them with a foundation in a range of approaches to research, including quantitative methods, assessment, evaluation, and measurement, which can be applied at the introductory level to their specific fields. The program is open to students within the College of Education who want to demonstrate the have completed rigorous coursework in research methods. Outside of this certificate, this range of skills is not offered elsewhere at the University.

2d	**Duplication.** Are there similar regional or national offerings? Yes ☐ No ☒
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.

2e	**Rationale and Demand.** State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). *(400 word limit)*
	The RMinE certificate introduces students to the systematic process by which research is conducted, within a problem-of-practice framework. The program is inter-disciplinary, crossing fields of study within education, and drawing from perspectives in policy, psychology, pedagogy and history. The core is designed to familiarize students with quantitative, qualitative, psychometric, and evaluation research, so students are prepared to approach research from many perspectives. This distinguishes RMinE from programs that specialize in a single component of methodology. The focus on educational research methods is something that is only beginning to appear at the graduate level. The development of the RMinE at this point provides the university with the opportunity to be a leader in the field. Furthermore, with the option to complete the program completely online asynchronously, so it will be accessible to students who are traditionally hard to reach, such as working professionals, students located in remote areas, and international students. *According to the Bureau of Labor Statistics predicted job growth data there is a strong need for the skills that students will learn with this certificate. For example, the need for quantitative methodologists is expected to grow at a much faster than average rate (27% from 2012-2022) and the need for survey researchers is expected to grow at a faster than average rate (18% from 2012-2022). Students who leave this program will have the introductory skills to enter into these two areas. Presently there are few programs being offered throughout the country, which offer this range of program knowledge. In addition, this program provides students with the ability to demonstrate they have a research background, particularly masters' students interested in continuing into advanced research focused degrees.*

2f	**Target student population.** Check the box(es) that apply to the target student population.
	☒ Currently enrolled graduate students.
	☐ Post-baccalaureate students.

2g	Describe the demographics of the intended audience. *(150 word limit)*
	It is expected that the program will be primarily made of graduate students. Given that many of the courses will be available through an on-line asynchronous format, many students may be non-traditional students. It will also be accessible to students who are traditionally hard to reach, such as working professionals, students located in remote areas, and international students. It is expected that the enrollees in the certificate will primarily be from the College of Education, although students from outside the College of Education may enroll in the certificate program.

2h	**Projected enrollment.** What are the enrollment projections for the first three years?		
		Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
	Number of Students	10	15	20

2i	**Distance learning (DL).** Initially, will any portion of the graduate certificate be offered via DL?	Yes ☒ No ☐
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.	
	1% - 24% ☐ 25% - 49% ☐ 50% - 74% ☐ 75 - 99% ☐ 100% ☒	
	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. *(300 word limit)*	
	All of the courses will be available in an asynchronous online learning format, but it is not required that the course be taken in this format. The specific courses are listed in the curricular section and have all been approved for online delivery.	

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester, and affiliated faculty will review applications and determine admission. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. To receive the graduate certificate, students must complete 15-credit hours in the designated courses. Students may switch out courses with approval from the Director. Students are required to complete each course with a 'B' and maintain an overall 3.0 GPA for courses counted towards the graduate certificate. Accepted students will be required to meet with a member of the faculty to discuss appropriate courses. Students must submit a form to the Director of the graduate certificate which specifies what courses they have completed and a guided reflection paper receive their graduate certificate.

3b	**Graduate Certificate Director/Faculty of Record.** *(related to 2c)* The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. (The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. There must be a minimum of three members of the faculty of record who are also members of the Graduate Faculty.) If the answer to question 2c of this form is "yes," then the faculty of record is typically the graduate faculty of the affiliated degree. (The answer below can be "the faculty of record are the Graduate Faculty for program X.") If the answer to question 2c is "no," please describe the process for identifying the faculty of record and the certificate director and address the aspects below. *(150 word limit)* • Selection criteria; • Term of service; and • Method for adding/removing members.
	The certificate director is Kelly D. Bradley, Ph.D. She was selected because she is a research methods professor in the EPE department, heading the department's creation of a new master's program and heading the department's effort to move courses to an on-line format. The faculty of record include Michael Toland, Ph.D., a research methods professor who will be teaching several of the courses within the certificate and Beth Goldstein, Ph.D., the chair of the EPE department. Addition of new members is determined through approval of the current members and members may leave through submitting a resignation to the rest of the committee.
3c	**Course utilization.** Will this graduate certificate include courses from another unit(s)?　Yes ☒　No ☐
	If "Yes," two pieces of supporting documentation are required. ☒ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[4] from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[5] and impact on the course's use on the home educational unit. ☒ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.
3d	**Financial Resources.** What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? *(300 word limit)*
	No resource needs exist for the certificate. The development of the online coursework was supported through an eLII grant (Bradley, Kelly. "Methods in Education Online Degree Program." eLearning Innovation Initiative – University of Kentucky. $141,247. Start Date: 5/16/15, End Date: 5/15/16)
3e	**Other Resources.** Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?　Yes ☐　No ☒
	If "Yes," identify the other resources that will be shared. (*150 word limit*)
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director[4] of the unit whose "other resources" will be used.

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[4] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.
[5] Show evidence of detailed collaborative consultation with such units early in the process.

	Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

4. IMPACT

4a	**Other related programs.** Are there any related UK programs and certificates?	Yes ☐ No ☒
	If "Yes," describe how the new certificate will complement these existing UK offerings. *(250 word limit)*	
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators. ☐ Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.	

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	**Admissions criteria.** List the admissions criteria for the proposed graduate certificate. *(150 word limit)*
	Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester. Faculty will review applications. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. Students may be in a COE or non-COE program.

5b	**Core courses.** List the required core courses below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[6]
EPE/EDP 557	*Gathering, Using and Analyzing Educational Data I*	*3*	No change
EPE 619	*Survey Research Methods*	*3*	No change
EPE/ EDP 620	*Topics and Methods of Evaluation*	*3*	No change
EPE 663	*Field Studies in Educational Settings*	*3*	No change
			Select one….
	Total Credit Hours of Core Courses:	*12*	

5c	**Elective courses.** List the electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[7]
EPE/EDP	*Psychological and Educational Tests and Measurements*	*3*	No change

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[6] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").
[7] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

522			
EPE 558	*Gathering, Using and Analyzing Educational Data II*	*3*	No change
EPE 621	*Advanced Topics and Methods of Evaluation*	*3*	No change
EPE/EDP 797	*Historical Research Methods*	*3*	No change
EDC 726	*Curriculum Inquiry Mixed Methods Research*	*3*	No change
EDL 669	*Leadership for Creative Problem Solving*	*3*	No change

5d	Are there any other requirements for the graduate certificate? If "Yes," note below. *(150 word limit)*	Yes ☐	No ☒

5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)*	Yes ☒	No ☐
	Elective options include, but are not limited to, courses listed. The elective must be related to research methods.		

6. ASSESSMENT

6a	**Student learning outcomes.** Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") *(250 word limit)*
	- Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills) - Students are expected to have the theoretical knowledge related to research design and analysis. (Theoretical Knowledge) - Students will leave the program with ability and knowledge of quantitative methods, evaluation/assessment, or research methods. (Analytical Ability) - Students will leave the program with the ability to produce their own work, developing research plans and studies which address stated research questions. (Application of Knowledge and Skills)
6b	**Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*
	Student learning outcomes are assessed within each course. Students will also submit a reflection as part of a regular component of the EPE/EDP 620 Topics and Methods of Evaluation course. The reflection will ask them to discuss their experiences and outcomes in the three areas of quantitative methods, evaluation, and research design. Finally, students will be surveyed at the end of their program.

6c	**Certificate outcome assessment[8].** Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	Program outcomes are: - *Examination of reflections by students demonstrates students are meeting expected learning outcomes.* - *Program course evaluations by students are reported to be on-par or above other programs in the college.* - *Enrollment expectations are being met.* *Data will be collected through student evaluations of the program, surveys of students who have graduated, through financial records, and a review of the current program participants. This data will be used to adjust program quality. Courses not meeting expectations will be altered to ensure that student outcomes and quality expectations are being met. If enrollment numbers are not what has been expected, additional marketing efforts will be made by the faculty involved. The certificate will be deemed a success if enrollment and student learning objectives are being met.*

7. OTHER INFORMATION

7a	Is there any other information about the graduate certificate to add? *(150 word limit)*

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College)		
	EPE	*8/2014*	*Jeff Bieber / 859-257-2795 /* jpbieb01@uky.edu
	EDP	*8/2014*	*Jeff Reese / 859-257-4909 /* jeff.reese@uky.edu
	EDC	*8/2014*	*Susan Cantrell / 859-257-6731 /* susan.cantrell@uky.edu
	EDL	*8/2014*	*Beth Rous/ 859-257-6389 /* beth.rous@uky.edu
8b	(Collaborating and/or Affected Units)		
			/ /
			/ /
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			/ /
8c	(Senate Academic Council)		**Date Approved** **Contact Person Name**

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[8] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

	Health Care Colleges Council (if applicable)		
	Graduate Council		

November 2, 2015

To whom it may concern:

I am pleased to offer my full support for the College of Education's Department of Educational Policy Studies and Evaluation (EPE) proposal for the Masters in Research Methods in Education, as well as the certificate. EPE has developed a unique program that will be competitive on a national as well as international scale.

EPE proposes to create Masters in Research Methods in Education that will be available in an online, asynchronous delivery. This program will provide students with the evidence-based decision making skills needed to succeed in a wide array of research settings including academic institutions; schools and districts; state and federal agencies; healthcare research settings; and certification, licensing, and testing organizations. To date, there is only one similar program in the country – thus the demand is high.

This interdisciplinary program will draw from such perspectives as social policy, psychology, history, and educational innovation. The degree will stand alone, but it can be used as preparation for a variety of doctoral programs. The degree will be housed in EPE but coursework and related experiences will be collaboratively provided by departments across the College, Kentucky's Districts of Innovation, and with the Innovation Labs Network, serving 10 states and housed in the National Center for Innovation in Education led by Gene Wilhoit.

The College of Education will provide continued support for this new program in two important ways:

1. COE Next Generation Learning Strategic Team consisting of experienced instructional designers, programmers, data analysts, and innovation leaders. This interdisciplinary team connects Next Generation Learning attributes (i.e., personalized and performance-based learning; anytime, everywhere opportunities) with students and faculty as well as with experts in instructional design.

2. COE Online Teaching and Learning Supports Team offers hands-on technical assistance with learning management systems, beginning course design for both synchronous and asynchronous formats, support with several audiovisual software programs, and technical advising regarding equipment, software, and platforms. This team also helps link faculty to existing resources within the university to enable them to offer high quality courses using the latest pedagogic technologies, while being able to address the learning needs of all of their students.

It is with great enthusiasm that I provide my full support to this innovative program. If I can provide any additional information please do not hesitate to contact me.

Sincerely,

Mary John O'Hair
Dean and Professor, College of Education

Documentation from Office of Institutional Effectiveness

Alexander-Snow, Mia

To: Sampson, Shannon O
Cc: Bradley, Kelly D

Thank you for submission of the SACS COC Substantive Change Checklists for the 15 hour Research Methods in Education (RMinE) Certificate program Based on your responses, the proposed program does not constitute substantive change as defined by SACSCOC, the university's regional accreditor.   At this time, no additional documentation is needed.

Best,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: http://www.uky.edu/ie

Follow us at: https://www.facebook.com/universityofky

The University of Kentucky

Letters of Departmental and Faculty Support

Support and Verification from Department Chairs

UK
KENTUCKY

I write as interim chair of the originating department for the Master's degree, Research Methods in Education, RMinE. On behalf of the faculty members of the Department of Educational Policy Studies & Evaluation, I approve submission of this proposal and convey to you EPE's endorsement of the proposed degree program.

Within the College of Education, EPE offers the widest array of research methods courses, designed to develop graduate students' knowledge and skills in basic and applied research and in evaluation methods. Our courses cover qualitative and quantitative methodologies, for the purposes of historical and contemporary research in educational policy, learning outcomes and assessment, program evaluation, testing and measurement, and more. These courses have been offered mostly in service to graduate degree programs within our own department and across the College of Education and to other applied research disciplines, primarily as training for students to conduct thesis and dissertation research. Nine faculty members in EPE teach research methods courses. Other departments in the College also offer research methods courses, though not with the same breadth or depth of coverage. Approximately six years ago, the research methods faculty members in EPE and EDP began meeting regularly to coordinate content, sequencing and rotation of the quantitative methods courses offered by the two departments. Other departments in the College of Education are also now part of this effort. This collaboration has allowed for more efficient and effective use of faculty time and expertise, enhancing the coverage and frequency of coursework available to students. It has recently brought about the redesign of several individual research methods courses from traditional classroom formats to online formats, with plans to alternate the delivery format in a systematic, cross-department coordinated schedule. Out of this grew discussion about the possibilities of creating a graduate degree program focused on Research Methods in Education. Having benefitted from the support of an eLII University of Kentucky grant, we are now ready to submit the degree for review.

Given national and global trends in educational testing, assessment and evidence-based policy-making, we have experienced enrollment growth in research methods courses, demand for these courses from people within and outside of UK, and a robust employment market for graduates with applied research and evaluation skill sets. We therefore see the strong potential for this Masters degree program to increase graduate enrollment locally, nationally and internationally. With the tuition revenues this can generate, the program should quickly recoup the startup investment and be able to support doctoral student

assistantships. Its presence in the College of Education will also provide impoliant flow of graduate assistants to our Evaluation Center, a unit that now in its 3rd year is self- supporting through grants and contracts, with 8 staff and graduate assistants.

Finally, the courses that wi ll be part of this Masters degree initiative will simultaneously continue to serve as research methods courses in support of other degree programs but now in a delivery mode that will greatly enhance their accessibility . You will read in the letters of support that E PE will be the home department of this degree initiative. However, it will be developed and delivered in collaboration with research methods faculty from at least the Depatiments of Educational, School and Counseling Psychology (EDP), Curriculum & Instruction (EDC), and Educational Leadership (EDL). Drs. Jeff Reeese, Susan Cantrell, and Beth Rous, respectively chairs of the aforementioned departments, have provided letters of support for this proposal. Technical support will be provided by the College of Education's Instructional Technology Center, Office for Online Teaching and Leaming, and Library, as well as through UK instructional support units.

The E PE Department is committed to supporting the individual courses and degree proposal through the College of Education, University and accrediting body review processes. It is also committed to allocating the faculty tinle for instruction of the proposed courses and the advising of students enrolled in the program .

Sincerely,

Jiit

Jeffery P. Bieber, PhD
Interim Chair
Educational Policy Studies and Evaluation

Re: Commitment to Proposal, Research Methods in Education (RMinE)
From: Department Chair Educational, School, and Counseling Psychology

October 20, 2015

I am writing in support of the Research Methods in Education master's degree online proposal submitted by Dr. Bradley from the Department of Educational Policy Studies and Evaluation. For multiple years now, our departments have collaborated to enhance the research methods' course offerings in the college, working to create tracks in measurement, evaluation, and statistics, the three areas also highlighted in this program. Currently, many of our quantitative methods courses are cross-listed between EPE and EDP, resulting in faculty from both departments teaching the courses on a rotating schedule. Faculty in both departments have been working together to move many of the traditionally face-to-face research course offerings to an online format, with all of these courses either approved or under review. Beyond the master's degree itself, the online delivery of many of these courses will support our current graduate students and enhance their opportunities. I am happy to support further efforts between our departments. If approved, the program will expand our already flourishing research curriculum.

Sincerely,

Professor & Department Chair
Educational, School, & Counseling Psychology
Dickey Hall 245
jeff.reese@uky.edu
859-257-4909

October 21, 2015

Dr. Kelly Bradley, Professor
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506

Dear Dr. Bradley,

This letter is in support of the online Masters in Research Methods in Education program to be offered by the Department of Educational Policy Studies and Evaluation. As part of the proposal, the Department of Curriculum & Instruction has been selected as a collaborator based on specific research expertise of some of our faculty. The type of cross-departmental collaboration that would be offered through this program would provide graduate students with increased exposure and access to leading scholars both within and outside their areas of expertise, thus providing them with a richer and more dynamic research skill set. As any seasoned researcher knows, connections and networking in a variety of research areas and across disciplines can lead to unprecedented opportunities in the future.

As part of the proposed program, *EDC 707: Mixed Methods* taught by Dr. Joan Mazur is listed as an elective. This course is currently offered in our department and will not require any additional resources to include it in the proposed program. Another faculty member in our department, Dr. Kristen Perry, has taught *EPE 663: Field Studies* as part of her DOE during the 2013-2014 academic year. Although this cross-departmental instructional collaboration is a newly developed partnership, we look forward to additional opportunities for our faculty to engage in similar ways. Additionally, the proposed program will support the teacher education transformation work that is currently taking place in our department as we seek new ways to further develop online options for our current and future students. The Department of Curriculum & Instruction is pleased to be part of this collaborative opportunity and is in full support of the proposal. We look forward to accepting students into EDC 707 to fulfill one of their elective requirements as well as additional opportunities that may arise in the future.

Sincerely,

t.

Dr. Susan C. Cantrell
Interim Department Chair
Curriculum & Instruction
College of Education

October 22, 2015

To Whom It May Concern:

As Chair of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand they wish to use one of our existing courses (i.e., EDL669: Leadership for School Problem Solving) in their program. We are in full support of their effort and the inclusion of this course and feel it will be beneficial for both departments and for students across the college.

Best Regards,

Beth Rous
Professor and Chair
Department of Educational Leadership Studies
College of Education
University of Kentucky

Faculty Support and Agreement for Teaching in RMinE Program

UK

UNIVERSITY OF KENTUCKY

Educational Policy Studies & Evaluation
College of Education
131 Taylor Education
Lexington, KY 40506
(859) 257-4923 [tel]
(859) 257-4243 [fax]
www.uky.edu

MEMORANDUM

FROM: Dr. Kelly D. Bradley, Professor

Department of Educational Policy Studies and Evaluation

kdbrad2@uky.edu

DATE: October 22, 2015

RE: Letter of Commitment

Research Methods in Education (RMinE) Online Degree Program

This memo serves as commitment to serve as program director, an active advisor to students and a core instructor for the Research Methods in Education masters degree. Specifically, I will be available to teach EPE/EDP 557, EPE/EDP 558, EPE 619, EPE/EDP 620 & 621, EPE/EDP 660, EPE 525, EPE/EDP 522, and EDP 656. As needed, I have the skill set and teaching experience to offer other courses also included in this degree program. In addition, I will provide supervision of internship as requested. I currently serve as PI on the funded eLII grant through the University of Kentucky, received to develop and implement this degree program. I initiated this degree and want nothing more than for it to succeed, for the betterment of our college and university. Currently, I am teaching a large section of EPE/EDP 557 online and am offering EPE 619 as well. I have taught all courses listed for multiple years with outstanding teaching evaluations and look forward to the new online venue to complement our face-to-face offerings. These courses are all part of our regular research methods offering; thus, the stability and availability of the course are assured. The Research Methods in Education (RMinE) masters program is an exciting and much needed addition to our research methods offerings in the College of Education. I do hope you will support our proposal, as it will enhance the research methods offerings of the entire university, while creating a one of a kind, quality and much needed degree program. I am thrilled to be leading this innovative program.

August 29, 2014

Kelly Bradley, PhD
Associate Professor
144A Taylor Education Building
College of Education
University of Kentucky
Lexington, KY, 40506

Dear Kelly,

I am writing to let you know that I fully support and am committed to teaching online courses for the newly proposed online Master's degree in Research Methods in Education (RMinE). As an expert in applied psychometrics and statistics in the department of Educational, School, and Counseling Psychology in the College of Education and instructor of almost all quantitative courses, I am very capable of collaborating with you and other colleagues in the College of Education in order to make this new online degree a top tier degree. I am committed to teaching several of the courses online: EPE/EDP 557 (Gathering, Analyzing, & Using Educational Data I), 558 (Gathering, Analyzing, & Using Educational Data II), 656 (Methodology of Educational Research), 522 (Psychological & Educational Tests & Measurement), and 660 (Research Design & Analysis in Education).

Evidence of my support has already been made by my efforts to create, modify, and teach 522 online and my current efforts in creating all necessary components to teach 660 and 656 online next year. This new online degree in RMinE is highly needed not only at the University of Kentucky, but around the world. Our face-to-face research methods courses are already overfilled and since making 522 and 557 available online our courses have been in much higher demand. By offering the degree and courses online we will be able to not only better serve and accommodate graduate students seeking such a degree in our College, but better serve the University of Kentucky campus. and generate more revenue for the College of Education and University of Kentucky by reaching students that are unable to physically be located in or near Lexington, KY. You and I have been in discussions about this new degree for several years now, so I am excited to continue working with you once the new online Master's program grant is funded.

Sincerely,

Michael D. Toland, PhD
Associate Professor in Educational Psychology – Applied Quantitative Methods
Department of Educational, School, & Counseling Psychology
University of Kentucky College of Education
243 Dickey Hall
Lexington, KY 40506-0017
toland.md@uky.edu
859-257-3395

UK KENTUCKY.

College of Education
Educational Policy Scudies & Evaluacion
13l Taylor Education Building
Lexington, KY 40506-000 I

859 257-3 178
fax 859 257-4243
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August 27, 2014

I am a clinical faculty member in the department of Educational Policy Studies and Evaluation at the University of Kentucky. As part of the EPE department, I am committed to teaching Introduction to Evaluation (EPE/EDP 620) and Advanced Topics **and** Methods of Evaluation (EPE/EDP 621) for the Research Methods in Education (RMinE) online master's program.

I have experience with other online programs and have found that developing an online program using Quality Matters standards makes learning goals explicit, promotes continuity for faculty and students, and ensures programs meet national standards. These online programs enable the university to serve a broader range of students and increase program impact. In addition, proactively developing an online program provides an opportunity to embed metrics that serve to satisfy both internal and external stakeholders.

Sincerely,

'cc_ <;:.i-¥9

Jessica Hearn, PhD
University of Kentucky
Dept of Educational Policy Studies and Evaluation
I43D Taylor Education Building
jessica. hearn@uky.edu
859.257.2628

College of Education
Educational Policy Studies & Evaluarion
131 Taylor Educarion Building
Lexingron, KY 40506-0001

859 257-3178
fax 859 257-4243
hcrp://uky.cdu/epe

August 27, 2014

To whom it may concern:

I am Jungmin Lee, an assistant professor in the department of Educational Policy Studies and Evaluation. I would like to teach EPE 557 and 558 (Gathering, Analyzing, and Using Education Data) in the Research Methods in Education program. I firmly believe that this program will attract many prospective students who work in the field and would like to learn more about how to effectively handle data to better serve their students. Thank you for your consideration.

Sincerely,

Jungrnin Lee

Assistant professor

University of Kentucky

RE: Masters in Research Methods in Education

I write in support of the Masters in Research Methods in Education under development by our department, Educational Policy Studies and Evaluation. I am an Assistant Professor in the department and am responsible for teaching quantitative methods courses. The RMinE masters is an excellent degree for the College of Education and the University, as it allows us more flexibility in offering quality methods courses more broadly and will answer a need and demand for research training. I will be actively involved in instructing courses in both the core curriculum and the quantitative methods strand, as well as supporting the advising of students. I accept this challenge and look forward to my work with the degree program.

Sincerely,

Richard J. Waddington
Assistant Professor
Educational Policy Studies and Evaluation

RE: Masters in Research Methods in Education

To Whom It May Concern:

I write in support of the Masters in Research Methods in Education under development by our department, Educational Policy Studies and Evaluation. I am an Associate Professor in the department and have seventeen years of experience teaching qualitative methods courses in the college. The proposed new masters is a positive step for the College of Education and the University as it will allow us more flexibility in offering quality methods courses more broadly and will answer a consistent demand for research training.

The sequence of courses offered in the college that introduce qualitative methods of generating and analyzing data, specifically EPE663 Field Studies in Education and EPE763 Advanced Field Studies, is one of the few options available at the University for students interested in exploring questions best served by a qualitative approach to research design. As a result, we regularly have students in our sequence from across the university and our classes are always fully subscribed. Recently, we have added a second section of the introductory course to try to meet the demand; however, every year there are more students than we have seats.

One of the difficulties we have faced in offering qualitative research methods at UK is the constraint of the face-to-face mode of course delivery. Our courses are experiential and therefore require time for the students to apply their learning to real-world problems of research design and implementation. Offering short summer courses has been suggested, but this does not provide enough time for students to gain experience under faculty supervision. Developing an online version of EPE663 in particular would allow us to expand opportunities for students interested in qualitative methods while still giving them time to develop their skills and understanding of the philosophical rationale for their choice of methodological approach.

I look forward to developing my own skills in teaching in an asynchronous classroom environment. A course like EPE663, with its experiential focus and theoretical underpinnings, will be challenging to convert to an online environment. Support from the university in this development will be necessary so that we will be able to offer the best course possible. I accept this challenge and look forward to the development of the degree program.

Sincerely,

Jane McE. Jensen
Associate Professor

Department of Educational
Leadership Studies
111 Dickey Hall
Lexington, KY 40506-0017

859 257-8921
fax 859 257-1015
www.uky.edu

August 26, 2014

To Whom It May Concern:

As an Associate Professor of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand that they wish to use one of our existing courses (i.e., EDL669: Leadership for School Problem Solving) in their program. I have taught this course and will continue to teach this course in the future. Adding this course to their Masters is a great idea. I am in full support of having their student take this course.

Best regards,

Jayson W. Richardson, Ph.D.
Associate Professor | Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
Taylor Hall, Room 151G | University of Kentucky
Lexington, KY 40506-0001
P: 001.859.379.9097

Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506
(859) 257-1929

RE: Masters in Research Methods in Education

To Whom It May Concern:

I am writing to express my support for the Masters in Research Methods in Education program being developed by the Department of Educational Policy Studies & Evaluation. Currently I am an Assistant Professor in the department and have 15 years of experience using quantitative and qualitative methods in a wide variety of applied research contexts. The proposed Masters program will allow our department to meet a rapidly increasing demand for research methods in education policy and evaluation fields.

Our department offers a full sequence of research methods courses. The "gateway" courses in this sequence include EPE 557 and EPE 558 (Gathering, Analyzing, and Using Educational Data I & II, respectively). These courses are crucial to our program because they offer students a strong foundation from which to critically engage with data, and are prerequisites to our intermediate and advanced research methods courses. As such, these courses attract students from across the College of Education and UK and are regularly at or over capacity.

It is no secret that research methods are among the most challenging courses students encounter in graduate school. It takes a significant amount of time, effort, and engagement for students to acquire these tools at a level that allows them to approach practical research problems. A key strategy toward this end is providing students with the time and space to analyze data and to consider which methodological tools are best suited to the problem at hand. The advancement of online platforms has created virtual opportunities in which students can pursue this practical and technical expertise in an environment that affords them control over the pacing of conceptual understanding and application. Thus, offering online versions of EPE 557 and EPE 558 will allow our department to simultaneously meet the growing demand for these courses and provide us the ability to tailor our offerings to a more diverse array of learning styles.

There is great potential in offering these and other such courses in an online environment. However, the task is challenging and will require that we develop our pedagogical repertoire accordingly. In addition, our department will need support from the University to ensure that we have the capacity to develop our program into a rigorous and productive degree offering. I look forward to this challenge and opportunity.

Sincerely,

Joseph J. Ferrare, Ph.D.
Assistant Professor
Department of Educational Policy Studies & Evaluation
University of Kentucky
Joseph.ferrare@uky.edu; 859-257-9884

August 27, 2014

To whom it may concern:

I, Dr. Kristen H. Perry, am writing this letter in support of the proposed master's program in Research Methods in Education. I teach EPE 663, Field Studies in Education, which draws from interpretive traditions to introduce students to qualitative research methods in educational settings.

The proposed program, through its online platform, has the potential to reach a wider student base across multiple departments and programs, which will help to relieve the current problem of students being waitlisted for face-to-face courses with limited seat availability. Additionally, a masters program in research methods will also support the College's mission to the Commonwealth of Kentucky to provide education professionals who are prepared to conduct and interpret research, and, thus, to provide important leadership and new knowledge to the state (and beyond).

Best,

Kristen H. Perry, Ph.D.
Associate Professor
Department of Curriculum & Instruction
University of Kentucky
341 Dickey Hall
Lexington, KY 40506-0017
Phone: 859-257-3836
Email: kristen.perry@uky.edu

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MEMORANDUM

FROM: Dr. Joan Mazur, Associate Professor

              Department of Curriculum and Instruction
              859-257-4896
              jmazur@uky.edu

TO: Dr. Kelly Bradley, Associate Professor, Educational Policy Studies & Evaluation

DATE: August 27, 2014

RE: Letter of Commitment for Course Inclusion for
              Research Methods in Education (RMinE) Online Degree Program
              EDC 726 – Mixed Methods for Curriculum Inquiry

              This letter serves as a letter of support and commitment to provide EDC 726 – Mixed Methods for Curriculum Inquiry course as part of this online degree program. This course has been offered every other fall semester for the past 10 years and is required as part of another interdisicplinary Ph.D. program, thus the stability and availability of the course are assured.

              The Research Methods in Education (RMinE) masters program is an exciting and much needed addition to our research methods offerings in the College of Education. As quality and accountability in myriad arenas of education and training become a primary concern for not only educational institutions and business and industry, skilled and prepared educational researchers are a primary and much needed resource in the Commonwealth and the nation.

On the numerous privately and publically funded grants in which I have participated over the years I have been here at UK, *every* grant requires funded positions for individuals with the research methods skills this program will provide. Large grants are not funded without collaborative partnerships and the College of Education is positioned to provide graduate level professional researchers and evaluators through this program who can meet these needs.

I am pleased to participate in this innovative and rigorous program that will advance the 21st research mission of our college and land-grant university .

Supplemental Support Letters

UK.

KENTUCKY)

Department of Educational
Leadership Studies
111 Dickey Hall
Lexington, Kentucky 40506-0017

859 257-8921
fax 859 257-1015
wvvw. uky.edu

August 27, 2014

To Whom It May Concern:

As Director of Online Teaching and Learning for the College of Education, I understand that the Department of Educational Policy Studies and Evaluation is creating a Research Methods in Education program focused on research methods. My office is committed to working with the faculty on this grant to ensure their courses are high quality and meet the needs of the students and faculty. My office is in full support of their effort and feel it will be beneficial to students across the college.

Best regards,

/Jayson W. Richardson, Ph.D.
Associate Professor I Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
Taylor Hall, Room 151G (University of Kentucky
Lexington, KY 40506-0001
P: 001.859.379.9097

Dr. Kelly Bradley
University of Kentucky
Educational Leadership and Policy Studies
131 Taylor Education building
Lexington, KY 40506-0001

College of Education
The Evaluation Center
597 South Upper Street
1430 Taylor Education Building
Lexington, KY 40506-0001

859 257-2628
fax 859 257-4243

EvaluationCenrer@uky.edu

http://education.uky.edu/EvaluationCenter

August 27, 2014

RE: Letter of Commitment for Evaluation Services

Dear Dr. Bradley:

The purpose of this letter is to convey my commitment for the Evaluation Center at the University of Kentucky to provide evaluation services for the Research Methods in Education (RMinE) online master's program. The Evaluation Center will direct efforts and provide resources to examine accessibility, practicality, quality, and utility of the program, as well as, outcomes and long term impacts.

The Evaluation Center is fully staffed with a director, assistant-director, and four research assistants who are proficient with quantitative, qualitative, and mixed-methods approaches to evaluation. As director, I have over 9 years' experience working in evaluation with recent publications in the area of principal preparation program evaluation and the impact of co-designed/co-delivered online doctoral courses.

If I can be of further assistance, please feel free to contact me. I look forward to the opportunity to work with you.

Sincerely,

Jessica E. Hearn, PhD
University of Kentucky Evaluation Center
143 D Taylor Education Building
Lexington, KY 40506-0001
evaluationcenter@uky.edu
859-257-2628

1865 - 2015
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COLLEGE OF EDUCATION COURSES AND CURRICULA COMMITTEE MEETING

November 12, 2015 1:00 - 2:30 151F Taylor Education Bldg

Committee Members present
  C&I: Margaret Rintamaa
  EDL: Tricia Browne-Ferrigno
  EDSRC: Bob McKenzie
  EDP: Michael Toland (standing in for Jon Campbell)
  EPE: Willis Jones
  KHP: Justin Nichols (chair)
  STEM: Molly Fisher

Ex-Officio members present
  Rosetta Sandidge
  Gary Schroeder
  Martha Geoghegan

Susan Cantrell was present, representing the Curriculum and Instruction department, and speaking to the reading recovery program proposals.

The committee voted to continue to use the services of Martha, Gary, and Rosetta in taking notes, but with the proviso that the minutes will be reviewed by the chair, prior to being sent out to the committee.

Agenda was approved for review.

From Curriculum and Instruction

Following is an old set of courses that have been offered for years as a set of special titles. These proposals will update the courses.
The program is for reading recovery teachers. They are hired by a school, but are trained by UK through this program.
These proposals will regularize this program. The program is not an official UK certificate, and there is no EPSB certificate for it. Many of the staff members teaching 700 level courses may not have a doctorate. By regularizing the program, it will make it easier to use the teacher staff.

New Course Proposal – EDC 502 Teaching Reading to Low Achieving Primary Students
New Course Proposal – EDC 503 Teaching Reading to Low Achieving Primary Students, Advanced
New Course Proposal – EDC 622 Observing and Responding to Young Readers
New Course Proposal – EDC 623 Theoretical Foundations: Language and Literacy
New Course Proposal – EDC 624 Leadership Practicum for Teacher Leaders
New Course Proposal – EDC 627 Observing and Responding to Young Readers, Advanced
New Course Proposal – EDC 628 Theoretical Foundations: Issues in Literacy Difficulties
New Course Proposal – EDC 629 Leadership Practicum for Teacher Leaders, Advanced

- Motion to accept and approve all of the courses as a group.
- Questions and Discussion: The two courses 502 and 503 are essentially the same. However one course is noted as being advanced. The course used to be one course, but was taught across two semesters. Bob McKenzie noted that there needs to be a prerequisite of 502 for 503.
  - In 622, the course description is the same as 502 and 503. Could a person take 622 before taking 502 and 503?
  - Note: if a course is at the 500 level, you have to demonstrate what makes it a graduate course.
  - 622 also has the same course description…. Again, what will differentiate these courses? Bob McKenzie thinks that without more clarity, the course proposals will be rejected at the university committee level.
  - It was noted that all of the course proposals need to be checked to ensure the graduate grading scale is indicated.
  - There was some discussion of whether the syllabi ought to use the NCATE syllabus template. The decision is no, because the courses require the candidates to be accepted for reading recovery, which is not EPSB approved program.
  - It was noted that the person identified as the disabilities resource person, and the person noted as religion resource person both are incorrectly identified.
- Action: The committee discussed how to deal with the approval process, given that there are a number of problems that have been noted.
  - The committee discussed whether the courses should be tabled.
  - All of the courses were tabled for review in December.

From Early Childhood, Special Education, and Rehabilitation Counseling

The committee voted to review new course RC 570 separately, and the remaining minor course changes as a group.

New Course Proposal – RC 570 Crisis Disaster and Trauma Response for Persons with Disabilities

- Motion to approve/Second: Tricia Browne-Ferrigno and Bob McKenzie
- Questions and Discussion:
  - The grading scale needs to be specified.
  - The course number on the syllabus is incorrect. Martha indicated if the syllabus is to be changed, then the current course has to be deleted. And then add the updated version of the syllabus.
  - There was a demonstration and discussion of how eCATS requires an author to change a proposal after it has originally been submitted.
    - There was a general discussion of the experiences that committee members have had in navigating the eCATS system.
  - Dr. Crystal will meet with Martha to make these changes.
- Action: Approve with the required changes as specified above.

Remaining minor course changes to be reviewed as a group.

Minor Course Change Request – [RC 520 Principles of Rehabilitation Counseling](#)
Minor Course Change Request – [RC 610 Case Management in Rehabilitation Counseling](#)
Minor Course Change Request – [RC 620 Vocational Evaluation and Work Adjustment](#)
Minor Course Change Request – [RC 630 Placement Services and Techniques in Rehab Counseling](#)
Minor Course Change Request – [RC 650 Rehabilitation & Mental Health Counseling Theory & Practice I](#)
Minor Course Change Request – [RC 660 Rehabilitation & Mental Health Counseling Theory & Practice II](#)
Minor Course Change Request – [RC 670 Group and Family Counseling in Rehabilitation Counseling](#)
Minor Course Change Request – [RC 710 Clinical Practicum in Rehab Mental Health Counseling](#)
Minor Course Change Request – [RC 730 Clinical Internship in Rehab Mental Health Counseling](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno and Bob McKenzie
- Questions and Discussion: The grading scale must be changed to graduate scale for all of the courses included in this action.
- Action: Approved, with the requirement as stated above.

From Kinesiology and Health Promotion

Minor Course Change Request – [KHP 580 Introduction to Team Development](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno and Molly Fisher
- Questions and Discussion:
    - The graduate grading scale needs to marked, and the differences between the grading scales must be added to the syllabus.
- Action: Approved with the required changes above.

Education Abroad Proposal – [KHP 420G and KHP 300 Sum 2016 Ed Abroad London England](#)

- Motion to Approve/Second: Bob McKenzie and Molly Fisher
- Questions and Discussion:
    - Noted that nothing has changed but Ed Abroad programs must be approved every year.
- Action: Approved

From Educational, School, and Counseling Psychology

New Course Proposal – [EDP 305 Introduction to Counseling Skills](#)

- Input from Author: This course is has been reviewed by the Departments of Psychology and the College of Social Work, and has been approved.
- Motion to Approve/Second: Tricia Browne-Ferrigno and Margaret Rintamaa
- Questions and Discussion:

- o This course would probably be an elective in a number of majors.
- o Where is there a notation of the review and approval by the other department and college
  - ▪ These approval documents can be uploaded to the approval as attachments.

- Action: Approved, with the requirement above

Major Change Request – [EDP 606 Professional Issues in Counseling Psychology](#)
- Motion to Approve/Second: Molly Fisher and Bob
- Questions and Discussion:
  - o Needs the graduate school grading scale indicated
- Action: Approved with the requirement above

New Course Proposal – [EDP 704 Social Justice Consultation and Evaluation](#)
- Motion to Approve/Second: Bob McKenzie/Tricia Browne-Ferrigno
- Questions and Discussion:
  - o Needs graduate school grading scale
- Action: Approved with the requirement above

New Course Proposal – [EDP 712 Advanced Psychometric Methods](#)

- Input from Author: There was a discussion from Michael Toland about the need for this as a new course.
  - o The course was presented to the committee by Michael Toland representing EDP and representing EPE.

- Motion to Approve/Second: Tricia Browne-Ferrigno/Bob McKenzie
- Amendments:
  - o See the questions below
- Questions and Discussion:
  - o It was commented that EDP 711 was submitted at the same time, but did not make it on to the agenda.
  - o Actually, EDP 712 is cross listed with EPE 712.
  - o Note that the syllabus course description for EDP 711 doesn't match the description in the proposal.

- Action: Approved with the required two changes above.
- Additional question…. What to do about EDP/EPE 711 which was also submitted, but not in time to get on the agenda.
  - o eCATS shows that the course did not have the right submission date.
  - o EDP 711 will be reviewed at the next meeting

Major Course Change Request – [EDP 765 Independent Study in Counseling Psychology](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno/Molly Fisher

- Questions and Discussion:
  - The graduate grading scale box needs to be checked.
  - If all that is needed is changing the title, then this should not be a major course change… it should be a minor change.
    - Note… there is a change from independent study to a graduate seminar
    - The course title has been changed
    - If they want to keep EDP 765 available as an independent study, then possibly you can't use the course change process as stated.
    - Possibly this really should have been a new course and a program change
    - There was a motion to table this course until the above questions have been resolved by the department
- Action: Table the proposal until it is resubmitted or clarified

From Education Policy Studies and Evaluation

New Program Proposal – <u>Master's of Science in Research Methods in Education</u> (RMinE)
New Certificate Proposal – <u>Research Methods in Education Graduate Certificate</u> (RMinE)

Motion to review the program and the certificate program together.
- The courses are being taught collaboratively between EDP and EPE.
- The courses will all be available online or as face to face.
- There are five courses in the certificate
- The core for the master's degree plus an elective constitutes the certificate
- It is a 36 credit master's degree.
- Discussion of how the program and certificate were developed.
- Question called… both the program and certificate were approved

EPE vote on Research Methods in Ed online master's program

Bieber, Jeffery P <jpbieb01@uky.edu>   Mon, Mar 28, 2016 at 5:33 PM
To: "Schroeder, Margaret" <m.mohr@uky.edu>
Cc: "Bradley, Kelly D" <kelly.bradley@uky.edu>

Margaret,
At its annual retreat held on May 8, 2014, the EPE department faculty voted unanimously to approve the on-line
Research Methods in Education master's program and certificate.
Please let me know if you have any questions.
Best,
Jeff

Jeffery P. Bieber, PhD
Interim Department Chair
Educational Policy Studies and Evaluation
145A Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
jpbieb01@uky.edu<mailto:jpbieb01@uky.edu>
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FAX:859.257.4243

📄 **winmail.dat**
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From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, April 01, 2016 6:11 AM
To:	Brothers, Sheila C; Hippisley, Andrew R
Cc:	Thomas, D. Travis
Subject:	Undergraduate Certificate in Nutrition for Human Performance
Attachments:	Nutrition for Human Performance (revised 2-19-16).pdf

Proposed New Undergraduate Certificate in Nutrition for Human Performance

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Nutrition for Human Performance, in the Department of Human Health Sciences within the College of Health Sciences.

Please find the revised proposal attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | COE Faculty Council Chair | SAPC University Senate Committee Chair | University Senator | Secondary Mathematics Program Co-Chair | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

MEMO

August 20th, 2015

TO: Sharon R. Stewart, Professor and Associate Dean of Academic Affairs
FROM: Jody Deem on behalf of Travis Thomas – Chair of Academic Affairs
RE: Academic Affairs review of the proposed *HHS Nutrition for Human Performance Certificate*

Dear Dr. Stewart,

The Academic Affairs (AA) Committee has reviewed the proposed *Nutrition for Human Performance Certificate.* The certificate is a 14 credit hour program combining courses from HHS, DHN and KHP. The practice area of Nutrition for Human Performance continues to grow and has sparked interest among students pursuing undergraduate degrees in not only nutrition, but also kinesiology and health promotion and human health sciences (e.g. pre-medicine, pre-physical therapy, pre-physician assistant studies). It is anticipated that the *Certificate in Nutrition for Human Performance* will provide students with cross-disciplinary knowledge of the relationship between exercise physiology, nutrition, and overall wellness. I am submitting this certificate to you for approval as Travis Thomas is the author of and primary contact person for this proposal.

Upon initial review, the AA Committee recommended additional changes that were all successfully addressed by Dr. Thomas to improve the clarity of the proposal. The Academic Affairs committee recommends approval of the attached requested program change.

Thank you for the opportunity to review this proposal. Please let me know if I can help clarify anything regarding this approval request.

Sincerely,

Jodelle F. Deem, PhD, CCC-SLP, Acting *Chair on behalf of Travis Thomas, PhD, RDN, CSSD, LD – CHS Academic Affairs Committee (2014-15)*

July 10, 2015

Dr. Geza Bruckner, Director
University of Kentucky
Division of Clinical Nutrition
College of Health Sciences
207 Charles T. Wethington Building
Lexington, KY 40536-0200

Dear Dr. Bruckner,

Let me congratulations you on your proposal for the proposal to create a colligative certificate on the nutritional role influencing human performance. The Department of Clinical Sciences in the College of Health Sciences supports the creation of a certificate in this area. The certificate will provide an excellent addition to the understanding of students who study the influences on human performance and the importance of nutrition on performance.

Collocation with the Departments of Dietetics and Human Nutrition and Kinesiology and Health Promotion will allow students from diverse programs to benefit from the certificate. In fact, the only concern expressed was that we might attract so many students to patriciate in the certificate program that we might not have classroom space to accommodate them. The Department of Clinical Sciences will work to free classroom space to accommodate students who apply for the certificate.

Please let me know if I can provide additional information. I look forward to seeing this certificate become a reality.

Sincerely,

Phyllis J. Nash, Interim Chair
Department of Clinical Sciences

6/8/2015

Joanie Ett-Mims
Undergraduate Education

Certificate in Nutrition and Human Performance

Dear Dr. Ett-Mims,

Attached you will find our collaborative certificate proposal titled "Nutrition and Human Performance" originating from our Human Health Sciences (HHS) program with full support from the programs in Dietetics and Human Nutrition (DHN) and Kinesiology (KHP). The certificate has been vetted with faculty in all three programs and approved - see attached support letters. As described in the proposal, the program will be directed by Dr. Travis Thomas and administered in cooperation with co-directors appointed from DHN and KHP. The administrative structure and course work as detailed will provide students with an integrated program in Nutrition and Human Performance that would not be possible through any of the programs acting independently. Please let us know if there are any questions.

Respectfully,

Geza Bruckner, Division Director Clinical Nutrition
Professor

Travis Thomas, Ph.D., RDN, CSSD, LD
Assistant Professor

see blue.

Department of Dietetics & Human Nutrition
School of Human Environmental Sciences
203 Funkhouser Building
Lexington, Kentucky 40506-0054
(859) 257-3800
www.uky.edu

UK
KENTUCKY
College of Agriculture,
Food and Environment

June 9, 2015

Geza Bruckner, PhD
Division Director Clinical Nutrition
College of Health Science Education and Research
Wethington Building, Room 207
Lexington, KY 40536-0200

Dear Dr. Bruckner

The Department of Dietetics and Human Nutrition (DHN) enthusiastically supports the collaborative certificate, "Nutrition for Human Performance." Students in our dietetics and human nutrition programs will find the inter-disciplinary certificate between the Human Health Sciences, Kinesiology and Health Promotion, and Dietetics and Human Nutrition departments to be of high interest. The Nutrition for Human certificate is timely and meets the needs of students interested in gaining specialty education related to the role of diet in promoting optimal physical performance. Faculty in our department will support the proposed certificate through teaching of required coursework, providing information and advising to our students about the certificate requirements, and serving in the co-director position for the certificate.

Please let us know if there are any questions or if additional information may be requested. We appreciate the opportunity to collaborate on this proposed certificate in Nutrition for Human Performance.

Joyfully,

Sandra Bastin, PhD, RD, LD
Chair, Department of Dietetics and Human Nutrition

Tammy J. Stephenson, PhD
Director of Undergraduate Studies in Human Nutrition and Dietetics

June 12, 2015

Dr. Bruckner:

Thank you for consulting us about the Nutrition for Human Performance undergraduate certificate. I consulted with our faculty and our main concern was that if we had significant numbers of students, we would not be able to handle all of them. One of the problems would be that our largest classroom only holds a maximum of 48 students and we have had great difficulty getting larger rooms assigned by the University. You pointed out that if we collaborate on this, then perhaps your department could help us secure a classroom in the Wethington Building or other room on South Campus. So our plan was if we get 10-15 more students, we could make a lecture section that much larger and add a lab section. The hope was that some resources will be available for adding a lab section in the new budget model or through your college.

So after discussing our options, we give our approval for the Nutrition for Human Performance certificate. We think it will be a great addition to the curriculum and that our students would benefit from the certificate. We look forward to working with you.

Sincerely,

Melody Noland

Melody Noland, Ph.D., C.H.E.S.
George and Betty Blanda Endowed Professor in Education,
   Department Chair, and Professor of Health Education

PROPOSAL FOR NEW <u>UNDERGRADUATE CERTIFICATE</u>

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

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click here for more information about undergraduate certificates.

1. GENERAL INFORMATION

1a	Undergraduate Certificate Home:	Department ☒	OR	College ☐	OR	Other ☐
	If "Other," please explain:					

1b	Name of hosting academic unit: *Human Health Sciences (HHS)*

1c	Proposed certificate name: *Nutrition for Human Performance*

1d	CIP Code[1], primary discipline: *51.0000*
	CIP Code for other disciplines:

1e	Requested effective date:	☒ Semester after approval.	OR	☐ Specific Date[2]:

1f	Contact person name: *Travis Thomas*	Email: *dth225@uky.edu*	Phone: *8-0863*

2. OVERVIEW

2a	Provide a brief description of the proposed new certificate. *(300 word limit)*
	The Nutrition for Human Performance Certificate is a 14 credit hour program combining courses from HHS, DHN and KHP. The practice area of Nutrition for Human Performance continues to grow and has sparked interest among students pursuing undergraduate degrees in not only nutrition, but also kinesiology and health promotion and human health sciences (e.g. pre-medicine, pre-physical therapy, pre-physician assistant studies). Nutrition for Human Performance focuses on the integration of nutrition and exercise to properly support physical activity, fitness, and athletic performance at all levels, from those just starting an exercise program, to elite athletes, and those recovering from injury. The Certificate in Nutrition for Human

---

[1] You must contact the Office of Institutional Effectiveness prior to filling out this form (257-2873 |institutionaleffectiveness@uky.edu). The identification of the appropriate CIP code(s) is required for college-level approval and should be done in consultation with the Undergraduate Council Chair and Registrar.

[2] Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

	Performance also provides students with cross-disciplinary knowledge of the relationship between exercise physiology, nutrition, and overall wellness. *This certificate provides a unique opportunity to expand student knowledge in an area not traditionally, or adequately, addressed in each invididual degree programs. For students in dietetics and human nutrition, the certificate would provide specialized knowledge that would immediately make graduates more competitive at securing a supervised internship and/or employment (e.g. as a Registered Dietitian Nutrition (RDN) interested in professional certification as a specialist in sports nutrition). For students in human health sciences, the certificate would provide basic knowledge to make them a more well-rounded candidate for professional school. For students in kinesiology and health promotion, the certificate would provide additional knowledge of the role of diet on health, wellness, and injury recovery.* *At this time, it is not necessary to obtain a minor and, in fact, a minor is not offered at the University of Kentucky that addresses these needs. As well, there are no health-related interdisciplinary/cross-disciplinary certificate programs currently available to undergraduate students at UK and this certificate would be of interest to students in at least three colleges.*

2b	This proposed certificate (check all that apply):
	☒ Is cross-disciplinary[3].
	☐ Is certified by a professional or accredited organization/governmental agency.
	☐ Clearly leads to advanced specialization in a field.

2c	**Affiliation.** Is the certificate affiliated with a degree program? Yes ☒ No ☐
	If "yes," include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. *(300 word limit)*
	In addition to the response found in 2A, the HHS degree serves as a pre-professional undergraduate degree for students who aspire to careers in health care, such as dentistry, pharmacy, physician assistant studies and physical therapy. The program offers an interprofessional education with broad exposure to health care practices, policies and management. The Nutrition for Human Performance certificate enhances the value of the HHS degree by addressing a weakness found in many pre-health professions baccalaureate programs: absent to minimal nutrition and exercise education for healthcare professionals.

2d	**Demand.** Explain the need for the new certificate (e.g. market demand and cross-disciplinary considerations). *(300 word limit)*
	This certificate provides a unique opportunity to provide students with a better understanding and appreciation for how nutrition impacts athletic performance and the role of diet and exercise in disease prevention. Nationwide, this opportunity is not offered in most traditional pre-health profession programs (e.g. biology, chemistry) or only offered as separate entities with limited exposure (e.g.one class in kinesiology or basic nutrition).

2e	**Target student population.** Check the box(es) that apply to the target student population.
	☒ Currently enrolled undergraduate students.
	☒ Post-baccalaureate students.

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[3] An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

2f	Describe the demographics of the intended audience. *(150 word limit)*
	The certificate program will be available to any student in good academic standing (minimum GPA 3.0) that has an interest obtaining undergraduate knowledge of Nutrition for Human Performance and meets all prerequisites for the required courses (GPA minimum 3.0, must have completed a 100 or 200 level basic nutrition course, a 200-level physiology course and UG classification as a junior or senior). We expect a diverse group of both male and female students consistent to what is currently found in the KHP, HHS, and DHN programs.

2g	**Projected enrollment.** What are the enrollment projections for the first three years?		
		Year 1	Year 2 *(Year 1 continuing + new entering)*	Year 3 *(Yrs. 1 and 2 continuing + new entering)*
	Number of Students	25	35	45

2h	**Distance learning (DL).** Initially, will any portion of the undergraduate certificate be offered via DL?	Yes ☐ No ☒
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.	
	1% - 24% ☐　　25% - 49% ☐　　50% - 74% ☐　　75 - 99% ☐　　100% ☐	
	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. *(200 word limit)*	

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	The Certificate Director and Co-Directors will meet with interested students in their respective departments and facilitate the admissions protocol to verify students are meeting the established admissions criteria and progressing in the certificate program. Faculty from HHS, DHN, and KHP will all provide general information and advising about the certificate to their interested students. The Director will reach out to students annually to evaluate their progression towards completion of the certificate. Students must earn a B or better in each required certificate course to receive the certificate. Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree. The program will be surveyed prior to and upon graduation to assess the ways the certificate could be improved.

3b	**Resources.** What are the resource implications for the proposed certificate, including any projected budget needs? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate. Convert each letter to a PDF and append to the end of this form. *(300 word limit)*
	No extra funding needed; HHS program needs can be met by existing resources. All courses currently exist and are being taught by faculty in the College of Health Sciences, College of Education, and College of Agriculture, Food and Environment. The Director will meet at least once annually with the certificate co-directors/FOR to assess the quality of the certificate and adequacy of certificate resources. In consultation with the FOR, the Director may choose to increase resources (i.e., pursue tuition dollars to increase space) or consider strategies to limit enrollment.

3c	**Faculty of Record.** The Faculty of Record consists of the certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. *(150 word limit)* - Selection criteria; - Whether the member is voting or non-voting; - Term of service; and - Method for adding/removing members.	
	Travis Thomas, PhD, RDN, CSSD is a Certified Specialist in Sports Dietetics (CSSD) and will serve as the certificate director. A faculty member in DHN (Stephenson) and KHP(Abel) (will serve as Co-Directors for a 3-year term. Faculty from DHN and KHP will be responsible for nominating new Co-Directors during the last year of the previous 3-year term. The Director of the Nutrition for Human Performance Certificate shall represent the curriculum and affiliated faculty. The Director approves the certificate curriculum each year in consultation with the Faculty of Record and informs the Registrar when the certificate is complete and may be awarded. The Faculty of Record (FOR) will initially consist of the Director (Thomas) and 2 Co-Directors (Stephenson/Abel), appointed by the individual programs. Faculty of record will serve a three-year term and all members will have voting status. The FOR will oversee this certificate program, including required coursework, student advising, and assessment activities.	

3d	**Advisory board.** Will the certificate have an advisory board[4]?	Yes ☒	No ☐

If "Yes," please describe the standards by which the faculty of record will add or remove members of the advisory board. *(150 word limit)*
The advisory board will include at least seven members, including one undergraduate student each from HHS, DHN, and KHP, two community members with expertise and experience in nutrition and human performance (UK Athletics nutrition staff), Dr. Bruckner (Director of HHS), and Karina Christopher, RDN, Assistant Professor and EKU athletics consulting dietitian. Advisory board members will be appointed by the Faculty of Record. Faculty advisory board members will be asked to serve a 3-year term, while students will be asked to serve a 1-year term. Advisory board members can be removed by vote of the Faculty of Record.
If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.

		Faculty within the college who are within the home educational unit.
		Faculty within the college who are outside the home educational unit.
		Faculty outside the college who are within the University.
		Faculty outside the college and outside the University who are within the United States.
		Faculty outside the college and outside the University who are outside the United States.
	3	Students who are currently in the program.
		Students who recently graduated from the program.
	2	Members of industry.
		Community volunteers.
		Other. Please explain:
	5	**Total Number of Advisory Board Members**

4. SUPPORT AND IMPACT

[4] An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

4a	**Other related programs.** Identify other related UK programs and certificates and outline how the new certificate will complement these existing UK offerings. Statements of support from potentially-affected academic unit administrators need to be included with this proposal submission. Convert each statement to a PDF and append to the end of this form. *(250 word limit)*	
	The certificate will draw upon the expertise of faculty from HHS, DHN, and KHP. There are no known related programs at UK. Support letters from KHP and DHS are attached.	
4b	**External course utilization support.** You must submit a letter of support from each appropriate academic unit administrator from which individual courses are taken. Convert each letter to a PDF and append to the end of this form.	

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	**Admissions criteria.** List the admissions criteria for the proposed certificate. *(150 word limit)*
	GPA minimum 3.0, must have completed a 100- or 200-level basic nutrition course (e.g. DHN 101: Human Nutrition and Wellness or DHN 212: Introductory Nutrition), a 200-level physiology course (e.g. PGY 206) and be classified as a sophomore, junior, or senior undergraduate student or post-baccalaureate student. We expect a diverse group of both male and female students consistent to what is currently found in the HHS, DHN, and KHP programs.
	Regarding the curricular structure (below): KHP students would be asked to take KHP 240, DHN students would take DHN 315, and HHS can take either. For HHS students desiring to take DHN 315, we would override HHS students in the certificate program to allow them to take this course.
5b	**Curricular structure.** Please list the required and elective courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status[5]
Student Choice	*DHN 315: NUTRITION ISSUES IN PHYSICAL ACTIVITY OR* *KHP 240: NUTRITION AND PHYSICAL FITNESS*	*3*	Existing
	KHP students take KHP 240; DHN students take DHN 315 and HHS students can choose between these 2 options		Select one….
KHP 420G	*PHYSIOLOGY OF EXERCISE*	*3*	Existing
HHS 400G	*NUTRITION FOR PHYSICAL ACTIVITY, INJURY PREVENTION, AND REHABILITATION*	*2*	Existing
Student Choice	*HHS 395: INDEPENDENT STUDY IN HHS or* *DHN 591 SPECIAL TOPICS IN DHN or* *KHP 395: INDEPENDENT IN KHP*	*3*	Existing
			Select one….
	Plus, choose from the following options to meet the 14 credit		Select one….

[5] Use the drop-down list to indicate if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

	hour minimum requirement:			
HHS 402G	*MUSCLE BIOLOGY*	*3*	Existing	
			Select one….	
	Course approved by Certificate Director or Co-Director.	*3*	Select one….	
			Select one….	
	Total Credit Hours:	*14*		

5c	Are there any other requirements for the certificate? If "Yes," note below. *(150 word limit)*	Yes ☒	No ☐
	Minimum grade of B in all of the required courses.		
5d	Is there any other narrative about the certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)*	Yes ☐	No ☒

6. ASSESSMENT

6a	**Student learning outcomes.** Please provide the student learning outcomes for this certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") *(250 word limit)*
	Upon successful completion of the certificate program, students will: *(1.) Implement and complete your proposed capstone project* *(2.) Draft and revise a final project report, including a summary of project results as well as project assessment* *(3.) Prepare an outline of your capstone presentation, revise the outline, rehearse and present it to an audience of your peers and/or faculty members.* *Within your project:* *(4.) Describe the importance of proper nutrition in achieving optimal health and human performance.* *(5.) Synthesize and apply knowledge to provide basic nutrition information to those engaging in physical activity.* *(6.) Analyze dietary patterns to identify risk factors for suboptimal human performance.*
6b	**Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures might include the aspects below. *(300 word limit)* • Course-embedded assessment (capstone project, portfolios, research paper); and • Test items (embedded test questions, licensure/certification testing, nationally or state-normed exams).
	A student will select a capstone course (HHS 395, DHN 591, or KHP 395) following consultation with one of the certificate directors to determine mutual interests and to identify faculty mentors. The SLOs from these courses are designed to be general (as found in 6a) since student projected are expected to be quite variable. SLOs will be assessed annually with assessment data collected by faculty of record and collated by the Certificate Director. SLO assessment measures will then be discussed anually by the Faculty of Record and recorded per standard UK protocol.

	SLOs will be assessed through course-embedded capstone projects completed as part of the HHS 395, DHN 591, or KHP 395 required coursework. The capstone project, including rubric, will be consistent between the three courses and must be related to human performance.
6c	**Certificate outcome assessment[6].** Describe program evaluation procedures for the proposed program. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	The students in the certificate program will be surveyed prior to and upon graduation to assess the ways the certificate could be improved. Toward the end of the 5th year of its duration, the Faculty of Record, under the leadership of the Director, shall prepare a report summarizing its status, operations, and certificate awardees during that period of time. As well, the report shall indicate the certificate's prospects for the future and if renewal of the certificate curriculum is sought. The report will be provided to participating College Deans and to the Associate Provost for Undergraduate Education. If a certificate is suspended or terminated, students currently enrolled in the curriculum shall have a reasonable period of time, not to exceed three years, to complete the requirements for the certificate.

7. APPROVALS/REVIEWS

Information below about the review process does not supersede the requirement for individual letters of support.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College)		
			/ /
			/ /
			/ /
			/ /
7b	(Collaborating and/or Affected Units)		
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		Date Approved	Contact Person Name
7c	(Senate Academic Council)		
	Health Care Colleges Council (if applicable)		
	Undergraduate Council		

[6] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

7. APPROVALS/REVIEWS

Information below about the review process does not supersede the requirement for individual letters of support.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College) *Phyllis Nash*	7/9/15	Phyllis Nash 218-0490 pnash@uky.edu
		5/20/15	Jackie Dean 218-0557 jfdean1@uky

7b	(Collaborating and/or Affected Units)		
	See Attached Letters		/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

7c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	3/8/16	Joanie Ett-Mims

From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, April 01, 2016 6:29 AM
To:	Brothers, Sheila C; Hippisley, Andrew R
Cc:	Rogers, Nels J; Hunter, David G
Subject:	Deletions of Six Programs from MCLLC
Attachments:	Deletions Classics, Japanese Lang Lit, Russian, French, German, Chinese Lang Lit.pdf

Proposed Deletion of BA/BS: BA/BS Classics, BA/BS Japanese Language and Literature, BA/BS Russian, BA/BS French, BA/BS German, and BA/BS Chinese Language and Literature

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the deletion of six existing BA/BS: BA/BS Classics, BA/BS Japanese Language and Literature, BA/BS Russian, BA/BS French, BA/BS German, and BA/BS Chinese Language and Literature, in the Department of Modern and Classical Languages, Literatures, and Cultures within the College Arts & Sciences.

Please find the revised proposal attached.

Best-

Margaret

.

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | COE Faculty Council Chair | SAPC University Senate Committee Chair | University Senator | Secondary Mathematics Program Co-Chair | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

DELETIONS of the six majors

U.K.
UNIVERSITY OF
KENTUCKY®

January 20, 2016

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the Modern and Classical Languages, Literatures and Cultures Undergraduate Program Suspension proposal 8:0:1 on Tuesday, January 20, 2016.

Sincerely,

Stephen Testa
Chair, Education Policy Committee

Cottrill-Rolfes Chair of Catholic Studies
Interim Chair, Department of Modern and
Classical Languages, Literatures, and Cultures
1061 Patterson Office Tower
Lexington, KY 40506-0047

859 257-7016; david.hunter@uky.edu

January 15, 2016

To Whom It May Concern:

 This message is to certify that on January 8, 2013 the Faculty of the Department of Modern and Classical Languages, Literatures, and Cultures after a unanimous vote approved the creation of a unified MCLLC major and approved the deletion and cancellation of the previous majors housed in the department. The rationale for this decision was as follows (excerpted from the original proposal submitted by Professor Jeanmarie Rouhier-Willoughby, chair, on September 3, 2013):

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

"Our major redesign responds directly to the MLA recommendations and to our mission as a department, rather than as a group of loosely confederated Divisions based on language area. The proposed, unified MCL major (with seven fields of concentration) represents our desire to: 1) improve the global literacy of our students, regardless of their field of concentration, as the MLA report recommends; 2) to capitalize on the strengths of working as a team within our areas of expertise, regardless of the language we study; and 3) to maintain standards for student proficiency in the language and culture of their field of concentration. More practical advantages include: regularizing the number of credit hours in all the tracks; eliminating pre-major requirements; improving flexibility and cohort identity (across languages) for students pursuing this degree; and more rationalized scheduling based on demand and enrollment patterns to help avoid schedule conflicts and thus delay in progress to degree."

Yours sincerely,

David G. Hunter, Interim Chair, MCLLC Department

Cottrill-Rolfes Chair of Catholic Studies
Interim Chair, Department of Modern and
Classical Languages, Literatures, and Cultures
1015 Patterson Office Tower
Lexington, KY 40506-0047

859 257-7016; david.hunter@uky.edu

March 7, 2016

Mark Kornbluh, Dean, College of Arts and Sciences
Educational Policy Committee, College of Arts and Sciences,
Undergraduate Council, University of Kentucky,
University Senate and Senate Council,
Mia Alexander-Snow, Director, Planning and Institutional Effectiveness

Dear Colleagues:

Below you will find the required documentation for deletion and cancellation of the following degree programs:

Classics (16.1202),
Japanese Language and Literature (16.0302)
Russian (16.0402),
French (16.0901),
German (16.0501), and
Chinese Language and Literature (16.0301)

1. Date of closure (date when new students will no longer be admitted):

Students have not been admitted to the stand alone Classics (16.1202), Japanese Language and Literature (16.0302), Russian (16.0402), French (16.0901), German (16.0501), and Chinese Language and Literature (16.0301) majors since August of 2015. All existing UK students declaring a new major that would have previously been one of the stand alone degrees listed above are being required to complete the new requirements for the MCL major. Both of these actions were made effective August 26th, 2015.

2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure:

All students and advisors have been notified via email on university listservs, via department

social media accounts, class announcements, flyers and meetings with advisors and faculty across campus.

3. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption:

There will be no disruptions in the courses offered. Modern and Classical Languages and Literatures as a Department will continue to offer all the same courses previously needed for the stand alone degrees as part of the new MCL degree. All the old courses have been integrated into the track requirements of the MCL degree.

4. An indication as to whether the teach-out plan will incur additional/charges to the students and, if so, how the students will be notified:

The student will incur no additional charges; all courses needed for the suspended major will continue to be offered regularly.

5. Signed copies of teach-out agreements with other institutions, if any:

No special agreements with other institutions currently exist.

6. How faculty and staff will be redeployed or helped to find new employment:

No faculty will be eliminated or redeployed; all courses will continue to be taught to support the new major (MCL) with tracks in individual language areas.

The contact person on this matter is Dr. Jeff Rogers, Director of Undergraduate Studies, Department of Modern and Classical Languages, Literatures, and Cultures (859-257-4540).

Yours sincerely,

David G. Hunter
Interim Chair, Department of Modern and Classical Languages, Literatures, and Cultures

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences		Department:	Modern and Classical Languages, Literatures and Cultures
Major Name:	Chinese Langauge and Literature		Degree Title:	B.A./B.S.
Formal Option(s), if any:	_____		Specialty Field w/in Formal Options, if any:	_____
CIP Code:	16.0301	Today's Date:	1/15/2016	
Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[1]:	ASAP
Contact Person in the Dept:	Jeff Rogers or David Hunter	Phone:	7-4540	Email: nelsjrogers@uky.edu david.hunter@uky.edu

2. Suspension/Deletion Information

Nature of action:	☒ -Suspension-	☒ Deletion
Rationale for suspension/deletion:	Chinese Language and Literature major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.	
What provisions are being made for students already in the program?	Will be able to graudate under either the new or old requirements.	
Will another degree program replace the one suspended/deleted?	Yes, MCL	
Will courses connected with the program be dropped?		Yes* ☐ No ☒
*If Yes, forms for dropping a course(s) must be attached.		

---

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____   Phone: _____   Email: _____

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)			Signature
MCL Department		David Hunter	/	/david.hunter@uky.edu	David G. Hunter
A&S EPC	1/19/16	S. Testa	/	/ testa@uky.edu	Hyon Self
A&S Assoc. Dean	1/19/16	A. Bosch	/	/	Anilth Bosch
			/	/	
			/	/	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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

Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences		Department:	Modern and Classical Languages Literatures and Cultures
Major Name:	Classics		Degree Title:	B.A./B.S.
Formal Option(s), If any:	_____		Specialty Field w/in Formal Options, if any:	_____
CIP Code:	~~16.1201~~ 16.1200		Today's Date:	1/15/2016
Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[1]:	ASAP
Contact Person in the Dept:	Jeff Rogers or David Hunter	Phone: 7-4540	Email:	nelsjrogers@uky.edu david.hunter@uky.edu

2. Suspension/Deletion Information

Nature of action:	☒ Suspension	☒ Deletion
Rationale for suspension/deletion:	Classics major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.	
What provisions are being made for students already in the program?	Will be able to graudate under either the new or old requirements.	
Will another degree program replace the one suspended/deleted?	Yes, MCL	
Will courses connected with the program be dropped?		Yes* ☐ No ☒
*If Yes, forms for dropping a course(s) must be attached.		

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Rev 9/09

From:	Alexander-Snow, Mia
Sent:	Wednesday, April 06, 2016 9:17 AM
To:	Brothers, Sheila C
Cc:	Ellis, Janie; Wielgus, Kimberly R; Ett, Joanie M
Subject:	Incorrect CIP Code for Classics Degree Suspension/Deletion Paperwork

Hello Sheila,

In preparing the paperwork for SACSCOC, I was able to identify an incorrect CIP for the Classics Degree suspension. The CIP should be 16.1200, NOT 16.1201 as noted on the Program Suspension/Deletion Form. Please make note on your official files.
Thank you.

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: http://www.uky.edu/ie

Follow us at: https://www.facebook.com/universityofky

The University of Kentucky

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____ Phone: _____ Email: _____

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)			Signature
MCL Department		David Hunter /		/	David D. Hunter
A&S EPC	1/19/16	S. Testa	/	/ testa@uky.edu	Stephen Bell
A&S Assoc. Dean	1/19/16	A. Bosch	/	/ anna.bosch@uky.edu	Anna Bosch
			/	/	
			/	/	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:
[_____]

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences	Department:	Modern and Classical Languages, Literatures and Cultures
Major Name:	French	Degree Title:	B.A./B.S.
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	16.0901	Today's Date:	1/15/2016

Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[1]:	ASAP

Contact Person in the Dept:	Jeff Rogers or David Hunter	Phone:	7-4540	Email:	nelsjrogers@uky.edu david.hunter@uky.edu

2. Suspension/Deletion Information

Nature of action:	☒ -Suspension--	☒ Deletion
Rationale for suspension/deletion:		French major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.
What provisions are being made for students already in the program?		Will be able to graudate under either the new or old requirements.
Will another degree program replace the one suspended/deleted?	Yes, MCL	
Will courses connected with the program be dropped?		Yes* ☐ No ☒

*If Yes, forms for dropping a course(s) must be attached.

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____   Phone: _____   Email: _____

INSTRUCTIONS:
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Reviewing Group	Date Approved	Contact Person (name/phone/email)			Signature
MCL Department		David Hunter	/	/	David D. Hunter
A&S EPC	1/19/16	S. Testa	/	/ testa@uky.edu	Stptn Soll
A&S Assoc. Dean	1/19/16	A. Bosch	/	/	AnkMbrch
			/	/	
			/	/	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences		Department:	Modern and Classical Languages, Literatures and Cultures
Major Name:	German		Degree Title:	B.A./B.S.
Formal Option(s), if any:	_____		Specialty Field w/in Formal Options, if any:	_____
CIP Code:	16.0501	Today's Date:	1/15/2016	
Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[1]:	ASAP
Contact Person in the Dept:	Jeff Rogers or David Hunter	Phone:	7-4540	Email:	nelsjrogers@uky.edu david.hunter@uky.edu

2. Suspension/Deletion Information

Nature of action:	☒ Suspension ---	☒ Deletion
Rationale for suspension/deletion:	German major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.	
What provisions are being made for students already in the program?	Will be able to graudate under either the new or old requirements.	
Will another degree program replace the one suspended/deleted?	Yes, MCL	
Will courses connected with the program be dropped?		Yes* ☐	No ☒
*If Yes, forms for dropping a course(s) must be attached.		

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PROGRAM SUSPENSION/DELETION FORM

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Proposal Name: _____

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Reviewing Group	Date Approved	Contact Person (name/phone/email)			Signature
MCL Department		David Hunter	/	/	*David G. Hunter*
A&S EPC	1/19/16	S. Testa	/	/testa@uky.edu	*Hykon Bell*
A&S Assoc. Dean	1/19/16	A. Bosch	/	/	*A. Bosch*
			/	/	
			/	/	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences		Department:	Modern and Classical Languages, Literatures and Cultures
Major Name:	Japanese Langauge and Literature		Degree Title:	B.A./B.S.
Formal Option(s), if any:			Specialty Field w/in Formal Options, if any:	
CIP Code:	16.0302	Today's Date:	1/15/2016	
Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[1]:	ASAP
Contact Person in the Dept:	Jeff Rogers or David Hunter	Phone:	7-4540	Email: nelsjrogers@uky.edu david.hunter@uky.edu

2. Suspension/Deletion Information

Nature of action:	☒ -Suspension-	☒ Deletion	
Rationale for suspension/deletion:	Japanese Language and Literature major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.		
What provisions are being made for students already in the program?		Will be able to graudate under either the new or old requirements.	
Will another degree program replace the one suspended/deleted?		Yes, MCL	
Will courses connected with the program be dropped?		Yes* ☐	No ☒
*If Yes, forms for dropping a course(s) must be attached.			

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

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Proposal Contact Person Name: _____   Phone: _____   Email: _____

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Reviewing Group	Date Approved	Contact Person (name/phone/email)			Signature
MCL Department		David Hunter	/	/	*David J. Hunter*
A&S EPC	1/19/16	S. Testa	/	/ testa@uky.edu	*Hytm Sele*
A&S Assoc. Dean	1/19/16	A. Bosch	/	/	*AnKHBosch*
			/	/	
			/	/	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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Rev 9/09

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences		Department:	Modern and Classical Languages, Literatures and Cultures

Major Name:	Russian		Degree Title:	B.A./B.S.

Formal Option(s), if any:	_____		Specialty Field w/in Formal Options, if any:	_____

CIP Code:	16.0402		Today's Date:	1/15/2016

Requested Effective Date:	☐ Semester following approval.	OR	☒ Specific Date[1]:	ASAP

Contact Person in the Dept:	Jeff Rogers or David Hunter	Phone:	7-4540	Email:	nelsjrogers@uky.edu david.hunter@uky.edu

2. Suspension/Deletion Information

Nature of action:	☒ -Suspension---	☒ Deletion

Rationale for suspension/deletion:	Russian major was replaced by a new MCL major that combines previous stand alone language majors as tracks within a new unified major.

What provisions are being made for students already in the program?	Will be able to graudate under either the new or old requirements.

Will another degree program replace the one suspended/deleted?	Yes, MCL

Will courses connected with the program be dropped?	Yes* ☐	No ☒

*If Yes, forms for dropping a course(s) must be attached.

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: _____

Proposal Contact Person Name: _____   Phone: _____   Email: _____

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Reviewing Group	Date Approved	Contact Person (name/phone/email)			Signature
MCL Department		David Hunter	/	/	*David G. Hunter*
A&S EPC	1/19/16	S. Testa	/	/ testa@uky.edu	*Flynn Sell*
A&S Assoc. Dean	1/19/16	A. Bosch	/	/	*A. Bosch*
			/	/	
			/	/	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[2]
Undergraduate Council	3/8/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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Rev 9/09

April 4, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Committee on Academic Organization and Structure (SAOSC) met on March 23, 2016, from 3-5 at 118 MH Gluck Equine Research Center, to discuss the proposal for establishment of the Lewis Honors College. While only 6 of the 10 committee members were in attendance, conversations were conducted before and after the meeting using email. The primary authors of the proposal were: the Honors Faculty of Record, the Honors Faculty, Dr. Ben Withers (Associate Provost for Undergraduate Education), Dr. Diane Snow, Director (Interim), and members of an ad hoc committee created by then Vice Provost for Undergraduate Success, Dr. Charley Carlson. Drs. Withers and Snow were in attendance at the March 23 meeting to provide background and answer questions.

The University of Kentucky has had an Honors Program since 1961 currently operating out of the Division of Undergraduate Education in the Provost's office. In October 22, 2015 a donation of $23 million was offered by the Lewis Foundation to transform the UK Honors Program into the Lewis Honors College. The proposal identifies the advantages of a college over a program and suggests approaches to achieving this goal.

In addition to the proposal, we had the Charitable Grant Agreement from donors Tom and Jan Lewis, to establish the college, letters with comments and suggestions from the Deans of most colleges, letters from the Chairs of each Faculty Council (or equivalent), plus an addendum, which Drs. Withers and Snow composed in response to suggestions from the deans and committees.

Overall, the SAOSC recognized that the Honors College has the potential to benefit the educational activities of all colleges, contribute significantly to recruitment and retention of top students, as well as provide unique opportunities for students seeking this type of academic environment.

The proposal asks the Senate to recommend the following:

1. Establishment of the Lewis Honors College, including leadership by a dean and governance by a faculty of the college.
2. Establishment of an Honors Transition Committee, which will be charged with creating the specific structure for the Honors College

Item 1 is subject of the proposed GR VII change.   Overall, this item was not controversial.
Item 2 is the main point for us to address. We need to 1) determine the general composition of the committee, and 2) give the committee members a specific charge.

Summary of Comments from Deans and Colleges

All responders supported the idea of creating a College; there were no objections. Many responders, however, were concerned about financial sustainability beyond the 10-year gift horizon. Some expressed concern about the possible impact of the Honors College on activities of other colleges, especially recruitment of high-achieving students. There was widespread agreement that the proposed College can only succeed if it is embraced by existing Colleges.

The Composition of the Honors Transition Committee was regarded as key for success and recommendations included that the committee should a) be appointed by the Provost with strong input from the Honors Director (or Acting Dean), the University Senate Council, Faculty Council members, and the Deans, b) take extensive advantage of the expertise of the current Honors Faculty of Record and Honors Faculty, c) be broadly representative of the colleges that will contribute to the college, d) include chairs from departments that will be involved in the program, e) include at least one student, and f) include representation from the Provost's Office.

SAOSC Proposes the Following Recommendation from the Senate

The SAOSC moves that that University Senate endorse the following recommendations based on the proposal, the comments from the various contingencies and the addendum to the proposal (elements of the proposal are in bold, below):

1. Recommend the creation of the Lewis Honors College, including leadership by a dean and governance by faculty of the College.

2. Create an Honors Transition Committee to design a precise structure for subsequent review by the Senate in the Fall of 2016.

The Honors Transition Committee should be appointed by the Provost in consultation with the University Senate Council and College Deans and broadly representative of the University of Kentucky community. The recommended composition is 15 members (6 from the current Honors Faculty of Record, 4 Department Chairs, 1 Honors undergraduate student, 2 elected University Senators, and 2 representatives of the Provost). The committee should consult with the entire Honors Faculty of Record, and with the chairs of the following Senate Committees: Academic Organization and Structure, Academic Programs, and Academic Planning and Priorities

A recommended charge to this committee could be:

1. **Assist in recruitment of new dean for the Lewis Honors College (January 2017 appointment)**
2. **Determine the overall composition of the faculty for the Honors College and a regulatory structure to govern faculty eligibility and involvement**
3. **Consider the appropriate staffing for the Honors College**
4. **Determine the criteria for participating in faculty governance in the Honors College.**
5. **Determine how to ensure diversity of both faculty and students in the Honors College as well as access for students of diverse economic and social backgrounds.**
6. **Recommend how to ensure effective consultation of the Honors College Dean and Faculty with the Deans of other colleges, faculty participating in the program (associate faculty), and the External Advisory Committee.**
7. **Assess the plans for economic sustainability of the Honors College**
8. **Recommend an initial Honors Faculty of Record for the Honors College and develop a governance for membership terms and renewals by Fall 2016.**
9. **Identify how the proposal will ensure success for other colleges as well as provide unique educational opportunities to students.**

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOC

Governing Regulation, Part VII
University Organization

Index Major Topics

I. Introduction

This Governing Regulation defines educational and administrative units and their composition within the University organization; delineates the role and responsibilities of the faculties of the colleges, the Graduate School, the Honors College, the Libraries, schools, departments and multidisciplinary centers and institutes; and outlines the authority, duties, and expectations of the administrative officers of each unit.

II. Policy

The administrative organization of the University is determined by the educational organization of the University and the instruction, research, service, and other functions of the University. The educational and administrative organization of the University shall be such as to minimize duplication of effort and to enable the University to operate as a single, closely integrated institution. Major changes in administrative organization shall be made only on the approval of the Board of Trustees. (all moved from other sections) The Board of Trustees must approve major changes in administrative organization.

For matters having to do with the organization of the University as it affects academic policies, the Board relies upon the advice of the University Senate along with that of the President. It relies upon the advice of the President concerning administrative organization and powers and responsibilities of the officers of the University.

For the purpose of administering the various programs of the University, there shall be established educational and administrative units within the University. All units of the University shall be established, altered, or abolished only on vote of the Board of Trustees.

III. Definitions

A.   Educational Unit means Aany existing or proposed unit that has as its primary mission the performance of educational activities in instruction, research, and service shall be defined as an educational unit if at least one full-time (tenured or tenure-eligibletenurable) faculty appointment or its time equivalent is assigned to perform instruction, research, and service in that unit. This assignment provision excludes solely administrative assignments such as the chief administrative officer of the unit. An educational unit is subject to the University Senate review and the periodic review processes.

B.   Administrative Unit means Aany unit not meeting the definition of an educational unit. is defined as an administrative unit.

The educational and administrative organization of the University shall be such as to minimize duplication of effort and to enable the University to operate as a single, closely integrated institution. (moved to Policy section)

IV. Educational Units and Their Chief Administrative Officers

1. Definitions of Educational Units and Their Chief Administrative Officers

A.   The basic educational units of the University are the Ddepartments, schools, colleges, graduate centers, multidisciplinary research centers and institutes, and interdisciplinary instructional programs are the basic educational units of the University that deliver instruction, research, and service including extension activities.

B.   Major educational units of the University are the colleges, the Libraries, and the Graduate School, the Honors College, and the Libraries. For purposes of these *Governing Regulations,* the Libraries is equivalent to a college.

C.   Schools are administratively responsible to a college, and departments are directly responsible to a college or sometimes directly to a school within their college.

D.   Some instructional programs draw faculty exclusively from one department, school, or college whereas interdisciplinary instructional programs, such as in the Honors CollegeProgram, draw faculty from different departments, schools, orand colleges.

E.   A graduate center is an interdisciplinary educational unit that delivers graduate education degree programs, is equivalent to a department, and is located administratively in the Graduate School unless the administrative responsibility specifically has been delegated otherwise.

F. A multidisciplinary research center or institute is an educational unit established to provide multidisciplinary programs, which are primarily research in nature. Such an educational unit is administratively responsible to the Vice President for Research unless the administrative responsibility specifically has been delegated otherwise.

G. The chief administrative officer of a major educational unit is a dean. The chief administrative officer of a graduate center, school or multidisciplinary research center or institute is a director. The chief administrative officer of a department or an interdisciplinary instructional program is a chair.

V. Academic Ranks

A. Academic ranks in the University consist of lecturer, instructor, assistant professor, associate professor, professor, or the equivalent to these recognized in the librarian title series of librarian IV, librarian III, librarian II and librarian I, respectively.

B. The President establishes academic title series, the ranks within each series, and a description of the qualifications for each after consultation with appropriate administrative and faculty groups, including the University Senate Council. Emeritus ranks for retired faculty members and the rights of holders of emeritus titles are established by the President after consultation with the University Senate Council.

C. The establishment of new academic title series or ranks and major changes in criteria for ranks shall have the approval of the Board of Trustees.

VI. The Faculties

A. The Graduate Faculty

1. Membership

The membership of the Graduate Faculty shall consist of the Dean of the Graduate School, associate and/or assistant deans of the Graduate School, and regular faculty and associate faculty members.

Graduate Faculty members shallmust possess the following qualifications:

- A doctoral degree or its equivalent in scholarly reputation;

- The rank of assistant professor (or equivalent) or higher;

- Scholarly maturity and professional productivity as demonstrated by publications, editorial services, research surveys, creative work, patents, and research in progress at the time of appointment; and

- Definite interest in graduate work and the willingness to participate in the graduate program.

The Dean of the Graduate School confers membership in the Graduate Faculty. The appointments are made following review by the Graduate Council of the qualifications of the persons proposed for membership by the college deans, department chairpersons, and directors of graduate study, upon the recommendation of the Graduate Faculty of the respective graduate program.

Associate and other classes of members in the Graduate Faculty may be appointed by the Dean of the Graduate School, with appropriate duties and privileges, as provided by the *Rules of the Graduate Faculty* and approved by the University Senate.

2. Officers, Committees and Councils

The Graduate Faculty may perform its functions directly, through the Graduate Council, or through standing or special committees which it may appoint or authorize for appointment, or through delegation to college, school, departmental or center graduate program faculties. Councils of the Graduate School may be appointed by the Dean of the Graduate School or elected, as prescribed by the *Rules of the Graduate Faculty* and approved by the University Senate. Copies of minutes of Graduate Faculty meetings and of meetings of Graduate Faculty committees and councils shall be made available to all members of the Graduate Faculty.

3. Graduate Faculty Functions

Within the limits established by the *Governing Regulations* and the *University Senate Rules*, the Graduate Faculty shall have jurisdiction over all programs leading to graduate degrees and within those limits shall establish *Rules of the Graduate Faculty* necessary for the performance of its educational policymaking functions. Copies of these rules shall be made available to Graduate Faculty members and filed with the Graduate Faculty Dean, the Provost, and the University Senate Council. It is the responsibility of the Graduate Faculty to safeguard, promote, and assist in the development of research in all fields. The Graduate Faculty shall make recommendations to the University Senate on academic matters that require University Senate approval. The Graduate Faculty may make recommendations on other matters to the University Senate, to college or department faculties, to the President or other administrative officers.

The Graduate Council shall have the authority and responsibilities delegated to it by the Dean of the Graduate School, the Graduate Faculty, and the University Senate.

B. The Honors Faculty

1. Membership

The membership of the Honors Faculty shall consist of the Dean of the College, associate or assistant deans holding professorial faculty rank (i.e. assistant, associate, or full professor) and who have assignment in the College, and regular and associate faculty members.

Regular members of the Honors Faculty are tenured or tenure-eligible faculty members with primary appointment in another college and have a recurring, dedicated assignment in Honors College, reflected in their Distribution of Effort (DOE).

Associate members of the Honors Faculty are those with primary appointment in another college who have a occasional assignment to provide instruction in the Honors curriculum.

The above members of the Honors Faculty shall possess the following qualifications:

- A doctoral degree or its equivalent in scholarly reputation;

- The rank of assistant professor (or equivalent) or higher;

- Demonstrated excellence in teaching and mentoring of undergraduate students; and

- Demonstrated interest in honors students and the willingness to participate in the Honors College.

The Dean of the Honors College confers membership in the Honors Faculty. The appointments of regular members are made upon recommendation of Regular Honors Faculty after review of the qualifications of the persons proposed for membership by the dean of the college of primary appointment. The Dean of the Honors College may appoint, with appropriate duties and privileges, associate members in the Honors College Faculty in accordance with the Rules of the Honors College approved by the University Senate.

2. Officers, Committees and Councils

The Honors Faculty may perform its functions directly or through the Honors College Council, as prescribed by the Rules of the Honors College Faculty and as approved by the University Senate. The Dean of the Honors College shall preside over meetings of the Honors Faculty, except as the Dean may delegate that function. Copies of minutes of Honors Faculty meetings and of meetings of Honors Faculty committees and councils shall be made available to all members of the Honors Faculty.

3. Honors Faculty Functions

Within the limits established by the University regulations and the University Senate Rules, the regular members of the Honors Faculty shall have jurisdiction over the curricular requirements leading to the Honors credential, and within those limits shall establish Rules of the Honors Faculty necessary for the performance of its educational policymaking functions. For these purposes, voting privileges may be extended or withdrawn by the regular members to the associate members, or to other persons assigned to the college for administrative, instruction, research, extension, clinical or librarian work. Copies of these Rules shall be made available to Honors Faculty members and filed with the Dean of the Honors College, the Provost, and the University Senate Council.

It is the responsibility of the Honors Faculty to promote the academic achievements of Honors students and to assist the colleges in the development of undergraduate excellence in all fields. In accordance with procedures established in its approved Rules, the Honors Faculty shall make recommendations to the University Senate on academic matters that require University Senate approval. The Honors Faculty may make recommendations on matters related to honors education to the University Senate, to college or department faculties, to the President or other administrative officers.

The Honors Faculty/Council shall have the authority and responsibilities delegated to it by the Dean of the Honors College and the University Senate.

C. Faculties of Colleges

1. Membership

The membership of the faculty of a college shall consist of its dean, associate and/or assistant deans, and regular full-time faculty having the rank of assistant professor, associate professor or professor in the regular, special title, or extension series or librarian III, II or I in the librarian title series. Membership, with or without voting privileges, also may be extended or withdrawn by the above college faculty to any other person assigned to the college for administrative, instruction, research, extension, clinical or librarian work. An individual may be assigned to more than one college; in this instance, one assignment shall be designated primary by the Provost (Part X.B.1).

2. Officers, Committees and Councils

The faculty shall hold regularly scheduled meetings at which the dean shall preside except as the dean may delegate that function. In addition, it shall meet in special session on the call of the President, the Provost, the dean of the college, or at the request of a prescribed number of its voting membership. Each college faculty shall establish the quorum for the transaction of business. Copies of minutes of college faculty meetings and of meetings of college faculty committees and councils shall be made available to all members of the faculty of the college.

The faculty of each college shall establish its own rules, including a committee or council structure, necessary for the performance of the faculty's functions in educational policy-making. After approval of these rules by the Provost for consistency with these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules* and *Rules of the Graduate Faculty*, copies of the rules and a description of the committee or council structure shall be made available to members and filed with the dean of the college, the Provost and the University Senate Council.

3. College Faculty Functions

Within the limits established by these *Governing Regulations, Administrative Regulations, University Senate Rules*, and *Rules of the Graduate Faculty* of the University, the faculty of a college shall determine the educational policies of that college, including primary responsibility for the development of policies on such matters as academic requirements, curricula, course offerings, undergraduate, graduate and research programs, professional programs, and service functions, to the extent that the responsibility has not been delegated to a school or department faculty.

In consultation with the college faculty, the Dean shall establish procedures used at the level of the college concerning: (1) recommendations on faculty appointments, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions not to reappoint; (2) the faculty performance evaluations; and (3) faculty input in the evaluation of the performance of school directors and department chairs during the interval between periodic reviews. It shall make recommendations to the University Senate or Graduate Faculty on such matters as require the final approval of those bodies, and it may make recommendations on other matters to the University Senate, the Graduate Faculty, school/department faculties within the college, the President, or to other administrative officials. The academic or scholastic requirements of a college may exceed, but not be lower than, those established by the University Senate or the Graduate Faculty. The University Senate shall~~must~~ approve any such differences in standards.

The faculty of a college may delegate by rule a defined part of the determination of its educational policies to an assembly of the college, which consists of the faculty and designated student representatives. The number of students voting and the method of selecting these students is determined by the rules of the college.

In addition to the functions and responsibilities described above, the faculty of a college without departments shall have any other functions and responsibilities which are delegated to a departmental faculty as set forth in Part VII.A.6.

D. Faculties of Schools

1. Membership

The membership of a faculty of a school shall consist of the dean of its college of which it is an administrative unit, the director who is the chief administrative officer of the school, and the members of the faculty of the college who have been assigned regular, full-time duties in the school. (The faculty of a college is defined in Part VII.A.4 of these regulations.) Membership, with

or without voting privileges, also may be extended or withdrawn by the above faculty of the school to any other person assigned to the school for administrative, instruction, research, extension, clinical or librarian work. An individual may be assigned to more than one school; in this instance, one assignment shall be designated primary by the Provost. (Part X.B.1)

2. Officers, Committees and Councils

The faculty of a school shall hold regularly scheduled meetings at which the school director shall preside, except as the director may delegate this function. In addition, it shall hold special meetings on the call of the dean of the college, the director of the school, or by a prescribed number of its voting faculty. The school director shall preside over school faculty meetings, except as the director may delegate this function. Copies of the minutes of school faculty meetings and meetings of committees and councils of the school faculty shall be made available to all members of the faculty of the school.

The faculty shall establish its own rules and determine its own committee structure that are necessary for its functions in educational policy making and shall prescribe the quorum necessary for the transaction of business. After approval of these rules by the dean of the college and by the Provost for consistency with University regulations and with these *Governing Regulations,* the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty,* and college faculty rules, copies of the school faculty's rules and a description of its committee structure shall be made available to its members, and a copy shall be filed with the director of the school, the dean of the college of which it is a unit, with the Provost, and with the University Senate Council.

3. School Faculty Functions

Within the limits established by these *Governing Regulations*, the *University Senate Rules*, *Rules of the Graduate Faculty*, and the rules of the faculty of the college of which it is a unit, the faculty of a school shall determine the educational policies of the school, including primary responsibility for the development of policies on such matters as academic requirements, curricula, course offerings, undergraduate, graduate and research programs, professional programs, and service functions, to the extent that this responsibility has not been delegated to a department faculty. It shall be responsible for functions and duties assigned to it by the faculty of the college. For these purposes, it shall make recommendations to the faculty of the college on matters that require the approval of that body. It may make recommendations on other matters to the University Senate, the Graduate Faculty, the college faculty, and the faculties within the school, and the dean or other administrative officers. The academic or scholastic requirements of a school may exceed, but not be lower than, those established by the college faculty. The University Senate shall~~must~~ approve any such differences in standards.

In addition to the functions and responsibilities described above, the faculty of a school without departments shall have any other functions and responsibilities which are delegated to a department faculty as set forth in Part VII.A.6.

E. Faculties of Departments

1. Membership

The membership of a faculty of a department shall consist of a chair and the regular, full-time members of the department who are members of the faculty of the school ~~and/~~or college of which the department is a part. (The faculties of a college and a school are defined in Parts VII.A.4 and VII.A.5, respectively.) Membership, with or without voting privileges, also may be extended or withdrawn by the above department faculty to any person assigned to the department for administrative, instruction, research, extension, clinical or librarian work. An individual may be

assigned to more than one department; in this instance, one assignment shall be designated as primary by the Provost (Part X.B.1).

2. Officers and Committees

    The department faculty shall hold regularly scheduled meetings, at which the department chair shall preside except as the chair may delegate this function. In addition, it shall hold special meetings on the call of the dean of the college, the chair of the department, or by a prescribed number of its voting faculty. The department chair shall be an *ex officio* member of all departmental committees. Copies of minutes of departmental faculty meetings and of meetings of department committees shall be made available to all members of the faculty of the department.

    The department faculty shall establish rules, procedures and a committee structure concerning educational policy matters over which it has jurisdiction and responsibility, and shall establish its quorum for the transaction of business. These proposed rules, procedures and committee structure shall be submitted to the director of the school (if appropriate), the dean of the college, and the Provost for approval for consistency with these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty*, rules of the college and (if appropriate) rules of the school faculty. Copies of the approved rules, procedures and committee structure shall be made available to the members of the departmental faculty and shall be filed with the director of the school, (if appropriate) the dean of the college of which the department is a unit, the Provost, and the University Senate Council.

3. Department Faculty Functions

    Within the limits established by these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty*, or the rules of the faculties of the school or college of which the department is a part, the department faculty has jurisdiction over matters concerning its educational policies.

    The department faculty has primary responsibility for the development of policies on such matters as academic requirements, courses of study, course offerings, graduate and research programs, and service functions. Jointly with the department chair, the department faculty shall establish procedures to be used within the department concerning (1) Recommendations on faculty appointments, promotions, reappointments, terminal appointments, post-retirement appointments, and the granting of tenure and decisions not to reappoint; (2) the Faculty performance evaluations and (3) Preparation of budget requests. The procedures in (1) and (2) above shall include consultation with directors of multidisciplinary research centers and institutes for those faculty members who are or shall be associated with such centers or institutes.

    The department faculty shall develop statements describing the evidences of activity in instruction, research and service that are appropriate to their field(s) for use in guiding evaluations for promotion and tenure. If developed and approved by the department faculty, those statements shallmust be submitted by the chair of the department to the dean for review and final approval before the statements are made operative in the department. Revisions to a department's statements, upon approval of the department faculty, shallmust also be submitted by the department chair to the dean for review and final approval.

    The academic or scholastic requirements of a department may exceed, but not be lower than, those of the school and/or college of which the department is a part. The University Senate shallmust approve any such differences in standards.

F. Faculty of Multidisciplinary Research Centers and Institutes

1. Faculty Membership and Functions

The faculty of a multidisciplinary research center or institute that is responsible for establishing the educational policies of the unit shall consist of: (1) a director who also shall be a faculty member of a department, school, or college; (2) faculty members with recurring, formally assigned instructional, research, ~~and/~~or service duties in the unit. In addition, membership, with or without voting privileges, may be extended and withdrawn by the above center or institute faculty to any other person assigned to the unit for administrative, instructional, research, extension, clinical or librarian work.

Academic rank shall not be conferred by a multidisciplinary research center or institute nor tenure acquired solely through activities performed in such a unit.

2. Officers and Committees

A multidisciplinary research center or institute shall be administratively responsible to the Vice President for Research unless specifically designated to another chief academic officer. A faculty advisory committee shall be appointed for each research center or institute by the officer to whom the unit is administratively responsible.

G. Student Participation

Rules of procedure in educational units of the University shall provide, when appropriate, for participation of students in the development of educational policies.

VII~~B~~. Administrative Officers~~Organization of Educational Units~~

~~1. Definition~~

~~The administrative organization of the University is determined by the educational organization of the University and the instruction, research, service, and other functions of the University.~~ (moved to Policy section)

A. Administrative Officers - General

Each administrative officer, other than the President, is responsible to the President, directly or through one or more superior officers, for the efficient operation of the organizational unit or functions for which the administrative officer is responsible. The duties of administrative officers reporting directly to the President shall be those delegated by the President and described in ~~the~~ *Administrative Regulations 1:1, University Organization*. Each administrative officer is expected to recommend to the appropriate next superior officer the administrative organization necessary to carry out assigned duties. The positions of deans, directors, and chairs of educational units, ~~with descriptions of~~and their major duties assigned, are described below ~~in these Governing Regulations~~. (moved)

Each administrative officer is authorized to establish and enforce such policies and procedures as are attendant to delegated administrative duties and to establish administrative ~~and/~~or advisory committees to aid in the performance of assigned functions.

B. Administrative Officers of Educational Units

1. Dean of the Graduate School

The Dean of the Graduate School is chair of the Graduate Faculty and of the Graduate Council and serves as an ex-officio member of all committees of the Graduate School. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the University's endeavors in graduate education. The Dean appoints regular and associate members of the Graduate Faculty. The Dean also recommends on budgets as these may affect graduate education and shall have the same authority and responsibilities as those of a dean of a college in the administration of educational units that might be transferred to or developed under the Office of the Dean of the Graduate School.

The Dean shall speak for the Graduate Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Graduate Faculty, the Dean shall communicate the Graduate Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Graduate Faculty's opinion, and notify the Graduate Faculty of such action.

2. Dean of the Honors College

The Dean of the Honors College is chair of the Honors Faculty and serves as an ex-officio member of all councils and committees of the Honors College. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the College's endeavors in undergraduate education. The Dean also recommends on the college budget and shall have the same authority and responsibilities as those of a dean of a college in the administration of the Honors College.

In connection with the above administrative functions, the dean shall seek the advice of the faculty of the college: 1) individually, 2) as a whole, 3) through the elected college faculty council, or 4) through the faculty advisory committees.

The Dean shall speak for the Honors Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Honors Faculty, the Dean shall communicate the Honors Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Honors Faculty's opinion, and notify the Honors Faculty of such action.

The Honors College shall establish an External Advisory Board. This body shall be consultative, governed by by-laws established under the direction of the Dean of the College and approved by the Provost for its operation. The Honors External Advisory Board shall offer advice and recommendations on matters brought forward by the Dean and leadership of the university, reserving matters of educational policy, personnel, and internal operations to the Honors Faculty and administrative leadership.

3. Deans of the Colleges

A dean is the chief administrative officer of a college and is responsible for the enforcement of these *Governing Regulations*, the *Administrative Regulations*, *University Senate Rules*, *Rules of the Graduate Faculty,* and the rules of the college faculty. The dean is authorized to establish and enforce such policies and procedures as are attendant to the administrative management of the operations of the college.

The dean is the chair of the college faculty and an *ex officio* member of all college committees. The dean is charged with overseeing the educational work of the college and its efficient conduct and management in all matters not specifically charged elsewhere. The dean is responsible for the implementation of the curricula of the college, for ensuring through the faculty the quality of instruction given therein, for the assignment of duties to all personnel, and for the service provided by the faculty of the college, individually and as a whole. The dean shall review faculty performance evaluations submitted by the department chairs and shall be responsible for

recommendations on salaries, salary changes, appointments, reappointments, terminal appointments, post-retirement appointments, promotions, and granting of tenure and decisions not to reappoint for members of the college or for ultimate action thereon when such authority has been delegated by the President or the Provost.

The dean shall submit the budget request for the college and administer the budget when it is approved. The President or Provost may delegate further administrative responsibilities to the dean. These responsibilities may vary from college to college.

In connection with the above administrative functions, the dean shall seek the advice of the faculty of the college: 1) individually, 2) as a whole, 3) through the elected college faculty council, or 4) through the faculty advisory committees. In addition to the roles and responsibilities described above, the dean of a college without departments shall have any other roles and responsibilities which are delegated to a department chair as set forth in Part VII.B.6. Staff employees shall be consulted, when appropriate, in the development of administrative policies and decisions that directly affect staff employees.

The dean shall speak for the college. In the event that the dean believes it necessary to depart from recommendations of the college faculty, the dean shall communicate the college faculty's recommendation as well as the dean's recommendation, stating reasons for differing from the college faculty's opinion, and notify the college faculty of such action.

4. Directors of Schools

The director of a school serves as chair of the faculty of the school in the performance of its assigned functions and is an *ex officio* member of all committees of the school.

The director's administrative responsibilities shall be those delegated by the dean of the college of which the school is a part.

In connection with the above administrative functions, the director shall seek the advice of the faculty of the school: (1) individually, (2) as a whole, (3) through the elected school faculty council, or (4) through faculty advisory committees. In addition to the roles and responsibilities described above, the director of a school without departments shall have any other roles and responsibilities which are delegated to a department chair as set forth in Part VII.B.5. Staff employees shall be consulted by the school director (or associate director), when appropriate, in the development of administrative policies and decisions that directly affect staff employees.

The director shall speak for the school. In the event that the director believes it necessary to depart from the recommendations of the school faculty, the director shall communicate the school faculty's recommendation as well as the director's recommendation, stating reasons for differing from the school faculty's opinion, and notify the school faculty of such action.

5. Chairs of Departments

The department chair leads the department faculty in its development of policies on such matters as academic requirements, courses of study, class schedules, graduate and research programs, and service functions. The chair presides at all department meetings, except as the chair may delegate this function, and is an ex officio member of all department committees. The chair has administrative responsibility for implementing the department's policies and programs within the limits established by these *Governing Regulations*, the *Administrative Regulations*, University Senate Rules, Rules of the Graduate Faculty, the rules of the college, and the rules of any school of which it is a part.

The department chair is responsible for recommendations on the appointment of new faculty employees of the department, promotions, reappointments, terminal appointments, post-retirement appointments, the granting of tenure, and decisions not to reappoint.

Procedures used in preparing recommendations shall be those established by the University, the college, and the department faculty. At a minimum, on matters relating to decisions not to reappoint, reappointment, terminal reappointment, or the granting of tenure of persons in any title series, the department chair shall consult with all tenured faculty members of the department. At a minimum, on matters relating to appointment or promotion of any persons in any tenure-eligible title series, the department chair shall consult with all full-time tenured and tenure-eligible faculty members of the department, , with a rank at or above the rank to which the individual being considered would be appointed or promoted. At a minimum, on matters relating to appointment, decisions not to reappoint, reappointment, terminal reappointment, or promotions of persons in any tenure-ineligible series, the department chair shall consult with all full-time tenured and tenure-eligible faculty members of the department (GR VII.A.6(a)). On matters relating to appointment or promotion in the Clinical Title Series, Research Title Series, or Lecturer Series, the department chair shall also consult with all full-time faculty employees in the series of the individual under consideration who are at or above the rank to which the individual would be appointed or promoted. All recommendations on matters listed above, excluding reappointments and post-retirement appointments, shall include the written judgment of each consulted member of the department and of each director of any multidisciplinary research centers or institutes, or graduate centers with which the individual is, or would be, associated, along with the recommendation of the chair.

On matters relating to appointment or promotion in the Clinical Title Series, Research Title Series, or Lecturer Series, the department chair shall also consult with all full-time faculty employees in the series of the individual under consideration who are at or above the rank to which the individual would be appointed or promoted. Faculty employees in the tenure-ineligible series shall not be consulted on matters relating to appointment, reappointment, terminal reappointment, decisions not to reappoint, promotion or the granting of tenure of faculty employees in the tenure-eligible title series, except by invitation of the department faculty as provided below.

A department faculty may establish policies that extend the above minimum consultation requirements in faculty personnel matters to include the specified participation of other full-time faculty employees in any series in the department. Once these policies on extended participation privileges are approved by the department faculty (GR VII.A.6(a)) and reviewed by the department chair, the dean and Provost for consistency with the *Governing Regulations, Administrative Regulations* and rules of the College, and approved, these policies shall be incorporated into the rules document of the department.

The following exceptions may be made: (1) faculty employees on approved leave of absence or with a primary administrative, service, or other assignment outside the department, who are otherwise eligible to participate, may, but are not required to, provide written judgments on all recommendations; (2) faculty employees at the rank of Instructor in any title series participate only upon the granting of participation privileges by the department faculty, and, (3) in a large and diverse department, upon prior recommendation by the department faculty (GR VII.A.6(a)) and approval of the dean and the Provost, consultation with faculty employees may be restricted to those associated with the concerned, previously-defined academic division or program area in the department.

The department chair is responsible for the periodic evaluation of department members by procedures and criteria established by the University, the college, and the department faculty.

The department chair submits the budget request for the department and administers the budget after its approval. The chair also is responsible for making recommendations on salaries, salary changes, and distribution of effort.

In connection with the above major administrative functions, the chair shall seek the advice of members of the department, individually or as a group, or of advisory committees that the chair may appoint. Staff employees shall be consulted, when appropriate, by the chair, in the development of administrative policies and on decisions that directly affect staff employees.

The chair shall speak for the department. In the event that the chair believes it necessary to depart from the opinion of the department faculty, the chair shall communicate the department faculty's opinion as well as the chair's recommendation, stating reasons for differing from the department faculty's opinion, and notify the department faculty of such action.

6. Directors of Multidisciplinary Research Centers and Institutes

The administrative officer of a multidisciplinary research center or institute is a director, who also shall be a faculty member in a department, school, or college. The director of a multidisciplinary research center or institute is charged with the planning, implementation, coordination, and efficient management of the program and activities of the center or institute. The director shall have the same responsibilities as those of a department chair relative to faculty members and staff employees with assigned duties in the center or institute. The director shall provide recommendations and advice to appropriate educational unit administrators concerning space, financial, and other resources, as well as the identification of faculty members for assignment of duties in the center or institute. The director shall submit the core budget request for the center or institute and administer this budget after its approval. In addition, the director may have other responsibilities delegated by the Vice President for Research or other academic administrator to whom the center or institute is administratively responsible.

In connection with the above major administrative functions, the director shall seek the advice of the faculty members of the center or institute, individually or as a group, or of advisory committees that may be appointed by the director of the center or institute or by the administrator to whom the center or institute is administratively responsible. The director shall speak for the center or institute and be an *ex officio* member of all of its committees and shall transmit the recommendations of the consulted faculty along with the director's recommendation, if these recommendations are different. Staff employees shall be consulted, when appropriate, by the director, in the development of administrative policies and on decisions that directly affect staff employees.

7. Dean/Director/Chair of Interdisciplinary Instructional Programs

The dean/director/chair of an interdisciplinary instructional program shall be a member of one of the academic departments participating in the program.

The dean/director/chair shall be responsible to the dean(s) of the college(s) in which the program is located and advise the dean(s) on personnel and other needs of the program in connection with budget planning. For these administrative purposes, the director/chair shall rely upon the advice of a committee drawn from faculty members participating in the courses composing the curriculum and shall transmit the recommendations of the consulted faculty along with the director/chair's recommendation, if these recommendations are different. Staff employees shall be consulted by the director/chair, when appropriate, in the development of administrative policies and on decisions that directly affect staff employees.

References and Related Materials

GR ~~Part~~ X, Regulations Affecting Employment

AR 1:1, University Organization

University Senate Rules

Rules of the Graduate Faculty

Revision History

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For questions, contact: Office of Legal Counsel