The University Senate met in regular session at 2 pm on Monday, May 2, 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 (AS) called the University Senate (Senate) meeting to order at 2:04 pm.

The Chair asked Vice Chair McCormick (ED) to present the 2016 Outstanding Senator Award. McCormick explained that the award was annually given to a senator who went above and beyond the requirements of serving as a senator. The 2016 recipient was Davy Jones (ME). Senators gave Jones a round of applause.

1. President Eli Capilouto, University Senate Chair and President
The Chair introduced the University Senate chair, President Eli Capilouto. President Capilouto spoke to senators about the University budget and was assisted by Provost Tim Tracy and Guest Executive Vice President for Finance and Administration Eric Monday. The presentation lasted for about one hour. There were no questions from senators.

The Chair called for an attendance vote and 54 senators registered their presence.

2. Minutes from April 11, 2015 and Announcements
There were no changes to the minutes from April 11. There being **no objections**, the minutes from April 11 were **approved** as distributed by **unanimous consent**. The Chair had a couple of announcements.

- The faculty and graduate student recipients of the Provost's Outstanding Teaching Awards were recently announced. The Chair acknowledged the winners: Andres Ayoob (ME); Elizabeth Combs (AG); Christopher Doty (ME); Susan Thiel (FA); Jean Wiese (ME); Patrick Herald (AS); Alyson Hock (AS); Jo Mackby (AS); and Francesco Masala (AS). Senators gave the winners [none of whom were in attendance] a symbolic round of applause.

- The Chair noted that Lee Blonder (ME) was elected to serve a three-year term (July 1, 2016 – June 30, 2019) as faculty trustee, replacing John Wilson (ME), whose term will end June 30. The Chair thanked Wilson for his service and senators gave him a round of applause.

3. Old Business
a. Senate's Teaching and Course Evaluation Implementation Ad Hoc Committee - Jonathan Golding, Chair
i. Final Report (30 minutes)
The Chair said that the purpose of the discussion was to establish implementation guidelines for the newly revised teacher-course evaluations (TCE), which Senate approved March 9, 2015. He said he had invited senators a couple weeks prior to send in specific language for any planned amendments to the TCE Implementation Ad Hoc Committee's final report and that he had received a handful of suggested changes. The Chair said there were a few proposed changes that were similar to each other; amendments were in the document being handed out to senators. The Chair said that each senator who sent in a suggested amendment would need to move the amendment on the floor, and receive a second, in order for the Senate to consider the amendment. Amendments would be addressed in order of their placement in the document. The **motion** from SC was a recommendation that the Senate

endorse the plan to implement the TCE questions that were 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. Guest Jonathan Golding, chair of the TCE Implementation Ad Hoc Committee, also participated in discussions.

[Underline formatting denotes added text while strikethrough denotes deleted text. Each amendment was moved by the individual senator who proposed the amendment. Line number references are from the PDF handed out during the meeting and posted on the Senate agenda.]

- Amendment to "1) Availability of TCE Results," **moved** by Tagavi (lines 59 – 76)
1) Availability of TCE results
TCE results ~~(as approved by UK Faculty Senate rules)~~ shall be made available to students and faculty as follows:
a) Only numerical ratings shall be made available to students, i.e., no written comments; and
b) <u>Intramural access to TCE results concerning either course academic content or instructor performance shall continue to be managed in accordance with existing academic policy of the University Senate and administrative faculty personnel policy (AR 2:1), with the recommendation that course instructors with a supervisory role in a course (course directors, course coordinators) and the department chairs and the college deans of the unit housing the course have access to both numerical and written comments of instructor performance for all instructors in that course.</u>
    a. <u>TCE comments from for example PHY 101 should not be made available to for example Engineering Dean or Chair of History.</u>
c) ~~Both numerical and written comments shall be made available to faculty, department chairs and deans.~~
d) To safeguard student anonymity and comply with FERPA, any results (numerical ratings and written comments) for classes with < 5 TCE responses shall not be made available to anyone. However, results will contribute to aggregate UK, College, and Departmental TCE means.

Wasilkowski (EN) **seconded**. Senators discussed the proposed amendment. A **vote** was taken and the motion **passed** with 67 in favor, three opposed, and three abstained.

- Amendment to "2) Grade Release Policy," **moved** by Tagavi (EN) (lines 88 – 93)
Students who complete a TCE for a course will have access to the official final course grade as soon as it becomes available. Students who do not complete a TCE for a given course (Note: combined lecture/lab courses involve two separate TCEs) will receive their corresponding grade 8 calendar days after the deadline for the submissions of grades as set by the Registrar's office.

<u>a. TCE window will consist of 2 calendar weeks ending midnight of the last day of classes. No evaluations will be allowed outside this window. (For non-standard terms the equivalent will be determined by the Registrar.)</u>

<u>Any student wishing to appeal a delay in the release of their grades could file an appeal to a TCE Appeals Committee following the guidelines that would be determined by that committee.</u>

A. Wood (LA) **seconded**. Senators discussed the proposed amendment. The Chair explained that if Tagavi's amendment was voted down, the Senate would next vote on the amendment to do away with the grade release penalty altogether. A. Wood offered a **friendly amendment** to change the beginning of the new "a)" to start with "<u>Each college's</u> TCE window will…." Tagavi **accepted**.

A **vote** was taken and the motion **failed** with 32 in favor, 37 opposed, and one abstained.

- Amendment to "2) Grade Release Policy," **moved** by C. Wood (AS) (lines 97 – 126)
<u>All</u> <s>S</s>students <s>who complete a TCE for a course</s> will have access to the final course grade as soon as it becomes available.

<s>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 (Note: combined lecture/lab courses involve two separate TCEs) will receive their corresponding grade 8 days after the deadline for the submissions of grades as set by the Registrar's office.</s>

<s>Students who do not complete a TCE for a given course (Note: combined lecture/lab courses involve two separate TCEs) will receive their corresponding grade 8 days after the deadline for the submissions of grades as set by the Registrar's office.</s>
<s>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.</s>

<s>The release of grade policy acts in a similar fashion to what are referred to as "holds" at UK; students receive a consequence for not fulfilling a specific requirement of the university. However, while the release of grade policy would delay the receipt of grades for 8 days, the 28 current "holds" at UK (see Appendix B) prevent a student from registering/dropping courses, as well as provide a warning notification to Admissions should a former student with an active hold reapply for admission. Finally, the Office of the Registrar will not release a transcript or diploma for students with these holds.</s>

<s>Note: other schools that have a university-wide delayed grading policy include Harvard, Yale, Ball State Northern Kentucky University, the University of Oregon, Michigan State, Stanford University, and Boston College. Specific examples of these existing policies are presented in Appendix C.</s>

<s>Any student wishing to appeal this policy could file an appeal to a TCE Appeals Committee following the guidelines that would be determined for that committee.</s>

Brown (AG) **seconded**. Senators discussed the proposed amendment. Wasilkowski EN) suggested that the revised sentence was unnecessary – if the entire section was stricken, there would be no grade release penalty. Wood **accepted** the change as a **friendly amendment** by Wasilkowski. There was extensive discussion about this proposed amendment, which would remove the grade release penalty so that students would receive their final grades as soon as they are available, regardless of whether or not the student had completed any TCEs. A **vote** was taken on the amendment to remove all text from section "2) Grade Release Policy" and the motion **passed** with 39 in favor, 33 opposed, and one abstained.

- Amendment to "3) TCE Form," **moved** by Tagavi (EN) (lines 129-130)
3) TCE Form
<u>a. There will be 15 common questions for all course evaluations with a 5-point scale approved by the University Senate for the TCE.</u>

Wasilkowski **seconded**. Tagavi explained that it was factually true that the TCE would have 15 questions, but he thought it should be explicitly stated. He said he considered it to be an editorial change because the TCE report from the prior year already established 15 questions. The Chair queried senators (via a show of hands) as to whether or not the change was perceived as editorial or not; one senator raised his hand to indicate that he believed the change was not editorial. The Chair suggested that the proposed addition be considered editorial and there were no objections.

- Amendment to "3) TCE Form,) **moved** by Porter (PH) (lines 139 – 142, with associated deletion of the original "a" and "b")

3) TCE Form

a. There will be 15 common questions for all course evaluations with a 5-point scale approved by the University Senate for the TCE. [added via previous vote]

a. ~~Opt-Out Alternative for Questions~~
~~By a vote of 5-0, it was agreed that each question will provide an "opt-out" option.~~

b. ~~Opt-Out Alternative Label~~
~~By a vote of 8-0, it was agreed that the "opt-out" option will be "choose not to rate".~~

b. Opt Out Alternative for Questions
<u>A single question at the start of the TCE will allow students to opt out of completing the TCE without penalty. A fill-in box will allow the student to state a reason for opting out, but will not be required.</u>

Brion **seconded**. Senators discussed the proposed amendment, the new language in particular. Wood noted that because there was no longer a penalty for a student who did not submit a TCE, it was not a forced questionnaire and there was no longer any need for a single-question "opt-out" button at the top of the form. After additional discussion, Porter said that he no longer supported his motion and **withdrew** it. The Chair noted that the language on the TCE would be "choose not to rate," and not "opt-out." Brion also **withdrew** her second.

- Amendment to "4) Procedural Issues for Completing TCE," **moved** by Tagavi (EN) (lines 149 – 150)

4) Procedural Issues for Completing TCE

a. Location of Filling out TCE
By a vote of 7-0, the TCE-AIC recommends:

Course instructors will decide whether or not to dedicate in-class time to completing TCEs. <u>Such in class evaluation time must be announced a week in advance and no evaluation outside this time period will be allowed.</u>

The motion **died** due to lack of a second.

- Amendment to "5) Additional TCE Questions," **moved** by A. Wood (LA) (line 172)

5) Additional TCE Questions

a. Institutional Evaluation Questions (Required)
Any required questions from university units (e.g., UKCore, Distance Learning) to be included in the TCE will adopt the same 5-point scale approved by the University Senate for the TCE.

b. Supplemental Evaluation Questions (Optional)

By a vote of 6-0, the TCE-AIC recommends that no more than ~~10~~20 additional questions be allowed from Colleges, Departments, and/or individual instructors; allocation of these items, when necessary, should be determined within each academic unit.

Optional supplemental questions shall be added sparingly and should not replicate existing content; these questions might focus on discipline-specific and course-specific pedagogical innovations.

Bird-Pollan (LA) **seconded**. Senators discussed the proposed change. Wood **called the question** and Hulse **seconded**. A **vote** by show of hands was taken and the motion **passed** with none opposed. A **vote** was taken on the motion to allow up to 20 additional questions and the motion **passed** with 63 in favor and nine opposed.

The Chair opined that the next proposed amendment from Tagavi (remove "Again, supplemental questions will use the same 5-point scale approved by the Senate for the TCE, where applicable" in "5) Additional TCE Questions" was an editorial change and did not need a Senate vote; there were no objections from senators.

- Amendment to "5) Additional TCE Questions," **moved** by C. Wood (AS) (lines 192 - 195)
5) Additional TCE Questions
a. Institutional Evaluation Questions (Required)
Any required questions from university units (e.g., UKCore, Distance Learning) to be included in the TCE will adopt the same 5-point scale approved by the University Senate for the TCE.

b. Supplemental Evaluation Questions (Optional)
By a vote of 6-0, the TCE-AIC recommends that no more than ~~10~~ 20 additional questions be allowed from Colleges, Departments, and/or individual instructors; allocation of these items, when necessary, should be determined within each academic unit.

Optional supplemental questions shall be added sparingly and should not replicate existing content; these questions might focus on discipline-specific and course-specific pedagogical innovations.

~~Again, supplemental questions will use the same 5-point scale approved by the Senate for the TCE, where applicable.~~ [removed via previous vote]

c. Submitting Questions
By a vote of 6-0, the TCE-AIC recommends that all supplemental questions must be submitted to UKAT by the first day of each semester.

d. Ordering of TCE Questions
The Standard 15 questions approved by the Senate will always appear first on the TCE – prior to any additional items.

~~e. TCE Completion~~
~~By a vote of 5-1, the TCE-AIC recommends that all questions (i.e., Standard + Institutional + Supplemental) be answered for a student to have immediate access to their grades.~~

Brion (EN) **seconded**. Wood explained that this particular section needed to be removed as a consequence of an earlier vote. There were no comments from senators. A **vote** was taken and the motion **passed** with 60 in favor, seven opposed, and one abstained.

- Amendment to "7) Changing the Campus Culture about the TCE," moved by R. Brown (AG) (lines 215 – 235)
7) Changing the Campus Culture about the TCE
The TCE-AIC was unanimous in its view that these recommendations alone may not achieve the desired results, and that a concomitant change is needed in the campus culture regarding the TCE.

One way to change the culture of TCE participation is to give students more time to complete their TCEs and to allow students to evaluate the entire course, if desired. The current window (i.e., week before dead week and dead week) is a relic of the days when paper copy TCEs were passed out during a regular class period. An updated window for students to complete their TCEs shall be as follows:

Spring/Fall Semester Courses (15-16 weeks)
* TCE window opens 2 weeks before the end of the final exam period
* TCE window closes 1 week after the end of the final exam period

Part-of-Term Courses (<15 weeks)
* TCE window opens 1 week before the end of the final exam period
* TCE window closes 1 week after the end of the final exam period

This change will allow students more time to complete the surveys (something students are concerned about), including a one-week period after students' finals are all done. Students have said that they would prefer the opportunity to evaluate the entire course. Plus, instructors should not be granted a period at the end of the course (i.e., finals week) when they still have control over students' grades but are immune from students' evaluations.

Current TCE Schedule: http://www.uky.edu/eval/tce-event-schedule

Historically, it appears that students often do not take the TCE seriously and, as a result, do not provide valuable feedback on course and instructional quality. For example, at UK for Fall 2015, there were 1141 reports that were not generated because of less than 5 responses. Of these, 553 reports would have be generated if the number of students invited (this was 5 or more) would have responded. Compounding this problem is prior data from UK and other schools that suggest moving from a paper to an online format typically decreases response rates. A concerted effort should be made to highlight for learners the value of the TCE - both with regard to course design and delivery improvements, and for promotion and tenure decisions….

Woodrum (AS) **seconded**. Senators discussed the proposed amendment at length, speaking in favor of it and against it. Whitaker (AS) **called the question** and Brion **seconded**. A **vote** was taken via a show of hands and the motion **passed** with three opposed. A **vote** was taken on R. Brown's amendment and the motion **failed** with 31 in favor, 36 opposed, and one abstained.

A **vote** was taken on the motion that the Senate endorse the plan, as amended by Senate, to implement the TCE questions that were approved at the Senate's March 9, 2015 meeting, as outlined in the

Committee's Final Report and the motion **passed** with 43 in favor and 25 opposed. Senators offered Golding and his committee members a round of applause for all their hard work.

b. Senate's Ad Hoc Calendar Committee - Kevin Real, Chair
i. Final Report (15 minutes)
The Chair invited Real (CI) to present background information about the proposal, as well as an explanation of it, which Real did. Essentially, the Calendar Committee offered recommendations that would give departments and colleges more flexibility with offering part-of-term courses, as well as strongly suggested the use of a single summer term. The Chair said that the **motion** from SC was that the Senate approve the Calendar Committee's recommendations as outlined in its report. Because the motion came from committee, no **second** was required.

The Chair added that Provost Tim Tracy queried college deans who were supportive of the proposed change. College of Arts and Sciences Dean Kornbluh asked if the last day of the proposed new summer session, August 2, was on purpose – he noted it precluded classes from being held for a couple weeks prior to the start of the academic year. Guest David Timoney, associate registrar, explained that the three weeks leading up to the start of the fall semester are usually used for orientations and for classroom renovations. Timoney said it could create problems if the summer session were to extend further into August. Dean Kornbluh said the College of Arts and Sciences often ran summer programming up until just prior to the start of the fall semester. He said that discussions were ongoing about possibly offering those programs for credit and said that in the future he would like to see those three weeks available for programming. There were a few additional questions from senators and Guest Margaret Bausch, committee member, also participated.

A **vote** was taken and the motion **passed** with 59 in favor, two opposed, and one abstained. Senators thanked the members of the Ad Hoc Calendar Committee with a round of applause for their work.

4. Officer and Other Reports
a. Chair
The Chair reported the composition for the ombud search committee, as outlined in *Senate Rules 6.2.3* ([Academic Ombud] "Selection Procedure"): Ruth Beattie (AS), chair; Joe Fink (PH), faculty representative; Allison Soult (AS), faculty representative; Sydney Barnett (HS), student representative; Todd Montgomery (EN), student representative; and Tolu Odukoya (ME) student representative.

The Chair noted that Vickery (LI) was standing in for the usual parliamentarian, Kate Seago (LI).

b. Vice Chair
Vice Chair McCormick had no report.

c. Parliamentarian
Interim Parliamentarian Vickery had no report.

d. Trustee
There was no report from either faculty trustee Wilson or Grossman.

5. Degree Recipients
a. May 2016 *In Memoriam* Honorary Degree List
i. College of Communication and Information Student

Guest Alyssa Eckman (CI/Integrated Strategic Communications, department chair) shared a few words about Mr. Jonathan Krueger, who passed away the prior year. Eckman stated that she had had the pleasure of teaching Jonathan in two of her classes – a skills class and a winter study abroad class, just a few months before he was killed. Jonathan was majoring in Integrated Strategic Communications, although he was best known as a photographer for the student newspaper, the KY Kernel. Jonathan had a good GPA at the time of his death and Eckman described him as one of her department's finest students and that he was the epitome of what UK wants in a student. Jonathan was from Ohio but had said there could be no other school for him than the University of Kentucky. A memorial service was held for him the week prior and it was well attended, by many who missed him greatly.

ii. College of Arts and Sciences Student
The Chair explained that Mr. Martin Striz was a doctoral student in the Department of Biology. He was on his way towards a PhD but had not yet completed his defense.

iii. College of Engineering Student
Guest Kim Anderson (EN/Chemical and Materials Engineering, associate dean for administration and academic affairs), spoke about Mr. Garrett Stephen Spence. Anderson said that Garrett was a junior in Mechanical Engineering and was hard working. He worked at a grocery store in Falmouth and was well loved there, too. His choice of major came from his love and fascination with naval ships and the Titanic; he conducted more than one in-depth study on the Titanic. Garrett spent time on his family's houseboat and enjoyed every minute of it. A younger brother, almost two years old, was lost to Garrett from cancer and Garrett set up a fund to support him and his memory, spending time raising money. Garrett's lifelong dream was to become a mechanical engineer and worked through a challenging curriculum and was set to finish strongly before he was taken by cancer.

iv. Gatton College of Business and Economics Student
Guest Summer Eglinski (Gatton College of Business and Economics, director of global initiatives) offered comments about Mr. Tyler Mackenzie Foster. Eglinksi thanked senators for the opportunity to talk about Tyler; she was Tyler's academic advisor. Tyler was an exceptional student and had recently completed an internship with a prominent company in Louisville, planning to return to UK to finish his last 18 hours of coursework. Tyler had an outstanding GPA in Accounting, a difficult subject, and he was an exceptional student. He was also a member of the United States' armed services, having been deployed to Africa at one point. Eglinski recalled that Tyler was a generous, giving person and he truly heard what she said during advising sessions, asking repeatedly over time what he could do to improve his experience at UK.

The Chair stated that the **motion** from Senate Council that the elected faculty senators approve the May 2016 In Memoriam posthumous degree list, for submission through the President to the Board of Trustees, as the recommended degrees to be conferred by the Board. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 59 in favor and none opposed.

b. May 2016 Degree List
The Chair said that the **motion** from Senate Council that the elected faculty senators approve the May 2016 degree list, for submission through the President to the Board of Trustees as the recommended degrees to be conferred by the Board. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 58 in favor and one abstained.

c. Early August 2016 Degree List
The Chair stated that the **motion** from Senate Council that the elected faculty senators approve the early August 2016 degree list, for submission through the President to the Board of Trustees as the recommended degrees to be conferred by the Board. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 56 in favor and none opposed.

d. Late Addition to the Degree List (per *Senate Rules 5.4.1.1.D.1-2*)
i. College of Agriculture Student SN-53
The Chair invited Guest Larry Grabau (AG/Plant Pathology, associate dean for academic programs), to explain the nature of the administrative error and Grabau did so. There were no questions from senators. The Chair said the **motion** from Senate Council was a recommendation that the elected faculty senators amend the December 2015 degree list adopted at the December 14, 2015 Senate meeting by adding the BS in Agriculture with Individualized Curriculum – Sustainable Agriculture for student SN-53 and recommend through the President to the Board of Trustees that the BS Agriculture be awarded effective December 2015. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 55 in favor and one abstained.

6. Committee Reports
a. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair
i. Proposed New Department of Arts Administration
Bailey (AG), chair of the Senate's Academic Organization and Structure Committee (SAOSC), explained the proposal. The Chair said that the **motion** from SAOSC was a recommendation that the Senate approve the establishment of a Department of Arts Administration within the College of Fine Arts and the transfer of the BA and MA degrees in Arts Administration to the new Department of Arts Administration. 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 56 in favor.

ii. Proposed Move of Biosystems Engineering Major from College of Agriculture, Food and Environment to College of Engineering
Bailey (AG) explained the proposal and the Chair said that the **motion** from SAOSC: that the University Senate approve the move of the Biosystems Engineering major from the College of Agriculture, Food and Environment to the College of Engineering. Because the motion came from committee, no **second** was required. Debski (AS) asked if the proposed move would change any of the courses that students in the major would take. Guest Sue Nokes (AG/Biosystems and Agricultural Engineering, department chair) explained that courses had always been offered through the College of Engineering, so nothing about that would change. There being no further questions, a **vote** was taken and the motion **passed** with 57 in favor and one opposed.

iii. Proposed Name Change of Department of Biomedical Engineering to F. Joseph Halcomb III, M.D. Department of Biomedical Engineering
Bailey explained the proposal and the Chair said that the **motion** from SAOSC was a recommendation that the Senate endorse the name change of Department of Biomedical Engineering within the College of Engineering to F. Joseph Halcomb III, M. D. Department of Biomedical Engineering, pending compliance with *Administrative Regulations 8:4* ("Policies Governing Private Funding of Academic Positions"). Because the motion came from committee, no **second** was required. Debski (AS) asked if there were any other units at UK that were named for an individual; Hulse (BE) responded that his department, the Von Allmen School of Accountancy, was one. There being no further questions, a **vote** was taken and the motion **passed** with 43 in favor, 10 opposed, and four abstaining.

iv. Proposed New Sports Medicine Research Institute
Bailey (AG) explained the proposal and the Chair said that the **motion** from SAOSC was a recommendation that the Senate approve the creation of the Sports Medicine Research Institute, a multi-disciplinary research institute, based on its academic merits. 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 53 in favor and none opposed.

The Chair said that the next **motion** from the SAOSC was a recommendation that the Senate endorse the proposed resources for the Sports Medicine Research Institute, a multidisciplinary research institute, and its reporting to the Health Sciences dean, on its nonacademic merits. Because the motion came from committee, no **second** was required. There were no questions from senators, although Tagavi (EN) expressed his support of the proposal. A **vote** was taken and the motion **passed** with 55 in favor and one abstained.

v. Proposed New Institute for Biomedical Informatics
Bailey (AG) explained the proposal and the Chair said that the **motion** from SAOSC was a recommendation that the Senate approve the creation of the Institute for Biomedical Informatics, a multi-disciplinary research institute, based on its academic merits. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 53 in favor and one opposed.

The second **motion** from SAOSC was a recommendation that the Senate endorse the proposed resources for the Institute for Biomedical Informatics, a multi-disciplinary research institute, and its reporting to the Provost, based on its nonacademic merits. 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 49 in favor, two opposed and one abstained.

The Chair offered his thanks to the SAOSC and to Bailey in particular, noting that the SAOSC had reviewed diverse proposals during the academic year, from changing a department name to creating a new college. The Chair gave Bailey a white rose as a token of his appreciation and senators gave Bailey a round of applause.

The Chair invited the next hero of the Senate to come forward and Schroeder did so.

b. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair
i. Proposed New Master of Science in Research Methods in Education
Schroeder (ED) explained the proposal. Ferrier (BE) inquired as to the identity of the young, small individual who Schroeder carried with her to the podium. Schroeder noted the recent arrival of her son, Riley, who made his appearance shortly after the previous Senate meeting. There were no additional questions from senators. The Chair said that the **motion** from the SAPC was a recommendation that the Senate approve, for submission to the Board of Trustees, the establishment of a MS degree 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. A **vote** was taken and the motion **passed** with 53 in favor and none opposed.

ii. Proposed BLS Bachelor of Liberal Studies

Schroeder (ED) explained the proposal and the Chair said that the **motion** from the SAPC was a recommendation that the Senate approve, for submission to the Board of Trustees, the establishment of a new BLS degree with a major in Liberal Studies, in the College of Arts and Sciences. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 48 in favor and four opposed.

iii. Proposed BS Digital Media and Design
Schroeder (ED) explained the proposal and the Chair noted that the **motion** from the SAPC was a recommendation that the Senate approve, for submission to the Board of Trustees, the establishment of a new BS degree with a major in Digital Media and Design, in the School of Art and Visual Studies within the College of Fine Arts. 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 52 in favor and none opposed.

iv. Proposed New Undergraduate Certificate in Universal Design
Schroeder (ED) explained the proposal and the Chair said the **motion** from the SAPC was a recommendation that the Senate approve the establishment of a new Undergraduate Certificate in Universal Design in the Division of Undergraduate Education. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 51 in favor and two opposed.

The Chair thanked Schroeder for all her hard work in reviewing over 20 program proposals during the academic year, noting she did have many other things on her plate. The Chair presented her with a white rose as a token of his appreciation. Senators gave Schroeder a warm round of applause.

c. Advisory Committee for Graduation Composition and Communication Requirement - Jane Jensen and Scot Yost, Co-chairs
i. Proposed Changes to *Senate Rules 5.4.3.1* ("Composition and Communication")
Yost (EN), chair of the Advisory Committee for Graduation Composition and Communication Requirement, noted that his co-chair was unable to attend so he would be addressing both the proposed assessment and substitution policies. He offered senators some background information about the Graduation Composition and Communication Requirement (GCCR) and how it replaced the prior Graduation Writing Requirement. Yost explained the proposed assessment policy for GCCR courses and there were no questions from senators.

Next, Yost (EN) explained the proposed GCCR substitution policy. When he was finished, Guest Anna Bosch (AS/English, associate dean for undergraduate programs) asked for permission to speak and the Chair recognized her. Bosch asked for more detail on who would make a request for a GCCR course substitution, asking if the Advisory Committee for GCCR would accept a department's request or if a student would need to author the petition. Yost referred to the supporting documentation posted with the agenda and said that every substitution would need to be in the form of the petition. Anyone could make the request (faculty member, student, director of undergraduate studies (DUS), etc.) but that the petition must also be attested to by the DUS or department chair to confirm that the request is consistent with what the program was doing relative to GCCR. College of Arts and Sciences Dean Mark Kornbluh expressed concern about the proposed policy, as was C. Wood (AS). There were a number of questions from senators about the substitution process and related activities.

Tagavi asked that the motion be placed on the floor so that someone could call the question. The Chair said that the **motion** from the Advisory Committee for GCCR was a recommendation that the Senate approve the assessment and substitution policies and the associated changes to *Senate Rules 5.4.3.1* ("Composition and Communication"). Because the motion came from committee, no **second** was required. Tagavi **called the question** and Porter **seconded**. A **vote** was taken via a show of hands and the motion **passed** with none opposed.

The Chair said the next vote would be on the committee's motion. During the voting, however, it became apparent from the number of votes appearing on screen that the Senate had lost quorum. Wood called for quorum and there were 40 senators recording votes. {Forty-six senators are required to meet quorum.] Yost noted that the previously existing GCCR transfer agreements had already been done away with, so until Senate approved a substitution policy, there would be no substitutions. In response to a question from Schroeder (ED), Yost confirmed there was a possibility that the lack of a substation policy could prevent some students from graduating. There were comments about the possibility of interim approval by the SC.

The Chair apologized to Yost and the others whose agenda items would not be reviewed by Senate.[1]

The Chair noted that his term as SC chair was coming to an end and that it was time to pass the gavel to the incoming SC chair, Katherine McCormick. The Chair invited McCormick to the podium and presented her with the official gavel. The Chair thanked McCormick for her service as vice chair and commented that she would be a great SC chair. He presented her with a bouquet of white roses and senators gave a round of applause. Vice Chair McCormick presented the Chair with a fine bottle of local spirits and thanked him for his leadership over the past two years. Senators offered their appreciation of the Chair's service via a round of applause in his honor.

The meeting was adjourned at 5:15 pm.

<div style="text-align: right;">

Respectfully submitted by Katherine McCormick,
University Senate Secretary

</div>

Invited guests present: John Abt, Kimberly Anderson, Anna Bosch, Kelly Bradley, Alyssa Eckman, Summer Eglinski, Jonathan Golding, Larry Grabau, Rob Jensen, Scott Lephart, Brett McDaniel, Eric Monday, Abhijit Patwardhan, Rachel Shane, Kathy Sheppard-Jones, John Walz, and GQ Zhang.

Absences: Allaire, Allen, Arthur, Ayers, Bada, Birdwhistell, T., Birdwhistell, M., Blackwell, Brennen, Brown, Browning*, Burks, Butler, J., Calvert, Carvalho, Cassis, Clark, Cofield, Combs, Cox, Crist, DiPaola, Doolen, D'Orazio, Doyle, Firey*, Folmar, Gower, Healy*, Huja*, Jasper*, Jung*, Kearney, Kyrkanides*,

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[1] [Editorial note: At the Senate Council meeting on May 9, 2016, the SC waived *Senate Rules 4.2.2.1* ("Admission to College of Nursing") and *Senate Rules 4.2.3.3* ("College of Medicine") to allow the proposed policies (as described in the Senate's May agenda) to be in effect provisionally until the Senate discusses them at the September Senate meeting. Senate will officially review these two items at its September 12, 2016 meeting, as well as consider the other two items on the agenda that Senate was unable to review at the May 2, 2016 meeting (proposed changes to *Administrative Regulations 2:10* ("Voluntary Series Faculty") and proposed additions of Title IX language to syllabus template/guidelines).]

* Denotes an absence explained prior to the meeting.

Lee, C., Loven, Mullin, Nathu, Niespodziany, O'Connor, O'Hair, D.*, O'Hair, MJ, Peffer*, Profitt, Richey, Royster*, Sachs*, Sanderson, Schoenberg, Schultz, Smyth, Swanson, Symeonidis*, Thorpe, Tick, Tracy, Vosevich, Walz, Watt, Williams, Wilson, K., Witt, and Wood.

Prepared by Sheila Brothers on Thursday, May 19, 2016.

Report of the UK Senate Teaching & Course Evaluation Implementation Ad-Hoc Committee

March 2016

Members approving report:

Dr. Alan Brown (Department of Hispanic Studies, College of Arts & Sciences)
Dr. Roger Brown (Department of Agricultural Economics, College of Agriculture)
Dr. David Fardo (Department of Biostatistics, College of Public Health)
Dr. Jonathan Golding (Department of Psychology, College of Arts & Sciences), Chair
Dr. Andrew Hippisley (Department of Linguistics, College of Arts & Sciences)
Mr. Brett McDaniel (Planning and Assessment Technology Manager, UKAT)
Dr. Peter Mirabito (Department of Biology, College of Arts & Sciences)
Dr. Lisa O'Connor (Department of Library and Information Sciences, College of College of
        Communication and Information)
Dr. Christopher Rice (Enterprise Architect, UKAT)
Dr. Terry Stratton (Department of Medical Education, College of Medicine)

Report of the UK Senate Teaching & Course Evaluation Implementation Ad-Hoc Committee

March 2016

At the 9 March 2015 meeting of University Senate, senators voted to approve a new version of the Teaching and Course Evaluation (TCE; see Appendix A).The new version allows UK to have a common instrument to assess course and instructional quality, and ensures that all units and faculty members assess the curricular quality within their respective disciplines. In addition to a "standard" set of items, the new version will feature (a) a 5-point rating scale; and (b) summary reports detailing the total course enrollment, response count, mean/median scores, and graphical displays of ratings.

In the Spring of 2016, the UK Senate Council formed the Teacher Course Evaluation Implementation Ad-Hoc Committee (TCE-AIC) with the charge of developing an implementation plan for the entire university. It was expected that the recommendations of this committee would be presented to the Teaching Effectiveness Committee chaired by Dr. Lineberry. After discussion and approval, the recommendations would then be voted on by the University Senate.

The committee discussed and voted on a number of major issues and recommendations, including:

1) **Availability of TCE results**
TCE results shall be made available to students and faculty as follows:
   a) Only numerical ratings shall be made available to students, i.e., no written comments; and
   b) Intramural access to TCE results concerning either course academic content or instructor performance shall continue to be managed in accordance with existing academic policy of the University Senate and administrative faculty personnel policy (AR 2:1), with the recommendation that course instructors with a supervisory role in a course (course directors, course coordinators) and the department chair and the college dean of the unit housing the course have access to both numerical and written comments of instructor performance for all instructors in that course.
        a. TCE comments from for example PHY 101 should not be made available to for example Engineering Dean or Chair of History.
   c) To safeguard student anonymity and comply with FERPA, any results (numerical ratings and written comments) for classes with < 5 TCE responses shall not be made available to anyone. However, results will contribute to aggregate UK, College, and Departmental TCE means.

2) **TCE Form**
   a. **Number of Common Questions**
      There will be 15 common questions for all course evaluations with a 5-point scale approved by the University Senate for the TCE.

   b. **Opt-Out Alternative for Questions**

It was agreed that each question will provide an "opt-out" option.

 c. Opt-Out Alternative Label
 It was agreed that the "opt-out" option will be "choose not to rate".

3) Procedural Issues for Completing TCE
 a. Location of Filling out TCE
 The TCE-AIC recommends:

 Course instructors will decide whether or not to dedicate in-class time to completing TCEs.

 b. Instructor Presence
 The TCE-AIC recommends:

 If class time is used to administer TCEs, none of the instructors could be present in the classroom.

 c. Incentives for students
 The TCE-AIC recommends:

 Instructors may not offer additional incentives (e.g., food, extra credit) for TCE completion.

4) Additional TCE Questions

 a. Institutional Evaluation Questions (Required)
 Any required questions from university units (e.g., UKCore, Distance Learning) to be included in the TCE will adopt the same 5-point scale approved by the University Senate for the TCE.

 b. Supplemental Evaluation Questions (Optional)
 The TCE-AIC recommends that no more than 20 additional questions be allowed from Colleges, Departments, and/or individual instructors; allocation of these items, when necessary, should be determined within each academic unit.

 Optional supplemental questions shall be added sparingly and should not replicate existing content; these questions might focus on discipline-specific and course-specific pedagogical innovations.

 c. Submitting Questions
 The TCE-AIC recommends that all supplemental questions must be submitted to UKAT by the first day of each semester.

 d. Ordering of TCE Questions

The Standard 15 questions approved by the Senate will always appear first on the TCE – prior to any additional items.

5) **Exemptions to Completing the TCE**
The TCE-AIC recommends that certain courses with non-traditional delivery, such as those listed below, be exempt from using the UK Senate-approved TCE (alternative assessments of curricular and instructional quality are presumed):

Independent Study
Field-Based Study
Experiential Education
Clinical Practicum (e.g., medical clerkships)
Study Abroad
Residential courses (e.g., 748, 749, 767, 768)
Research courses

6) **Changing the Campus Culture about the TCE**
The TCE-AIC was unanimous in its view that these recommendations alone may not achieve the desired results, and that a concomitant change is needed in the campus culture regarding the TCE.

Historically, it appears that students often do not take the TCE seriously and, as a result, do not provide valuable feedback on course and instructional quality. For example, at UK for Fall 2015, there were 1141 reports that were not generated because of less than 5 responses. Of these, 553 reports would have be generated if the number of students invited (this was 5 or more) would have responded. Compounding this problem is prior data from UK and other schools that suggest moving from a paper to an online format typically decreases response rates. A concerted effort should be made to highlight for learners the value of the TCE - both with regard to course design and delivery improvements, and for promotion and tenure decisions.

It is equally important to educate faculty about the TCE and how resulting data are used for administrative purposes. In addition, our committee strongly encourages all UK units to view TCE results as only *one* means of evaluating courses and instructors - and that additional performance metrics be used toward this end, particularly in P&T decisions.

To initiate a campus-wide culture change regarding the TCE process, it will be necessary for a standing University Senate committee, a unit on campus (e.g., Provost's office), or a joint committee to:

a. spearhead efforts to publicize the importance of the TCE
b. develop a TCE website with instructions and FAQs for faculty and students
c. introduce the topic during K-Week informational sessions
d. offer guidelines for faculty discussions about the TCE to classes
e. offer informational sessions on stakeholders and uses of TCE data at UK
f. determine the nature of TCE email reminders to students and faculty

g. determine the language to be used as a prelude to the TCE itself
h. strategically imbed positively-worded language concerning the TCE on webpages with high student traffic
i. coordinate annual reviews of the TCE process and deal with any related problems, issues, or concerns
j. develop a set of faculty guidelines on the merits of completing the TCE in class versus remotely.

Please note that whichever of the three options option is chosen, representatives from CELT and the Registrar should be included

While we applaud and recognize the complete redesign of the TCE as long overdue, and have tried to reflect deeply on its use and the culture in which any such system is embedded, it must be acknowledged that no perfect set of TCE questions or process of implementation exists. More challenging still is the transformation of the broader campus culture surrounding the TCE.

However, we feel strongly that student learning, curricular improvement, and justifiable P&T decisions are most attainable with the revised TCE and the aforementioned recommendations. Indeed, these recommendations must be considered as a work in progress and should be subject to rigorous, ongoing, and systematic evaluation. We welcome productive suggestions for further improvements to the TCE implementation and future efforts to positively impact the local culture regarding this endeavor. Only in this manner can we hope to make useful changes that will meet the needs of all relevant stakeholders.

Appendix A
University Senate approved version of the Teaching and Course Evaluation (TCE

Student Items
1-S) My classification is _____ (year in school as undergrad, year in school as grad)
2-S) My main reason(s) for taking this course is that it _____.
(is required course, is elective, covers a topic I am interested in)
Note: students will be able to select more than one answer
3-S) My expected grade in the course is a(n) _____.
4-S) Hours I spent per week on the course (excluding class time)
Common Items
Course Organization and Planning
1-C) The course was well organized.
2-C) The instructor was prepared for class.

Clarity, Communication Skills
3-C) The instructor presented material clearly.
4-C) The instructor responded to questions in a manner that aided my understanding of the material.
5-C) The instructor provided material at an appropriate pace.

Student-Instructor Interaction, Rapport
6-C) The instructor treated students with respect.
7-C) Class meetings contributed to my learning of course content.
8-C) The instructor asked questions that stimulated deep consideration of the course content.

Grading and Examinations, Evaluation
9-C) Grading in the course was fair.
10-C) Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.
11-C) I understood why I received my grade in the course

Summary Items
12-C) I consider NAME OF COURSE to be a quality course.
13-C) INSTRUCTOR NAME provided quality teaching.

Open-Ended Comments
1-OEC) Which aspects of the course/instructor were most helpful and why?
2-OEC) Which aspects of the course/instructor would you change and why/how?
3-OEC) Other comments?

Senate Council Ad-Hoc Committee on Calendars Report
March 24, 2016

Committee Members
Kevin Real, Communication and Information, chair
Margaret Bausch, Education
Sharon Lock, Nursing
David Timoney, Registrar

Charge
At the Senate Council meeting on October 27, 2014, the SC approved the charge (below) to the ad hoc Committee on Calendars.
- Review the report from the 2012 ad hoc Committee on Calendars.
- Liaise with the SAPPC to coordinate that committee's review of standardized meeting patterns and any intersections with issues discussed by the new ad hoc Committee on the University Calendar.
- Present SC with recommendations about the 2012 ad hoc committee's report, including limitations, prioritizations, and implementation plans.
- Create and suggest alternatives, if appropriate, to the recommendations from the 2012 ad hoc committee.

Activities
1) Reviewed the report from the 2012 ad-hoc Committee on Calendars. This report recommended the adoption of a policy that would allow for courses to meet during the Fall, Spring, and Summer semesters in accelerated formats of varying lengths. Using a complex algorithm, possibilities for classes that met for 16, 12, 8, 6, 4, 2, and 1 week were developed.
2) Liaised with the SAPPC to coordinate the committee's review of the standardized meeting pattern. We did this by introducing the issues related to the standardized meeting pattern within the ad-hoc committee on calendars. David Timoney and Kevin Real participated in both committees and were familiar with the standardized meeting pattern.
3) As the committee worked, we engaged and considered a number of elements of the calendars proposal. As such, we distilled the issues down to:
   A. College and department autonomy
   B. Summer as single or multiple terms
   C. Implementation of proposal
   D. Classroom availability

Recommendations:
We in favor of allowing departments and colleges more flexibility with offering part-of-term courses. We are also in favor a single summer term.
   A. Colleges and departments can offer courses using the schedules they need to use, within reasonable structural guidelines.
   B. Create a single summer term. Doing this will allow department and college programs more flexibility with offering part-of-term courses during the summer.

C. As an experiment, limit the implementation of the proposal to the newly-created single summer session.
D. Address summer classroom availability in the following ways:
   1) Programs use the classrooms they control for these courses.
   2) Programs will need to coordinate with the Registrar to see if there are other departments that want to do the same. Perhaps these other departments could share the same classroom if their part-of-term courses are sequenced appropriately.
E. The structure of summer is important and issues will need to be addressed. Our committee believes the following should guide scheduling:
   1) Having a scheduling structure in place that enables students to easily take other classes is good
   2) Those depts/colleges that wish to offer courses on different timetables will need formal approval from their Deans.
F. The registrar's office believes we need to retain these options in order to have some structure for a one term summer session.

Time Limit	Start Date	End Date
Summer I 2018	5/8/2018	6/5/2018
First 4 Weeks	5/8/2018	6/5/2018
First 6 Weeks	5/8/2018	6/19/2018
Summer II 2018	6/7/2018	8/2/2018
Second 4 Weeks	6/7/2018	7/6/2018
Second 6 Weeks	6/21/2018	8/2/2018
Third 4 Weeks	7/9/2018	8/2/2018

Some colleges will require a more flexible schedule. We believe that departments and colleges know what works for them. For example, the College of Education needs to have the ability to offer shorter meeting patterns such as two week summer courses. In the department of Department of Early Childhood, Special Education and Rehabilitation Counseling, all summer courses are at the graduate level. Almost all of their students attending summer school are teachers. Many of those teachers live 3-4 hours away. While many of the courses are offered via distance learning, they have a few classes that the students must attend face-to-face in order to gain the necessary hands on skills. For logistical purposes, they offer those courses during the summer. Those students must "move" to Lexington while that class is in session. Any time period longer than two weeks becomes cost prohibitive and extremely difficult for the students to manage due to family and other obligations. There is a teacher shortage in eastern Kentucky and not allowing a UK department to offer some of the required courses for these teachers will only exacerbate the issue. Of course, during those two week courses, faculty are required to meet with the students as many hours as they would in the Spring or Fall semester. The faculty must also cover the same content that they would in the regular academic year. The content is not adjusted, only the meeting pattern.

A second issue for this department is that many of these teachers are in districts in eastern Kentucky where they do not get out of school until mid-June and go back to school in very early August. They must have a meeting pattern that allows the UK department to offer courses at

various starting times during the summer rather than a 4 week start time, 6 week start time, or other designated time.

We understand that not all departments and colleges, because of size and logistical reasons, can offer all of the options. However, in order to serve the students, some departments and colleges need the flexibility of shorter meeting patterns and start and end dates for classes.

Additional Considerations

Fall and Spring
For the fall and spring semesters, classroom resources are currently much too limited to be able to offer more part of term sections. In order to offer more part-of-term courses for these semesters, a concerted effort must be made by all departments and colleges to offer sections that maximize the utilization of a classroom throughout the entire semester. For example, programs could coordinate their schedule of part-of-term courses so that one part-of-term courses takes place for the first half of the semester in a classroom and another one takes place during the second half of the semester in the same classroom. Greater dialogue needs to occur with all colleges in order to make it work for the fall and spring semesters

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Q&A/Updates
On April 11, 2015, Guest Kevin Real (CI/Communication) presented the final report (see below) of the SC's ad hoc Calendar Committee. Guest Margaret Bausch (ED/Early Childhood, Special Education, and Rehabilitation Counseling), who chaired the previous ad hoc calendar committee in 2012, also attended. Real and Bausch explained how both final reports were complementary. The SC discussed the report but focused on a trial run of a 12-week summer semester. During discussion the SC posed a couple follow up questions and asked the Calendar Committee to find the answers.

Questions from SC Responded to October 2015:
1) Can the Registrar's office facilitate delivery of multiple start dates?
ANSWER: Yes, SAP is flexible enough to do this.

2) Can the Registrar's office prevent students from registering for courses with overlapping start/stop dates?
ANSWER: Yes, this is system default.

3) Can the Registrar's office facilitate location of rooms for courses for programs with no departmentally controlled classroom space?
Answer: There will be plenty of space in Summer.

4) How many simultaneous hours should students be allowed to take;
ANSWER: Per Senate Rule 5.2.2., the maximum load for undergraduate students in any combination of the four and eight week sessions/terms shall be thirteen (13) credit hours. The

maximum load for graduate students in any combination of the four and eight week sessions/terms shall be twelve (12) credit hours.

5) How many hours can a student take, total, in a 12-week summer session?
ANSWER: In line with 5.2.2., 13 hours for undergraduates and 12 hours for graduate students.

David Timoney met with staff involved with the Registrar's office and the staff raised further questions for our committee
1) Financial Aid: What about courses offered outside semester?
ANSWER: Keep main campus courses within boundaries of semester

2) Financial Aid: What about withdrawing from class?
ANSWER: See algorithm from 2012 report for when students can drop course.
[appended to end of this file]

3) What will happen with orientation for new/transfer students?
ANSWER: Suggest that that be kept in place

<u>Issues that need be hashed out</u>
4) Will there be dorms available for students?
ANSWER: See housing

5) What type of billing issues will there be in regards to FY?
ANSWER: May affect summer revenue FY split

From:	Hippisley, Andrew R
Sent:	Sunday, January 31, 2016 3:37 PM
To:	Brothers, Sheila C
Subject:	Fwd: summer session proposal

From: "Tracy, Tim" <tim.tracy@uky.edu>
Date: January 31, 2016 at 3:36:08 PM EST
To: "Hippisley, Andrew R" <andrew.hippisley@uky.edu>
Subject: Re: summer session proposal

>   Andrew,
>   I have received this and support this recommendation.
>   Tim
>
>
>   —
>   Timothy S. Tracy, PhD
>   Provost
>   University of Kentucky
>   Main Building, Room 105
>   401 Administration Drive
>   Lexington, KY 40506
>   Assistant: Ann Becker (ann.becker@uky.edu or 859-257-2911)

From: Andrew Hippisley <andrew.hippisley@uky.edu>
Date: Sunday, January 31, 2016 at 3:27 PM
To: Timothy Tracy <tim.tracy@uky.edu>
Subject: summer session proposal

Dear Tim,

Thank you for letting me know that the deans were happy with the proposal to allow for a large summer session while maintaining the two existing sessions. The details of the expanding the summer session recommendation can be found in this report. Would you mind sending me a quick note to confirm? We will then move to a future Senate agenda for a vote.

best,

Andrew

Dr Andrew Hippisley
Professor and Director of Linguistics
Senate Council Chair

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

University Ad Hoc Calendar Committee Proposal

Course Time Period	Deadlines/Milestones				
Undergraduate	**Full Refund**	**Withdraw or reduce course load 80% refund**	**Drop/Not on Transcript**	**Chage type of grade (letter, P/F, Credit, Audit)**	**Withdraw or reduce course load 50% refund**
	11-Jan	10-Jan	18-Jan	1-Feb	1-Feb 8-Feb
Full Semester	Day before class starts	7 days after class starts (4 business days)	21 days after class starts (14 business days)	21 days after class starts (14 business days)	28 days after class starts (19 business days)
Number of total days		103	103	103	103
Percent of total days		6.8%	20.4%	20.4%	27.2%
Number of business days		72	72	72	72
Percent of business days		5.6%	19.4%	19.4%	26.4%
12 Week	Day before class starts	6 days after class starts (3 business days)	17 days after class starts (12 business days)	17 days after class starts 12 business days)	23 days after class starts (16 business days)
Number of total days		84	84	84	84
Percent of total days		7.1%	20.2%	20.2%	27.4%
Number of business days		60	60	60	60
Percent of business days		5.0%	20.0%	20.0%	26.7%
8 Week	Day before class starts	4 days after class starts (2 business days)	11 days after class starts (8 business days)	11 days after class starts (8 business days)	15 days after class starts (10 business days)
Number of total days		56	56	56	56
Percent of total days		7.1%	19.6%	19.6%	26.8%
Number of business days		40	40	40	40
Percent of business days		5.0%	20.0%	20.0%	25.0%
6 Week	Day before class starts	3 days after class starts (2 business days)	8 days after class starts (7 business days)	8 days after class starts (7 business days)	11 days after class starts (9 business days)
Number of total days		42	42	42	42
Percent of total days		7.1%	19.0%	19.0%	26.2%
Number of business days		35	35	35	35
Percent of business days		5.7%	20.0%	20.0%	25.7%
4 Week	Day class starts	2 days after class starts (1 business days)	6 days after class starts (3 business days)	6 days after class starts (3 business days)	7 days after class starts (4 business days)
Number of total days		28	28	28	28
Percent of total days		7.1%	21.4%	21.4%	25.0%
Number of business days		16	16	16	16
Percent of business days		6.3%	18.8%	18.8%	25.0%

N/A

2 Week	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	3 days after class starts (2 business days)
Number of total days		14	14	14	14
Percent of total days		7.1%	7.1%	7.1%	21.4%
Number of business days		10	10	10	10
Percent of business days		10.0%	10.0%	10.0%	20.0%

N/A?

1 Week	Day class starts	N/A	N/A	N/A	1st day of class
Number of total days		5	5	5	5
Percent of total days					20.0%
Number of business days		5	5	5	5
Percent of business days					20.0%

1 Week	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 day after class starts (1 business day)
Number of total days		5	5	5	5
Percent of total days		20.0%	20.0%	20.0%	20.0%
Number of business days		5	5	5	5
Percent of business days		20.0%	20.0%	20.0%	20.0%

April 13, 2015

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) discussed via email the proposal by Program Director Rachel Shane, Arts Administration in the College of Fine Arts (CFA), to change the Program in Arts Administration to a Department of Arts Administration.

The College of Fine Arts (CFA) currently houses four distinct academic units: Arts Administration Program, Department of Theatre and Dance, School of Art and Visual Studies and the School of Music. Additionally, there are two other units: the UK Art Museum and the Singletary Center for the Art

The Arts Administration Program was founded in 1988 and prepares students for the challenges they will meet as professionals in the arts. UK's Arts Administration degree programs are designed to teach students the concepts, technologies, and skills necessary to successfully direct an arts organization. They offer a BA degree and had 128 students enrolled in 2015. In 2013 they added a MA degree and currently have 55 students enrolled. The core of the program is based on activities of 4 full time faculty members in CFA. In addition, the proposal identifies an additional 14 part-time faculty members participating in the program, including faculty from other colleges in the United States.

No additional personnel or costs are associated with transition from program to department. The administrative support for the program is identical to that for the department.

Letters of support were provided by the Dean of CFA, from the chairs giving up the faculty to this new department, the Faculty Advisory Committee and the faculty involved in the program.

SAOSC recommends approval of this proposal. The change is warranted by the current strength of the program and will more accurately reflect its status.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*[1].

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at http://www.uky.edu/Faculty/Senate/forms.htm). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Housed in the College of Fine Arts, the Arts Administration Program is proposing transitioning from program status to department status.				
Contact person name:	Rachel Shane	Phone:	257-7717	Email:	rachel.shane@uky.edu
Administrative position (dean, chair, director, etc.):		Director, Arts Administration Program			

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).

☐	Department of:	
☐	School of:	
☒	College of:	Fine Arts
☐	Graduate Center for:	
☐	Interdisciplinary Instructional Program:	
☐	Multidisciplinary Research Center/Institute:	

Section III – Type of Proposal

Check all that apply.

---

[1] Items a-i are derived from *Senate Rules 3.4.2.A.5.* The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

	A. Changes	
☐	Change to the name of an educational unit.	
☒	Change to the type of educational unit (e.g., from department to school).	
	B. Other types of proposals	
☐	Creation of a new educational unit.	
☐	Consolidation of multiple educational units.	
☐	Transfer of an academic program to a different educational unit.	
☐	Transfer of an educational unit to a different reporting unit.	
☐	Significant reduction of an educational unit.	
☐	Discontinuation, suspension or closure of an educational unit.	
☐	Other (Give a one- or two-sentence description below; a complete description will be in the proposal.	

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).

- ✓ Program review in past three years (attach documentation).

- ✓ Request to Provost for new program review (attach documentation).

- ✓ Open hearing (attach documentation).
  - • SAOSC information must be shared with unit 10 days prior to hearing.
  - • Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate
- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
  - o This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.

- ✓ Approve (or do not approve) the academic status or content of academic program.
  - o This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

SAOSC Proposal for Change
Arts Administration: Department Status

1) What is the impetus for the proposed change?
The Arts Administration Program at the University of Kentucky is proposing a transition from program status to department status.

Founded in 1988, the University of Kentucky's Arts Administration Program offers one of the most comprehensive curriculums in the country. The program prepares students for the challenges they will meet as professionals in the arts. UK's Arts Administration degree programs are designed to teach students the concepts, technologies, and skills necessary to successfully direct an arts organization in a competitive and changing environment.

The program's first degree offering, the Bachelor in Arts in Arts Administration was one of the first undergraduate degrees in Arts Administration in the United States. The program has steadily grown in size. As of fall 2015, BA enrollment in the Arts Administration major and pre-major was 128 students. These numbers are comparable with some other departments in the college and in the university.

The MA in Arts Administration was added in 2013 as the first fully online graduate program at a state university nationwide. It has enrolled students from four continents and 32 states. Its current masters' enrollment is the largest in the College of Fine Arts. As of fall 2015, MA enrollment in the Arts Administration was 55 (the School of Music enrolled a total of 30 masters students in nine degree programs; the School of Arts and Visual Studies enrolled a total of 24 masters students in three degree programs).

The demand for arts administrators is strong. What was once a small niche has transformed into an industry of professionals trained to manage theatres, symphony halls, galleries, museums, community art councils, orchestras, art centers, and many other types of institutions. In fact, the nonprofit arts industry employs approximately 1.3 million individuals annually.

The program advocates a devotion to the arts, an interest in community development and integration, a focus on contemporary and relevant arts trends, and the belief that we can create a positive change by taking skills and knowledge out of the classroom and into the world.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?
Currently, the unit is operating as a department in every way except in tenure and promotion cases:
- We oversee and maintain our own curriculum:
  - We offer our own degree programs (BA and MA);
  - Our courses are offered under our own subject code (AAD);
- Arts Administration assigned faculty teach all of our courses;
- We maintain our own budget and cost codes; and
- Our unit head serves on the college executive committee alongside the other academic unit heads.

Arts Administration is a specific discipline with specific tenure and promotion requirements. This is complicated by not being its own department for tenure and promotion cases and requiring faculty in Arts Administration to tenure in areas outside of their field (currently two faculty members are tenure-track in the School of Art and Visual Studies while our tenured faculty member is in the Department of Theatre and Dance).
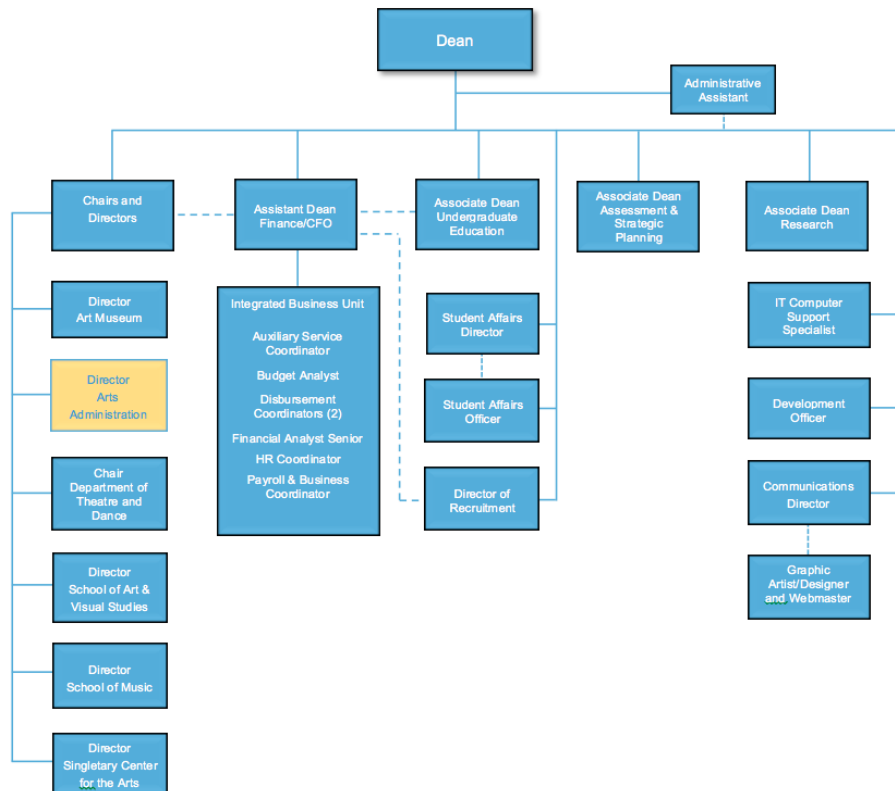
Notably, at our benchmark institutions, as well as other universities that offer arts administration degrees, faculty are able to tenure and get promoted in "arts administration."

We do not perceive any weaknesses in the proposal.

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

The College of Fine Arts (CFA) currently houses four distinct academic units: Arts Administration Program, Department of Theatre and Dance, School of Art and Visual Studies and the School of Music. Additionally, there are two other units: the UK Art Museum and the Singletary Center for the Arts (Figure 1). Currently, the director of the Arts Administration Program reports to the Dean of the College of Fine Arts and serves on the CFA's Executive Dean's Council.

Figure 1. College of Fine Arts Administrative Structure, February 2016

Proposed Structure

If Arts Administration transitions into a department, the administrative structure of the CFA would remain the same as would the reporting structure and service requirements on the Executive Council.

The only change would be in title of the unit and unit head from "Director, Arts Administration Program" to "Chair, Department of Arts Administration."

Proposed Structural Organization of the Unit

There are no structural changes needed in the unit to transition into a department.

Figure 2. Arts Administration Administrative Structure

4) How does the change fit with department, college, and/or university objectives and priorities?
Since Arts Administration has already been operating as an independent unit within the College of Fine Arts, it will continue to serve and support college's objectives and priorities.

It operates with its own budget including holding two endowments (Figure 3).

Figure 3. Arts Administration Endowment Value

Endowment Name	Contributed Value as of FY16 (1.31.16)	Market Value as of FY16 (1.31.16)	FY16 YTD Expenses	FY 2016 Earnings Estimate	FY16 Approved Budget	FY16 Spending % Distribution	Current FY16 Available Balance
GARY B. KNAPP ENDOWED CHAIR IN ARTS	1,000,000	1,043,631	19,594	35,931	42,104	100%	22,510
MICHAEL BRAUN ENDOWED AWARD	31,609	33,569	-	986	1,029	85%	1,029

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?
In 2013 with the addition of the MA in Arts Administration, University of Kentucky became one of the few universities nationwide to offer both undergraduate and graduate degrees in arts administration. Our two benchmark institutions are University of Oregon and Indiana University. Like UK, University of Oregon and Indiana University have a full-time faculty of five, many adjunct and part-time faculty. Additionally, they have a similar number of undergraduate and graduate students.

There is no "field norm" in terms of organizational structure for arts administration and related fields. The degrees are housed in schools, departments and programs. Both the University of Oregon and Indiana University arts administration degrees are housed in schools.

University of Kentucky continues to be the only state university offering degrees in arts administration. It holds membership in the primary professional association, the Association of Arts Administration Educators (AAAE), and accreditation through National Association of Schools of Art and Design (NASAD).

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.
The current unit personnel are appropriately qualified to continue in their current roles in the Department of Arts Administration. All full-time faculty have terminal degrees and years of experience within the discipline. All graduate faculty been approved by the UK Graduate School. Faculty perform traditional and creative research, which they extend into the classroom.

Faculty Member	Qualifications
Dr. Yuha Jung	• PhD in Art Education with a specialization in Museum Management • MPA in Public Administration and Policy • MA in Museum Studies

	• BFA in Fine Arts
Dr. Geri Maschio	• PhD in Theatre History
	• MA in Theatre Management and Theatre History
	• BA in Interdisciplinary Studies
Karen Munnelly	• ABD Ph.D. in Arts Administration, Education & Policy
	• MA in Arts Administration
	• BM in Flute Performance
Dr. Rachel Shane	• PhD in Arts Administration, Education & Policy
	• MA in Arts Administration
	• BA in Theatre

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

The current director, Dr. Rachel Shane, who was voted in for another four-year term by the Arts Administration faculty in fall 2015, would become the interim/acting chair of the department while a search is conducted per Governing Regulation Part VIII 3 and Administrative Regulation 3:15.

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

There will be no changes to DOEs, adjunct or full-time assignments, or voting rights as a result of this proposal. All currently associated Arts Administration faculty will remain with the newly established Department of Arts Administration.

9) Will the proposed change involve multiple schools or colleges?

The change only involves the College of Fine Arts.

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

Currently, arts administration faculty are assigned to different academic units within the College of Fine Arts as follows:

Faculty Member	Unit Assigned
Dr. Yuha Jung	School of Art and Visual Studies
Dr. Geri Maschio	Department of Theatre and Dance
Karen Munnelly	School of Music
Dr. Rachel Shane	School of Art and Visual Studies

All of the faculty have provided letters in support of moving to the Department of Arts Administration. Additionally, all the associated chairs and directors have provided letters affirming their support of the move.

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

The program has established faculty rules including voting rights. The Arts Administration Unit Faculty Rules are published on the UK Senate Faculty website. With the exception of Dr. Maschio, who holds a split appointment in Arts Administration and Theatre and Dance, the Arts Administration faculty do not vote or have advisory roles in other units.

12) Discuss any implications of the proposal for accreditation by SACS and/or other organizations.
University of Kentucky continues to be the only state university offering degrees in arts administration. It holds membership in the primary professional association, the Association of Arts Administration Educators (AAAE), and accreditation through National Association of Schools of Art and Design (NASAD). This change has no impact to accreditation.

13) What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.
The proposed timeline would allow faculty in arts administration to be promoted and receive tenure in the Department of Arts Administration beginning in the 2016-17 academic year. Cases would adhere to the Arts Administration Statement of Evidences, Regular Title Series; Arts Administration Statement of Evidence, Special Title Series.

There are no changes to the degree structure, courses, or graduates. It is projected the student enrollment will grow as we will begin offering spring enrollment for the MA program in spring 2017.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.
The program was launched in 1988 and it has demonstrated its ability to attract and retain students, support them in internships, and engage students in community engagement initiatives. Additionally, the program maintains a high job placement rate. Given its success, forming a department would add to its status in the university and the field.

15) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.
There are no new costs associated with this proposal. Please see enclosed letters from the Dean of the College of Fine Arts and the CFO for the College of Fine Arts.

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the break-down of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.
Please see the attached letter from the Chair of the Faculty Advisory Committee, Brad Kerns, indicating the faculty support for the proposal.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)
Enclosed are letters from all the faculty in Arts Administration, the Dean of the College of Fine Arts, the CFO of

the College of Fine Arts, the Chair of the Faculty Advisory Council and the Chairs and Directors of all the academic units in the College of Fine Arts.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

The only fundamental change created by the new structure will be the oversight of the tenure and promotion process. If approved, in fall 2016, the Department of Arts Administration will conduct the required tenure and promotion reviews for faculty. In every other way, Arts Administration will continue functioning as it has been with its own:
- degree programs,
- courses,
- students,
- budget, and
- organizational reporting structure.

19) Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

Support for this change was provided in our Program Review, which was conducted in spring 2015.

Attached are the following letters of support:

General Letters Supporting Transition
- Dr. Michael Tick, Dean of the College of Fine Arts
- Rachel Copeland, Chief Financial Officer / Assistant Dean of Finance and Administration
- Brad Kerns, Chair of CFA Faculty Advisory Committee
- Dr. Geraldine Maschio, Director of Graduate Studies, Arts Administration
- Dr. Yuha Jung, Assistant Professor, Arts Administration
- Karen Munnelly, Director of Undergraduate Studies and Lecturer, Arts Administration

Donor Unit Letters Releasing Faculty Lines
- Dr. Rob Jensen, Director of the School of Art and Visual Studies
- Dr. John Schieb, Director of the School of Music
- Nancy Jones, Chair of the Department of Theatre and Dance

Letters from Faculty Agreeing to Reassignment to Department of Arts Administration
- Dr. Rachel Shane, Director of Arts Administration Program
- Dr. Geraldine Maschio, Director of Graduate Studies
- Dr. Yuha Jung, Assistant Professor, Arts Administration
- Karen Munnelly, Director of Undergraduate Studies and Lecturer, Arts Administration

College of Fine Arts
Office of the Dean
202 Fine Arts Building
Lexington, KY 40506-0022

administration 859 257-1707
student affairs 859 257-1709
integrated business unit 859 257-8182
fax 859 323-1050

http://finearts.uky.edu

March 2, 2016

Dr. Tim Tracy
Provost
University of Kentucky

Dear Provost Tracy,

I am pleased to write in strong support of the proposal to transition the Arts Administration program to a department. The leadership, faculty and staff have drafted a comprehensive report for our review. There is very little more than I can add other than to state:

- The Arts Administration Program External Review Committee recommended in their Final Report (May 2016) that Arts Administration transition from program status to department status
- This transition would be budget neutral
- Rachel Shane (Program Director) was recently vetted by her faculty and staff to serve a four-year term as program director, effective summer 2016, thus no change in leadership

Although a department is more than its chair/director, I think the following statements, which appear in my letter in support of promotion and tenure for Dr. Shane, illustrate not only her stature in the field, but also the program she has so ably lead:

> As a scholar, Dr. Shane's varied accomplishments place her in a national and international forum of scholars and theorists. Her scholarly work has been eloquently described and praised alike by all six external reviewers. Her recent appointment as Executive Editor for the Journal of Arts Management, Law and Society, widely considered the most prestigious journal in Arts Administration, says a great deal about her scholarship and the respect she garners from her colleagues in the field. Ellen Rosewall (University of Wisconsin-Green Bay), validates my observations, when she states:

> Patricia Dewey Lambert (University of Oregon) states: "[Rachel Shane's] scholarly contributions to the field nationally and internationally are significant. ...while the UK MA program in Arts Administration has only exited for a few years, I already consider it to be the best online program in our field. I do not hesitate to recommend this program to prospective students who insist that they wish to complete an educational program online. In fact, when a team of faculty in my own department recently started assessing the feasibility of
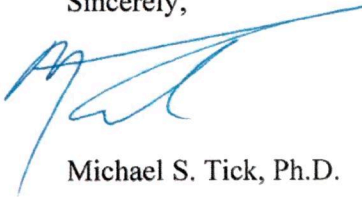
developing g an online arts management program we decided to not proceed in this direction because University of Kentucky is already doing it so well."

"The fact that arts administration educators all over the country seek to publish in the Journal of Arts and Management, Law and Society and that the editorial staff considered Dr. Shane, even as an Assistant Professor, worthy of being selected an Executive Editor, say a great deal about her work and respect." She goes on to say: "in our field there are simply not as many options for academic publication, and so we give equal weight to conference presentations, as this is a more common option for our relatively small field to communicate. We also highly value applied scholarship, which is why Dr. Shane's work in pedagogy and course development is important not only to University of Kentucky, but to the field as a whole."

Best I can tell from UK's document: "Establishing, Modifying or Abolishing an Educational Unit," at this stage we need a Provost Statement prior to vetting with unit faculty and CFA's Faculty Governance Body.

Thank you for your consideration.

Sincerely,

Michael S. Tick, Ph.D.

February 16, 2016

Dr. Andrew Hippisley
Senate Council Chair
Office of the University Senate
203E Main Building

Dear Dr. Hippisley,

I would like to offer my full support for the Arts Administration (AAD) program to transition to an independent department at the University of Kentucky. Their financial structure has been independent since Fiscal Year 2012-2013. Within our College, Arts Administration is housed in department number 8X600 and has 13 separate cost centers.

AAD's financial activity including faculty and staff payroll, programmatic support and operational budget is already accounted for separately from all other College units. Transitioning them to a department will not require any modification from an organizational stand point.

If you would like more detail about AAD's financial independence or structure, please contact me directly at 218-1433 or rachel.copeland@uky.edu.

Thank you,

Rachel Copeland
Chief Financial Officer/Assistant Dean-Finance & Administration

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College of Fine Arts

University Bands
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www.ukbands.org

Dear Dean Tick,

The College of Fine Arts Faculty Advisory Committee supports without reservation the transition of the Arts Administration program to a freestanding academic department. Committee members voiced their support via email to me Monday and Tuesday, April 11-12.

This initiative is long overdue; our students in particular will benefit from this programmatic change. Also, it will strengthen our ability to recruit the best Arts Administration faculty.

Warm regards,

Brad Kerns
Chair, CFA Faculty Advisory Committee
Assistant Professor of Trombone, School of Music

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KENTUCKY

Arts Administration Program

205 Fine Arts Building
Lexington, KY 40506-0022

859 257-9616
http://finearts.uky.edu/arts-administration

February 18, 2016

Dr. Andrew Hippisley
Senate Council Chair
Office of the University Senate
203E Main Building

Dear Dr. Hippisley:

As the founder of the Arts Administration Program some 28 years ago, I offer my historical perspective on the program in support of its request for department status.

From the start, the program was conceived as separate from the other units in the college. The various deans under whom I and the other directors worked, all treated the program as its own unit, and each of the deans anticipated that the program would be a department as soon as it reached certain benchmarks. Those benchmarks—number of faculty, staff support, and enrollment—have all been reached and exceeded.

There is a core of highly dedicated, fully credentialed faculty. There are two staff members, one of whom is a full-time instructional designer that serves both faculty and students. The Program Director functions as a chair within the unit and in the college as a member of the Dean's Executive Committee (chairs' council). The Program Director manages a budget that is independent of any other unit's budget. She leads the faculty on policies and courses of study, and she designed and initiated a new MA degree in concert with the faculty.

The graduate program has an enrollment of 55 and draws students from India, the Maurtius Island, Europe, and from some 26 different states, literally from coast to coast. This degree is the only fully online MA in Arts Administration in a public university, and serves as a model for other schools wishing to design similar programs. The undergraduate degree enrolls 128 students. The majority of these students are from Kentucky. A number are also from the Academic Common Market. As the only Arts Administration Program in the Commonwealth, UK's Arts Administration provides an important service, addressing the needs of various creative industries around the state. (The creative industries of Kentucky employ more than auto, aircraft, IT and communications industries, according to the Kentucky Creative Industry Report of 2014). These students deserve to have a degree from a department and not from just a "program."

The Arts Administration Program is, in all ways except in name, a department.
The Program Director functions as a department chair in all ways save one—in matters of promotion and tenure. The field of arts administration has its own standards for scholarship. However, because Arts Administration is not a department is cannot tenure its own faculty. This is problematic. From my experience, I have seen that some faculty members have difficulty in evaluating those standards: administering the arts is far different from making or theorizing about them. Others do not understand why they are called upon to evaluate members of a different unit with which they have little or no connection.

As the former director of the program and current DGS, I must emphatically declare that the Arts Administration Program needs to be its own department. There will be no change in how it operates, its funding, or its administration other than that it will be given the status it deserves and will be able to tenure and promote its own faculty.

Sincerely,

Geraldine Maschio, Ph.D.
DGS of Arts Administration

Dr. Andrew Hippisley
Senate Council Chair
Office of the University Senate
203E Main Building

Dr. Andrew Hippisley:

I am writing to communicate my strong support to transform the Arts Administration program into its own department within the College of Fine Arts. The program already functions like a department within the College of Fine Arts because of its work with all types of arts organizations, and it encompasses all arts disciplines within the College, including but not limited to Music, Theater, Dance, and Visual Art. By our analysis, the transformation into a department would not result in any major structural changes within the College, and at the same time it would eliminate unnecessary confusion among colleagues from other units and departments regarding the official standing of the Arts Administration program.

One of the great strengths of our Arts Administration program is that it is inclusive of all forms of arts. This is different from Florida State University, for example, which has three different Arts Administration programs housed under College of Music, Department of Art Education, and College of Fine Arts (focused on Theatre Management). While this might be working well for Florida State, our program addresses all arts forms in one program and therefore it provides a cohesive and efficient curriculum to students and a wide range of research opportunities to faculty members. Through our expansive yet lean and inclusive model, we have outgrown our current status, and we will be able to better serve our students as a distinct department.

UK's Arts Administration program is one of a few programs in the country that offers an undergraduate degree in Arts Administration, and its relatively new master's program is growing steadily since it was first established in 2013. In addition, the program has been around for 28 years, making it one of the oldest and most distinguished Arts Administration programs in the country. The program has grown tremendously over the last couple of years, having more than 125 students in the undergraduate program and 55 in the graduate program. It also has hired more full-time faculty members, a full-time administrative coordinator, and a full-time instructional designer for its fully online master's program. I firmly believe that this is the time that we make the status of Arts Administration within the college more official and move forward with even more impressive teaching, research, and service goals. Feel free to contact me if you have any questions or need additional information from me.

Sincerely,

Yuha Jung, PhD
Assistant Professor of Arts Administration
College of Fine Arts

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Arts Administration Program

205 Fine Arts Building
Lexington, KY 40506-0022

859 257-9616
http://finearts.uky.edu/arts-administration

February 15, 2016
Dr. Andrew Hippisley
Senate Council Chair
Office of the University Senate
203E Main Building

Dear Dr. Hippisley

I am writing this letter in support of the Arts Administration Program's application to transition from program to department status. For many years the Arts Administration Program has functioned as a department and been treated as a department by the College of Fine Arts. Because the Arts Administration Program is already functioning as a department this modification will not result in any major changes to the structure of the College of Fine Arts or have significant budget ramifications.

Arts Administration is a recognized academic discipline with both national and international conferences, including the Association of Arts Administration Educators and the International Conference on Social Theory, Politics & The Arts. The field also has several major scholarly journals including The Journal of Arts Management, Law, & Society, The International Journal for Arts Management and the American Journal for Arts Management. While Arts Administration is related to Art & Visual Studies, Dance, Music and Theatre, it is very much its own academic discipline. The current structure of the College of Fine Arts does not reflect this.

The Arts Administration Program at the University of Kentucky has continued to grow. The 2015-2016 academic year had the largest freshman class in the program's history, which speaks to the awareness of the field among incoming students. This year we have also seen the undergraduate program's total enrollment numbers at an all time high. Our online Master of Arts program, which launched in 2013 has continued to grow and as a result we will be adding a spring enrollment for new students.

I support without hesitation the Arts Administration Program's application to transition from program to department status. I believe this change will better allow us to serve our students and represent the field of Arts Administration.

Sincerely,

Karen Munnelly

Karen Munnelly
Director of Undergraduate Studies &
Lecturer in Arts Administration
859.257.4142
karen.munnelly@uky.edu

April 11, 2016

TO: University Senate
FROM: Dr. Rob Jensen, Director SA/VS

I am writing in support of the proposed creation of an independent department of arts administration. The School of Art and Visual Studies is willing to give up the faculty assignments of Rachel Shane and Yuha Jung so that they can join the faculty of the new department.

Sincerely yours,

Dr. Rob Jensen
Director, School of Art & Visual Studies
Robert.Jensen@uky.edu

see
blue.

University of Kentucky

School of Music
College of Fine Arts
105 Fine Arts Building
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MEMORANDUM

TO: MICHAEL TICK, DEAN
            COLLEGE OF FINE ARTS

FROM: JOHN W. SCHEIB, DIRECTOR
            SCHOOL OF MUSIC

SUBJECT: LETTER OF SUPPORT FOR ARTS ADMINISTRATION PROGRAM TO BECOME DEPARTMENT

DATE: APRIL 11, 2016

Please accept this letter as my official endorsement of the Arts Administration program becoming a department in the College of Fine Arts. Of course, this is a logical next step in the evolution of this strong program. Simply put and as many others have commented, this change seems long overdue. Please know that the School of Music readily releases Lecturer Karen Munnelly from any music unit responsibilities and obligations in order for this transition to occur.

Subject: FW: Arts Administration (support from Theatre)

Date: Monday, April 11, 2016 at 10:47:20 AM Eastern Daylight Time

From: Tick, Michael

To: Shane, Rachel

Michael S. Tick, Ph.D.
Dean, College of Fine Arts and
Professor of Theatre
University of Kentucky
202 Fine Arts Building
Lexington, KY 40506-0022
Executive Assistant: belinda.rubio@uky.edu 859-257-1707

On 4/11/16, 10:35 AM, "Jones, Nancy C" <Nancy.Jones@uky.edu> wrote:

> Dear Dean Tick,
>
> As Chair of the Department of Theatre and Dance I support the Arts Administration program transitioning from a program to a stand alone department. Also, I support transferring 50% of Professor Geri Maschio's line to the Arts Administration program.
>
> Sincerely,
>
> Nancy Jones
>
> Nancy C. Jones, Chair
> Department of Theatre and Dance
> University of Kentucky
> 859.257.8166
> www.nancycjones.com
> finearts.uky.edu/theatre

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Arts Administration Program

205 Fine Arts Building
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April 11, 2016

Senate Council
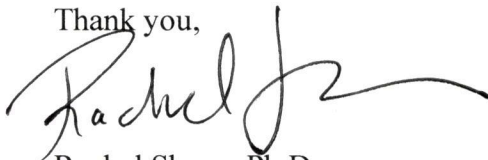Office of the University Senate
203E Main Building

Dear Senate Council,

Currently, I have a tenure home in the School of Art and Visual Studies. If Arts Administration becomes a department, I would be delighted to have a new tenure home in the Department of Arts Administration.

As the Director of the Program, the position currently assigns 100 percent of my time to Arts Administration. I do not have any teaching, research, service or administrative requirements in the School of Art and Visual Studies.

Given the fundamental differences in the discipline of arts administration and the other areas in the College of Fine Arts (Art and Visual Studies, Music and Theatre and Dance), it makes the most sense for faculty in Arts Administration to have their appointments in Arts Administration.

Thank you,

Rachel Shane, Ph.D.
Director, Arts Administration

Dr. Andrew Hippisley
Senate Council Chair
University of Kentucky

Dear Dr. Hippisley,

As the founder of the Arts Administration Program, I would be delighted to have my tenure home moved to Arts Administration. However, given that I teach both Arts Administration and Theatre courses, it would be most appropriate for my appointment to be split between Arts Administration and Theatre, where I am tenured.

Sincerely,

Geraldine Maschio, Ph.D.
Director of Graduate Studies
in Arts Administration
and Theatre Faculty

April 11, 2016

Dr. Andrew Hippisley
Senate Council Chair
Office of the University Senate
203E Main Building

Dr. Andrew Hippisley:

     In response to the request to identify whether I want to be placed in the new academic department, I firmly state that I want to have my tenure home in the newly established Arts Administration Department. This makes a lot more sense to me as I am evaluated by Arts Administration specific guidelines and the people who understand Arts Administration as a discipline and field of research.

Sincerely,

Yuha Jung, PhD
Assistant Professor of Arts Administration
College of Fine Arts

see blue.

UK UNIVERSITY OF KENTUCKY

Arts Administration Program

205 Fine Arts Building
Lexington, KY 40506-0022

859 257-9616
http://finearts.uky.edu/arts-administration

April 11, 2016

Dear Dr. Bailey,

I am writing this letter in support of the Arts Administration Program's application to transition from program to department status. For many years the Arts Administration Program has functioned as a department and been treated as a department by the College of Fine Arts. Because the Arts Administration Program is already functioning as a department this modification will not result in any major changes to the structure of the College of Fine Arts or have significant budget ramifications.

At the moment my faculty appointment is in the School of Music. If Arts Administration were to become its own department, I would be happy to have my appointment changed from Music to Arts Administration. My position already functions as if the appointment is within Arts Administration. I have not actually had any interaction with the School of Music since arriving at UK in August of 2015. Given my background in arts administration, this change of appointment location would not present any issues for me.

I support the Arts Administration Program's application to transition from program to department status and would be happy to have my faculty appointment changed to Arts Administration. I believe this change will better allow us to serve our students and represent the field of Arts Administration.

Sincerely,

Karen Munnelly

Karen Munnelly
Director of Undergraduate Studies &
Lecturer in Arts Administration
859.257.4142
karen.munnelly@uky.edu

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UK | ARTS ADMINISTRATION PROGRAM

Proposal to Establish a Department of Arts Administration

Introduction

The Arts Administration Program at the University of Kentucky is proposing a transition from program status to department status.

Founded in 1988, the University of Kentucky's Arts Administration Program offers one of the most comprehensive curriculums in the country. The program prepares students for the challenges they will meet as professionals in the arts. UK's Arts Administration degree programs are designed to teach students the concepts, technologies, and skills necessary to successfully direct an arts organization in a competitive and changing environment.

The program's first degree offering, the Bachelor in Arts in Arts Administration was one of the first undergraduate degrees in Arts Administration in the United States. The program has steadily grown in size. As of fall 2015, BA enrollment in the Arts

Administration major and pre-major was 128 students. These numbers are comparable with some other departments in the college and in the university.

The MA in Arts Administration was added in 2013 as the first fully online graduate program at a state university nationwide. It has enrolled students from four continents and 32 states. Its current masters' enrollment is the largest in the College of Fine Arts. As of fall 2015, MA enrollment in the Arts Administration was 55 (the School of Music enrolled a total of 30 masters students in nine degree programs; the School of Arts and Visual Studies enrolled a total of 24 masters students in three degree programs).

The demand for arts administrators is strong. What was once a small niche has transformed into an industry of professionals trained to manage theaters, symphony halls, galleries, museums, community art councils, orchestras, art centers, and many other types of institutions. In fact, the nonprofit arts industry employs approximately 1.3 million individuals annually.
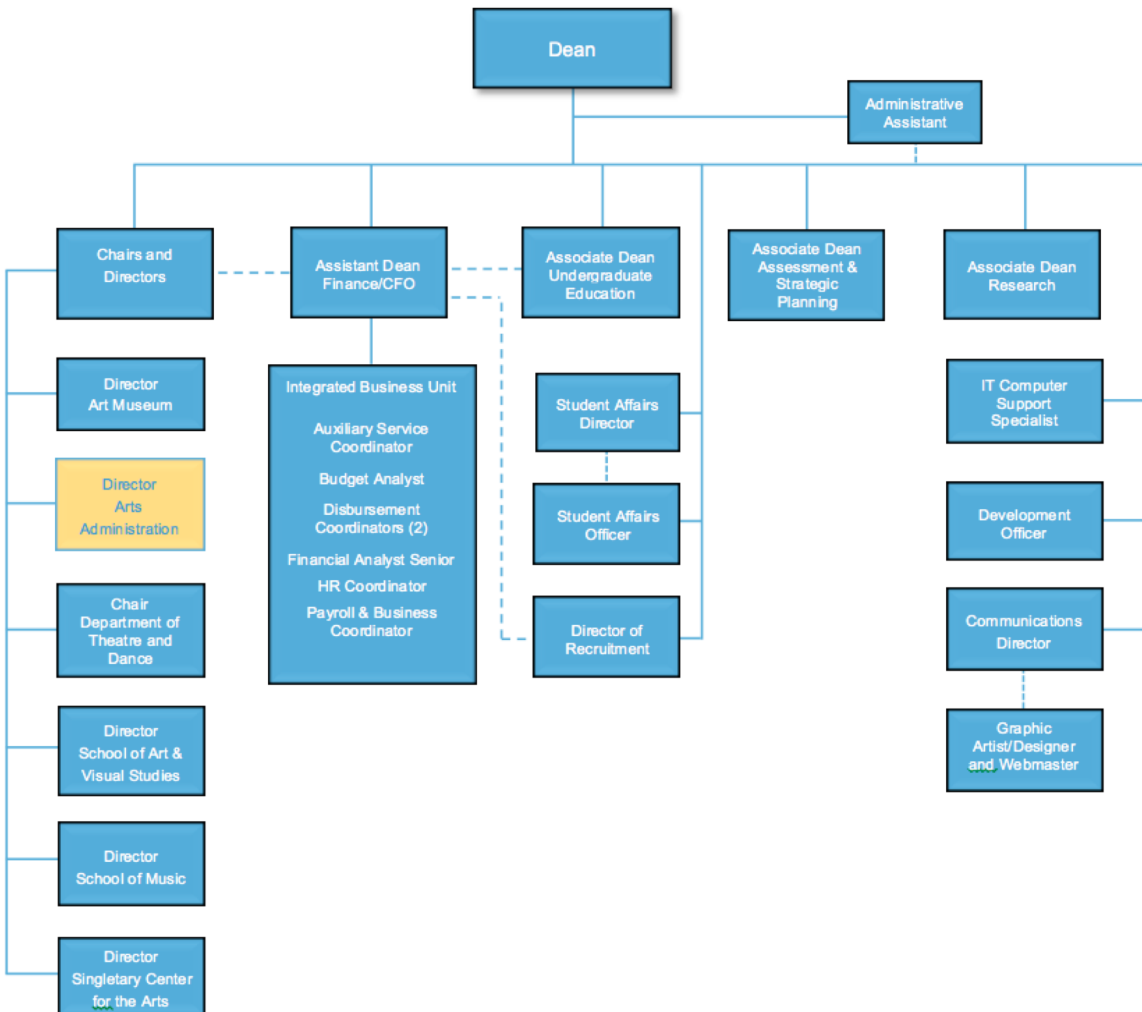

The program advocates a devotion to the arts, an interest in community development and integration, a focus on contemporary and relevant arts trends, and the belief that we can create a positive change by taking skills and knowledge out of the classroom and into the world.

Administrative Feasibility

Current Structure
The College of Fine Arts (CFA) currently houses four distinct academic units: Arts Administration Program, Department of Theatre and Dance, School of Art and Visual Studies and the School of Music. Additionally, there are two other units: the UK Art Museum and the Singletary Center for the Arts (Figure 1). Currently, the director of the Arts Administration Program reports to the Dean of the College of Fine Arts and serves on the CFA's Executive Dean's Council.

Figure 1. College of Fine Arts Administrative Structure, February 2016

Proposed Structure

If Arts Administration transitions into a department, the administrative structure of the CFA would remain the same as would the reporting structure and service requirements on the Executive Council.

The only change would be in title of the unit and unit head from "Director, Arts Administration Program" to "Chair, Department of Arts Administration."

Staff and Facilities, and Budgetary Requirements

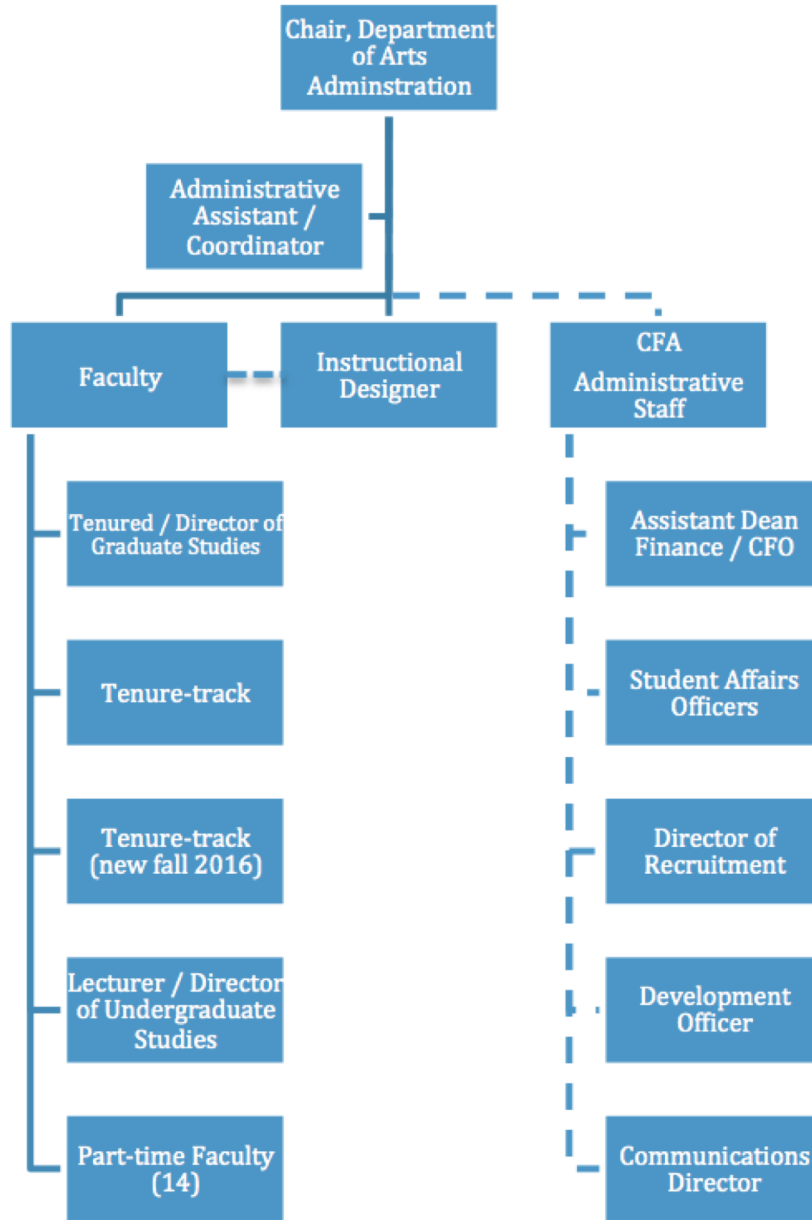*Current Structural Organization of the Unit*

The current structure of the unit includes a unit director, two tenure-track positions (with a third position starting in fall 2016), a lecturer, 14 part-time faculty, a full-time instructional designer and an administrative assistant / coordinator. The unit head works in conjunction with the CFA administrative staff for financial management, professional student advising, recruitment, development and communications (Figure 2).

In fall 2015, the Arts Administration Program moved into a newly renovated space in the Fine Arts Building on the 2nd floor (the space was vacated by the School of Art and Visual Studies). This new space provides a reception area for Arts Administration where the administrative assistant / coordinator works; private offices for the unit head and all faculty members; a private office for the instructional designer; a work space for teaching assistants and student workers as well as a work/break room for faculty and staff.

Proposed Structural Organization of the Unit

There are no structural changes needed in the unit to transition into a department.

Figure 2. Arts Administration Administrative Structure

How the unit and fits with department, college, and/or university objectives and priorities
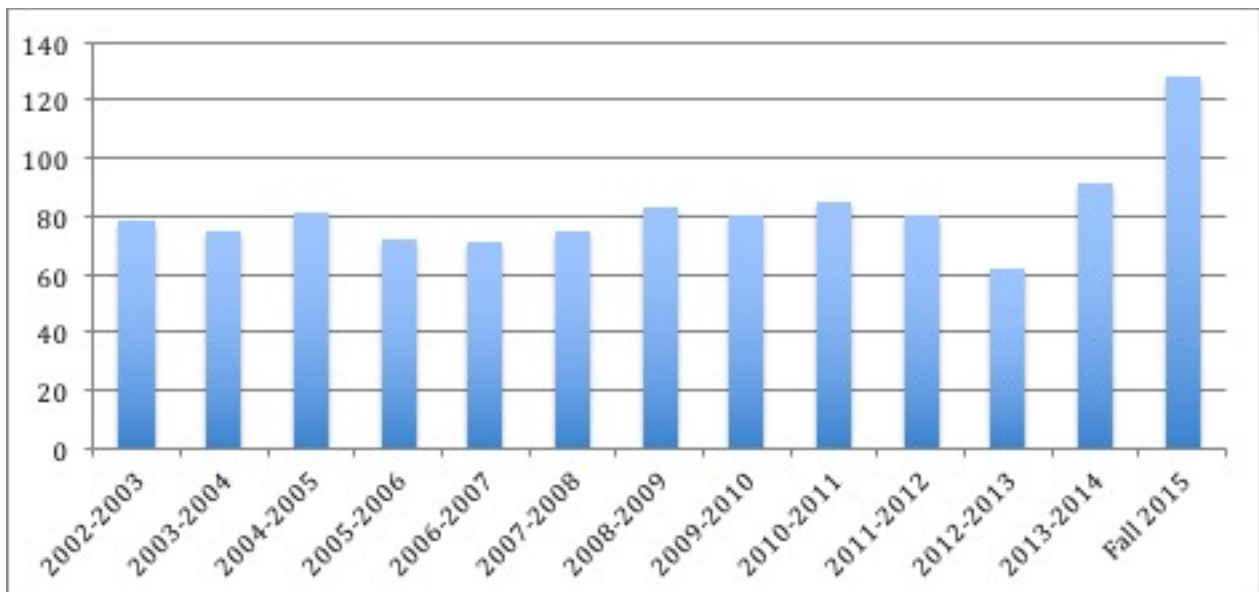
Since Arts Administration has already been operating as an independent unit within the College of Fine Arts, it will continue to serve and support college's objectives and priorities. It operates with its own budget including holding two endowments (Figure 3).

Figure 3. Arts Administration Endowment Value

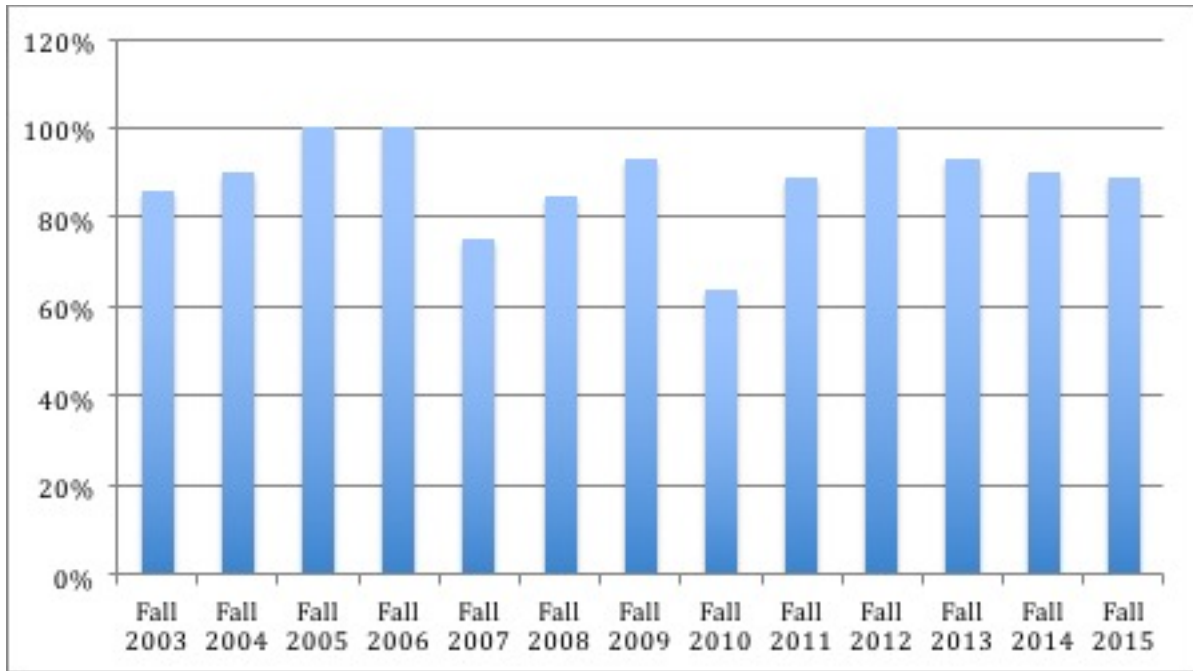| Endowment Name	Contributed Value as of FY16 (1.31.16)	Market Value as of FY16 (1.31.16)	FY16 YTD Expenses	FY 2016 Earnings Estimate	FY 16 Approved Budget	FY16 Spending % Distribution	Current FY16 Available Balance
Gary B. Knapp Endowed Chair in Arts	1,000,000	1,043,631	19,594	35,931	42,104	100%	22,510
Michael Braun Endowed Award	31,609	33,569	-	986	1,029	85%	1,029

Since 2002, the BA in Arts Administration has seen a steady increase in enrollments (Figure 4). In the last decade, there has been a 77.8 percent increase in majors (72 in 2016 to 128 in 2015).

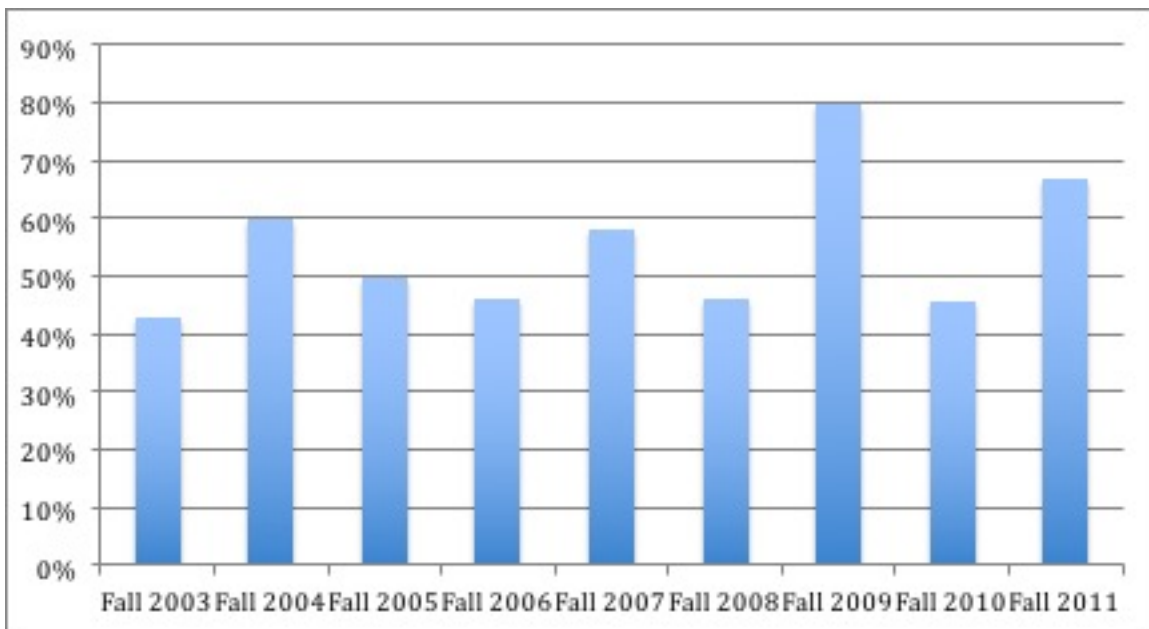**Figure 4. Arts Administration BA Enrollment**

In addition to growing enrollment, our retention rates are consistently high with an average of 89 percent retention over the last 12 years (Figure 5).

Figure 5. Arts Administration BA 1ˢᵗ to 2ⁿᵈ Year Retention (in College)

The 4-year graduation rate is at an average of 55 percent for the last nine years (Figure 6). Notably, however, the highest graduate rates (67 percent and 80 percent) came within the last three graduating classes of students.

Figure 6. Arts Administration BA Graduation Rates

Launched in 2013, the highly innovative

MA online in Arts Administration already has an enrollment of 55 students and an acceptance rate of 54%. Retention in the first year of the MA program from 1st to 2nd year was 82% which is higher than the national MA retention rate for students at public universities (70%).[1]

In 2016-17, the MA will expand its offerings by opening a spring-based cohort in addition to its fall cohort. This has the potential to exponentially expand enrollment. The MA in Arts Administration serves as a model for other UK degree programs and other universities seeking to develop online programs.

Offering both undergraduate and graduate degrees, it would be consistent with other units at UK in the university for Arts Administration to have department status. This would allow Arts Administration to benefit through inclusion in academic leadership programs as well as streamline processes including course approvals, and tenure and promotion.

[1] ACT. *National Collegiate Retention and Persistence to Degree Rates*. 2012. Page 3.

Position of the unit relative to state and benchmark institutions, and to SACS/CPE/professional accrediting bodies

In 2013 with the addition of the MA in Arts Administration, University of Kentucky became one of the few universities nationwide to offer both undergraduate and graduate degrees in arts administration. Our two benchmark institutions are University of Oregon and Indiana University. Like UK, University of Oregon and Indiana University have a full-time faculty of five, many adjunct and part-time faculty. Additionally, they have a similar number of undergraduate and graduate students.

There is no "field norm" in terms of organizational structure for arts administration and related fields. The degrees are housed in schools, departments and programs. Both the University of Oregon and Indiana University arts administration degrees are housed in schools.

University of Kentucky continues to be the only state university offering degrees in arts administration. It holds membership in the primary professional association, the Association of Arts Administration Educators (AAAE), and accreditation through National Association of Schools of Art and Design (NASAD).

Evaluation for meeting the objectives for forming a new structure and timing

Currently, the unit is operating as a department in every way except in tenure and promotion cases. Arts Administration is a specific discipline with specific tenure and promotion requirements. This is complicated by not being its own department for tenure and promotion cases and requiring faculty in Arts Administration to tenure in areas outside of their field (currently two faculty members are tenure-track in the School of Art and Visual Studies while our tenured faculty member is in the Department of Theatre and Dance).

Notably, at our benchmark institutions, as well as other universities that offer arts administration degrees, faculty are able to tenure and get promoted in "arts administration."

The proposed timeline would, faculty in arts administration would be able to be promoted and receive tenure in the Department of Arts Administration beginning in the 2016-17 academic year. Cases would adhere to the Arts Administration Statement of Evidences, Regular Title Series; Arts Administration Statement of Evidence, Special Title Series; and the Arts Administration Unit Faculty Rules as published on the UK Senate Faculty website.

Plans for student recruitment, enrollment, education, and competitiveness
The program was launched in 1988 and it has demonstrated its ability to attract and retain students, support them in internships, and engage students in community engagement initiatives. Additionally, the program maintains a high job placement rate. Given its success, forming a department would add to its status in the university and the field.

Qualifications of the key unit personnel

The current unit personnel are appropriately qualified to continue in their current roles in the Department of Arts Administration. All full-time faculty have terminal degrees and years of experience within the discipline. All graduate faculty been approved by the UK Graduate School. Faculty perform traditional and creative research, which they extend into the classroom.

The current director, who was voted in for another four-year term in fall 2015, would become the chair of the department.

In summation, the Arts Administration Program would like to modify its status to the Department of Arts Administration. Currently, Arts Administration is home to two degree programs and serves approximately 200 students annually in the BA and MA programs. The modification requires no additional faculty, staff, resources or other budget implications. There are also no changes required to the administrative structure of the College of Fine Arts or the proposed Department of Arts Administration.

Appendix

Letters of Support

- Dr. Michael Tick, Dean of the College of Fine Arts
- Rachel Copeland, Chief Financial Officer/Assistant Dean-Finance & Administration
- Dr. Geraldine Maschio, Director of Undergraduate Studies, Arts Administration
- Dr. Yuha Jung, Assistant Professor, Arts Administration
- Karen Munnelly, Director of Undergraduate Studies and Lecturer, Arts Administration

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UK | ARTS ADMINISTRATION PROGRAM

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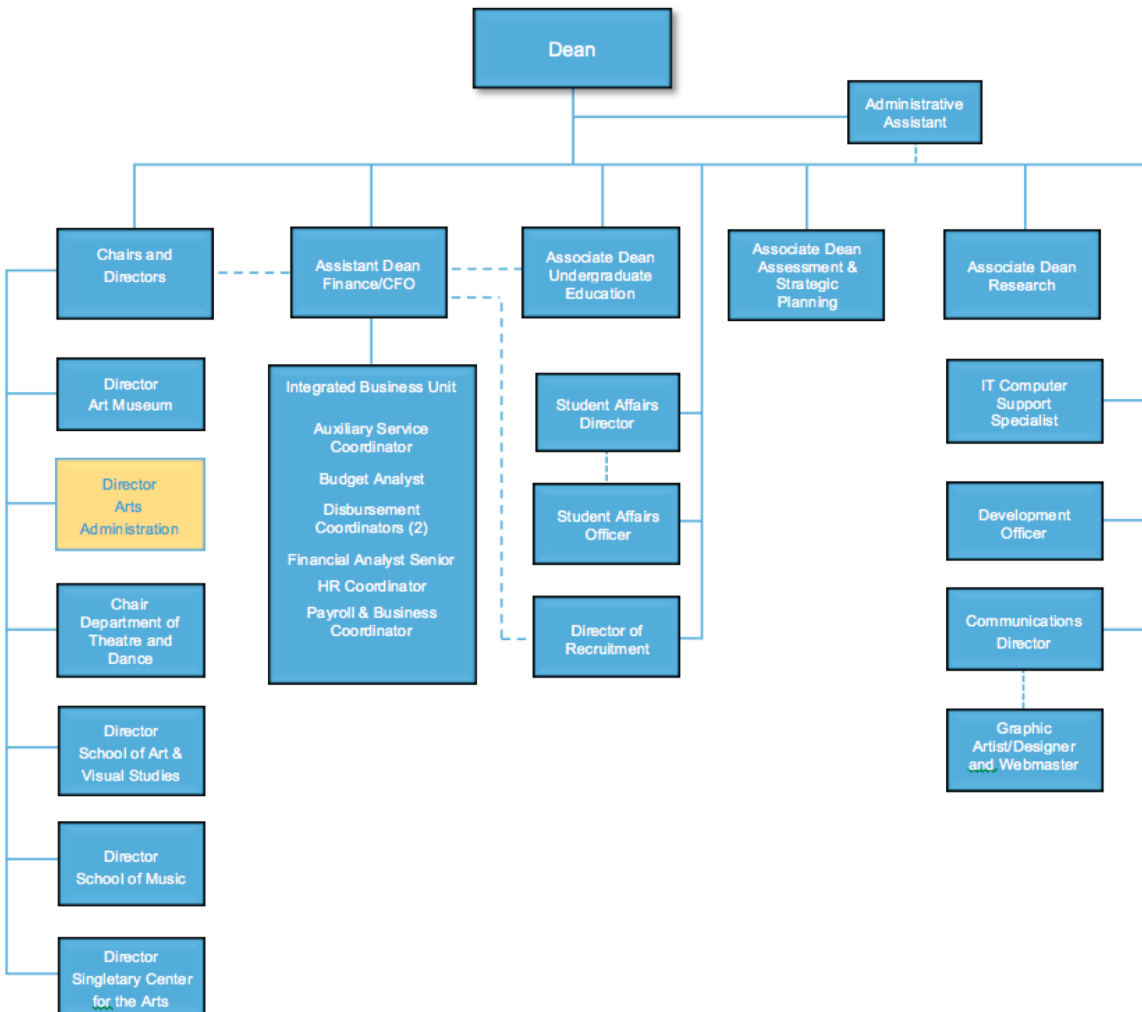

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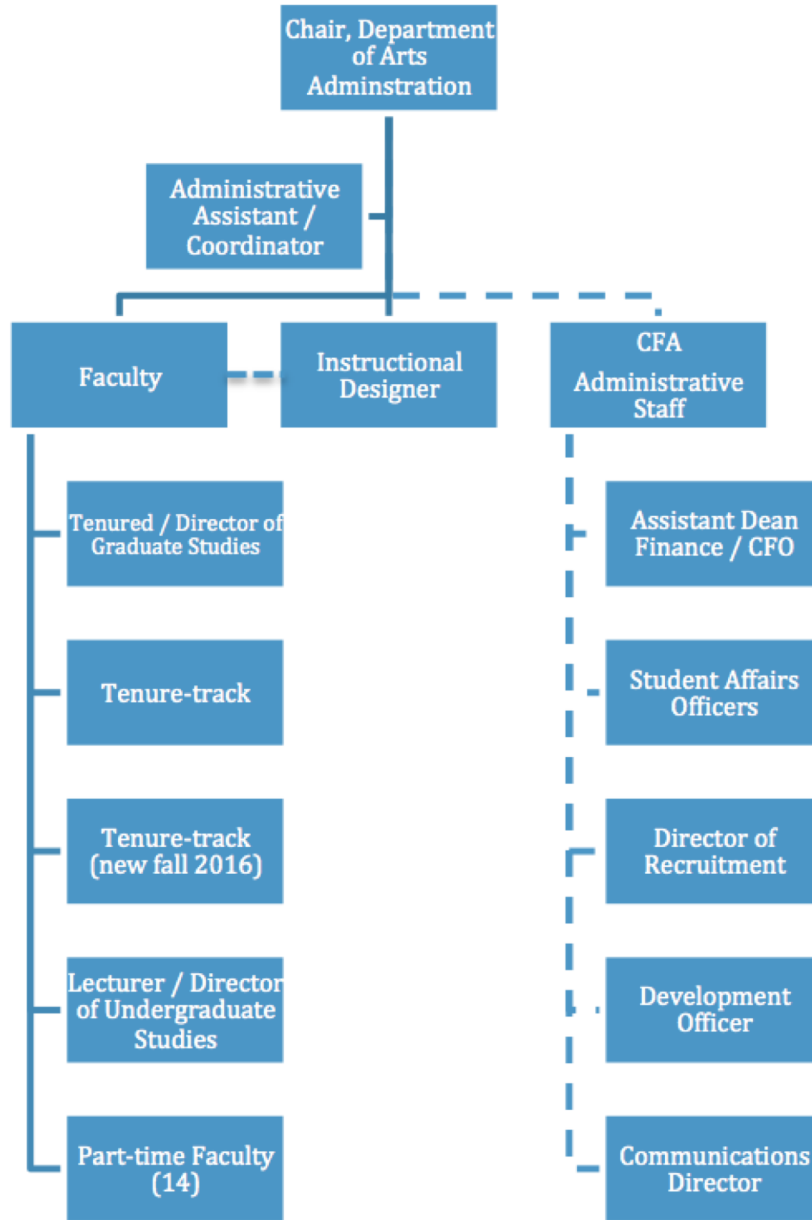*Current Structural Organization of the Unit*

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```
                    Chair, Department
                       of Arts
                     Adminstration

              Administrative
              Assistant /
              Coordinator

    Faculty        Instructional        CFA
                    Designer        Administrative
                                        Staff

    Tenured / Director of            Assistant Dean
    Graduate Studies                 Finance / CFO

    Tenure-track                     Student Affairs
                                     Officers

    Tenure-track                     Director of
    (new fall 2016)                  Recruitment

    Lecturer / Director              Development
    of Undergraduate                 Officer
    Studies

    Part-time Faculty                Communications
    (14)                             Director
```

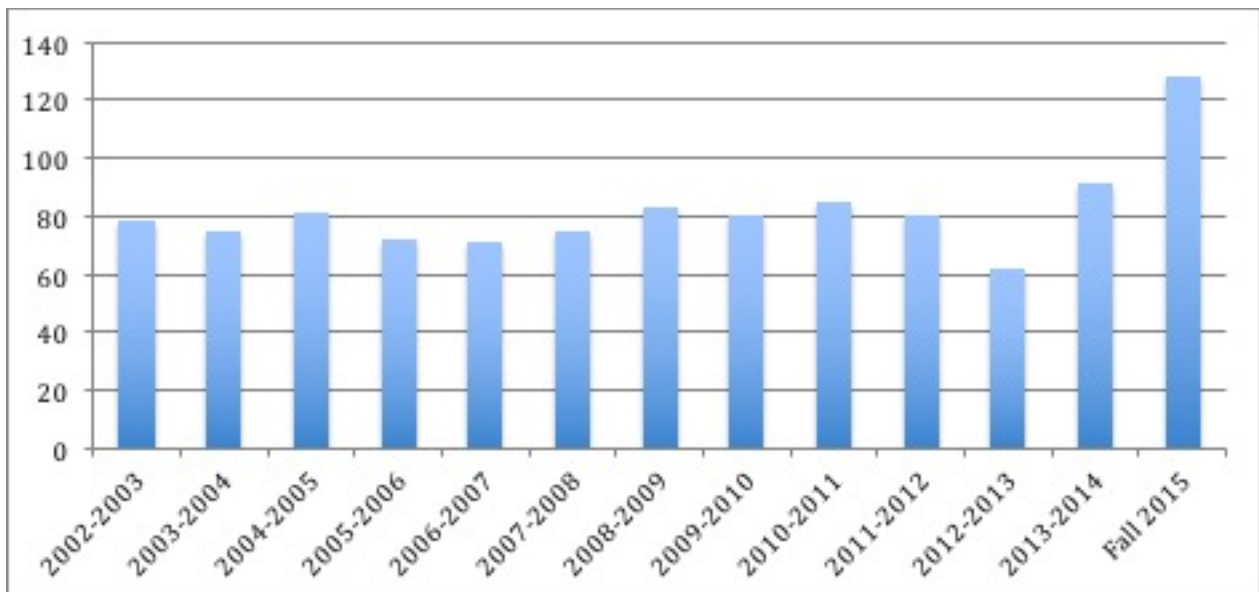***How the unit and fits with department, college, and/or university objectives and priorities***

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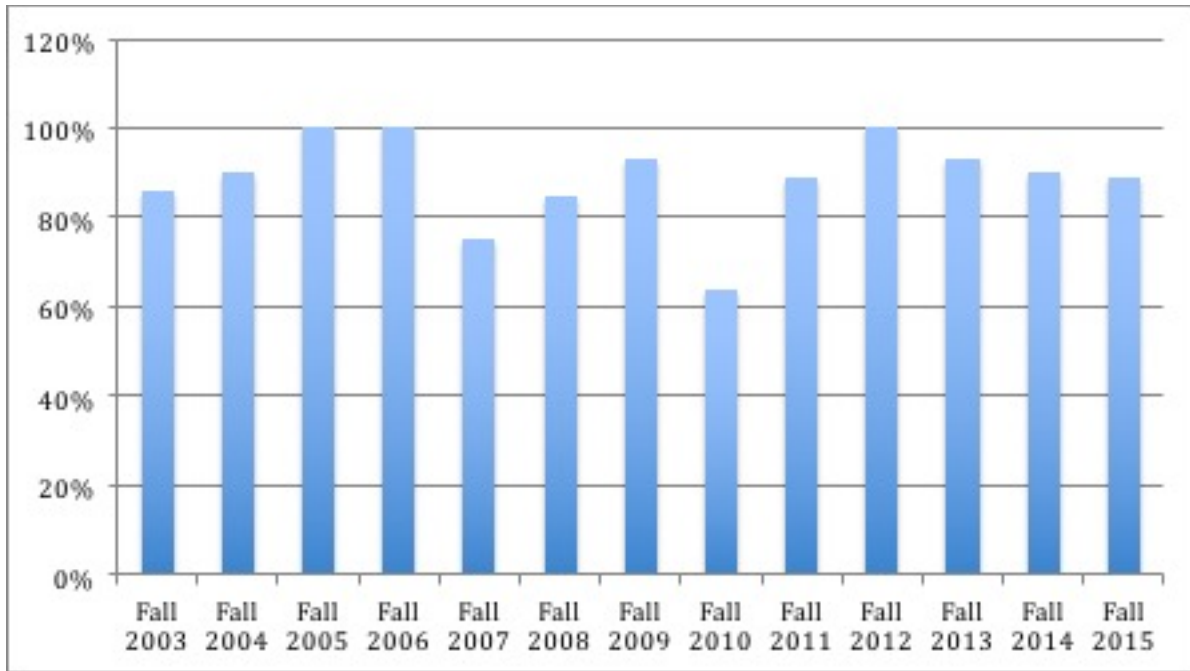| Endowment Name	Contributed Value as of FY16 (1.31.16)	Market Value as of FY16 (1.31.16)	FY16 YTD Expenses	FY 2016 Earnings Estimate	FY 16 Approved Budget	FY16 Spending % Distribution	Current FY16 Available Balance
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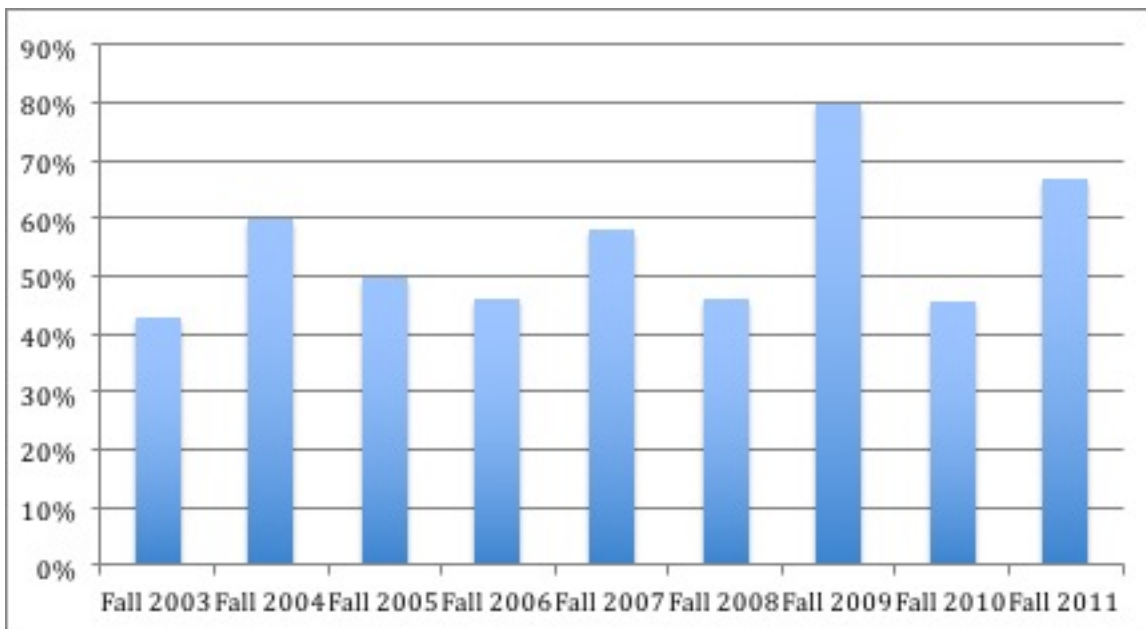**Figure 4. Arts Administration BA Enrollment**

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April 13, 2015

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

      The Senate Academic Organization and Structure Committee (SAOSC) discussed via email the proposal by Associate Dean Kimberly Anderson, College of Engineering (CE) that the major "Biosystems Engineering" be moved from the College of Agriculture, Food and Environment (CAFE) to the College of Engineering .

      Currently, the degree is awarded by the CE while the major is listed with the CAFÉ. All engineering degrees, including this one, require an accreditation process which was facilitated by moving the degree from its original location (CAFE) to CE. While faculty in CAFE are involved in teaching and programmatic decisions about the degree, all the services that students rely on, including student Records, Freshman Advising, academic and eStudio tutoring, and Career Development operate out of CE. Making this change will eliminate confusion on part of the students and align this program with the practice of offering majors and degrees in the same college.

      The proposal was accompanied by letters of support from the deans of both colleges, the faculty council of CAFE, and the chair (Dr. Sue Nokes) of Biosystems and Agriculture Engineering (BAE). In her letter, the chair of BAE noted that the faculty voted in favor of the change. No one objected.

      SAOSC engaged Dr. Anderson and Dr. Nokes in an email conversation to clarify points about the change and were satisfied that this is not a controversial change and it is one that will benefit the students without adversely affecting the mission of BAE.

      SAOSC recommends approval of this proposal.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*[1].

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at http://www.uky.edu/Faculty/Senate/forms.htm). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

   a. Disposition of faculty, staff and resources (financial and physical);
   b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
   c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
   d. Consultation with the faculty of educational unit that will be significantly reduced;
   e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
   f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
   g. Letters of support or opposition from appropriate faculty and/or administrators; and
   h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Currently, the Biosystems Engineering degree belongs to the College of Engineering but the major belongs to the College of Agriculture, Food and Environment. This creates confusion, especially when reporting assessment data. With the current arrangement, the cohorts are counted in the College of Agriculture, Food and Environment's data regarding enrollment and retention but the graduates are counted in the College of Engineering's data. Because the Biosystems Engineering students use all the student services in the College of Engineering including Student Records, Freshman Advising, academic and eStudio tutoring, and Career Development, we all agree that the Biosystems Engineering major should be moved to the College of Engineering to provide consistency in engineering services and assessment.

Contact person name:	Kimberly Anderson	Phone:	7-1864	Email:	kimberly.anderson@uky.edu

Administrative position (dean, chair, director, etc.):	Associate Dean for Administration and Academic Affairs

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).	
☐ Department of:	
☐ School of:	
☒ College of:	College of Agriculture, Food and Environment, College of Engineering

---

[1] Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

☐	Graduate Center for:	
☐	Interdisciplinary Instructional Program:	
☐	Multidisciplinary Research Center/Institute:	

Section III – Type of Proposal

Check all that apply.	
A. *Changes*	
☐	Change to the name of an educational unit.
☐	Change to the type of educational unit (e.g., from department to school).
B. *Other types of proposals*	
☐	Creation of a new educational unit.
☐	Consolidation of multiple educational units.
☒	Transfer of an academic program to a different educational unit.
☐	Transfer of an educational unit to a different reporting unit.
☐	Significant reduction of an educational unit.
☐	Discontinuation, suspension or closure of an educational unit.
☐	Other (Give a one- or two-sentence description below; a complete description will be in the proposal.

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).

- ✓ Program review in past three years (attach documentation).

- ✓ Request to Provost for new program review (attach documentation).

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

- ✓ Open hearing (attach documentation).
  - SAOSC information must be shared with unit 10 days prior to hearing.
  - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate
- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
  - o This vote is taken by the SAOSC, SC and Senate <u>for every SAOSC proposal</u>.

- ✓ Approve (or do not approve) the academic status or content of academic program.
  - o This vote is taken by the SAOSC, SC and Senate <u>only when the review involves an MDRC</u>.

Proposal to Move the Biosystems Engineering Major

What is the impetus for the proposed change?

Currently the Biosystems Engineering degree belongs to the College of Engineering but the major belongs to the College of Agricultural, Food, and Environment. This creates confusion, especially when reporting assessment data. With the current arrangement, the cohorts are counted in the College of Agriculture's data regarding enrollment and retention but the graduates are counted in the College of Engineering's data.

What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits of the proposed change?

The unit currently has no weaknesses but as discussed above, the current arrangement creates confusion especially when reporting assessment data.

Describe the organization of the current structure and how the proposed structure will be different and better.

Currently the Biosystems Engineering degree belongs to the College of Engineering but the major belongs to the College of Agricultural, Food, and Environment. Because the Biosystems Engineering students use all the student services in the College of Engineering including Student Records, Freshman Advising, academic and eStudio tutoring, and Career Development, we all agree that the Biosystems Engineering major should be moved to the College of Engineering to provide consistency in engineering services and assessment.

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

See Above

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

Eliminates confusion during assessment.

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

Not applicable. Not proposing a new unit.

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

The current Chair of Biosystems Engineering reports to the College of College of Agricultural, Food, and Environment but attends all College of Engineering faculty meetings due to the student activities and services in the College of Engineering.

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

Faculty/staff roles are not changing and have nothing to do with the requested change.

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

No implications.   Biosystems Engineering participates in SACS accreditation and ABET (Engineering accreditation) through the College of Engineering. Again, moving the major to the College of Engineering will eliminate confusion when reporting assessment data.

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

Once we receive approval, the Office of Assessment will work with the Registrar's Office to make sure the major is changed to the College of Engineering

Proposals involving degree changes and students:

How will proposed structure enhance students' education and make them more competitive? Discuss impact on current and future students. State assumptions underlying student enrollment growth.

Not Applicable

Note that new programs and courses will need to be vetted through appropriate channels beyond this committee.

Not Applicable

What are the plans for student recruitment?

Students are recruited by the College of Engineering recruiters. This will not change.

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

Not Applicable

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

Not Applicable

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

Not Applicable

Uo**K**.

UNIVERSITY OF
KENTUCKY

College of Agriculture,
Food and Environment

College of Agriculture,
Food and Environment
Office of the Dean
S123 Ag. Science Building – North
Lexington, KY 40546-0091

859 257-4772
Fax 859 323-2885

March 11, 2016

Provost Timothy Tracy
105 Main Building
CAMPUS 0032

Dear Provost Tracy,

Currently, the Biosystems Engineering degree belongs to the College of Engineering but the major belongs to the College of Agriculture, Food and Environment. This creates confusion, especially when reporting assessment data. With the current arrangement, the cohorts are counted in the College of Agriculture, Food and Environment's data regarding enrollment and retention but the graduates are counted in the College of Engineering's data.

Because the Biosystems Engineering students use all the student services in the College of Engineering including Student Records, Freshman Advising, academic and eStudio tutoring, and Career Development, we all agree that the Biosystems Engineering major should be moved to the College of Engineering to provide consistency in engineering services and assessment.
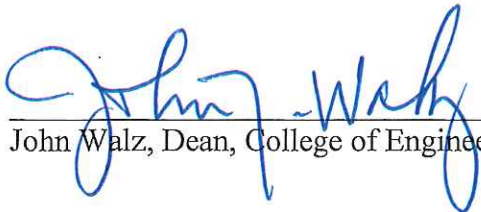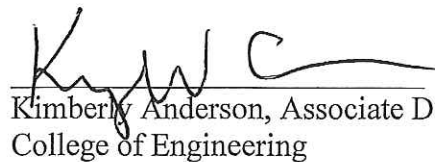
Sincerely,

Nancy M. Cox

Nancy Cox, Dean, College of Agriculture

Larry J. Grabau

Larry Grabau, Associate Dean,
College of Agriculture, Food and Environment

John Walz

John Walz, Dean, College of Engineering

Kimberly Anderson

Kimberly Anderson, Associate Dean,
College of Engineering

Cc: Dr. Andrew Hippisley, Senate Council Chair

MEMORANDUM

TO: Dr. Kim Anderson

FROM: Sue Nokes, Professor and Chair *Sue E. Nokes*

DATE: April 4, 2016

The faculty of the Biosystems and Agricultural Engineering Department has voted on the issue of moving the undergraduate degree major (Biosystems Engineering) from the College of Agriculture, Food, and Environment to the College of Engineering. The vote was 13 in favor of the move, 1 abstention and 1 person who wanted to discuss further before voting. The faculty understands that the move will necessitate the BAE students paying engineering fees on their BAE classes in addition to the fees they are already paying on their other engineering classes.

Please let me know if I can provide any further information or assistance.

April 5, 2016

Dr. Andrew Hippisley
Chair, University Senate Council
University of Kentucky
Campus

Dear Dr. Hippisley:

Seven of the eight members of the College of Engineering Faculty Advisory Council have endorsed the proposal to transfer the undergraduate major in Biosystems and Agricultural Engineering (BAE) from the College of Agriculture, Food, and Environment to the College of Engineering. The eighth member was unavailable.

On behalf of the Council,

Sincerely yours,

Hans Gesund
Council Chair

CC: Ms. Brothers
        Dean Anderson
        Dean Grabau
        Dr. Rieske-Kinney

MEMORANDUM

TO: UK Senate's Academic Organization and Structure Committee (SAOSC)

FROM: Dr. Lynne Rieske-Kinney, Chair *R-K*
             CAFE Faculty Council (FC)

DATE: March 31, 2016

RE: CAFE Faculty Council Vote on Proposal Moving
             Biosystems Engineering Major to the College of Engineering

The 10-member College of Agriculture, Food and Environment Faculty Council has reviewed the documents related to the proposed move of the Biosystems Engineering major from CAFE to the College of Engineering and has voted 9-0 in favor of this move. One member of the FC has abstained, due to not being available at this time.

Thank you.

April 13, 2015

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) discussed via email the proposal by Dean John Y Walz from the College of Engineering that the UK Department of Biomedical Engineering be named the 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering.' The Department of Biomedical Engineering is one of seven departments in the College of Engineering.

The reasons for the proposal include the charitable contribution of Dr. Halcomb III to the department, the potential to encourage the practice of donating to academic programs and the enhanced prestige they assume will accrue as a result of the new name.

Dr. F. Joseph Halcomb III recently agreed to provide $5.8M, in addition to past gifts totaling $1.2M, in support of the Department of Biomedical Engineering, bringing his total level of support to $7M, sufficient to have the department named in his honor.

The proposal was accompanied by letters of support from the Department Chair and Chair of the Biomedical Engineering and the chair of the faculty advisory council.

The results of voting were the following:
<u>Biomedical Engineering Faculty</u>
Six of the seven department faculty voted. All votes were in support of naming the department as the 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering'.

<u>Engineering Faculty Advisory Council</u>
Eight of the eight members voted. All votes were in support of naming the department as the 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering'.

The name change does not appear controversial and the SAOSC recommends approving the name change pending completion of the charitable donation of $5.8M mentioned above.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*[1].

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at http://www.uky.edu/Faculty/Senate/forms.htm). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a.   Disposition of faculty, staff and resources (financial and physical);
- b.   Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c.   Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d.   Consultation with the faculty of educational unit that will be significantly reduced;
- e.   Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f.   Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g.   Letters of support or opposition from appropriate faculty and/or administrators; and
- h.   Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Dr. F. Joseph Halcomb III has recently agreed to provide $5.8M, in addition to past gifts totalling $1.2M, in support of the Department of Biomedical Engineering, bringing his total level of support to $7M, sufficient to have the department named in his honor. We propose that the UK Department of Biomedical Engineering be named the 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering'.				
Contact person name:	John Y Walz	Phone:	257-1687	Email:	john.walz@uky.edu
Administrative position (dean, chair, director, etc.):		Dean			

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).		
☒	Department of:	Biomedical Engineering
☐	School of:	
☒	College of:	Engineering
☐	Graduate Center for:	
☐	Interdisciplinary Instructional Program:	
☐	Multidisciplinary Research Center/Institute:	

Section III – Type of Proposal

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[1] Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

Check all that apply.	
A. Changes	
☒	Change to the name of an educational unit.
☐	Change to the type of educational unit (e.g., from department to school).
B. Other types of proposals	
☐	Creation of a new educational unit.
☐	Consolidation of multiple educational units.
☐	Transfer of an academic program to a different educational unit.
☐	Transfer of an educational unit to a different reporting unit.
☐	Significant reduction of an educational unit.
☐	Discontinuation, suspension or closure of an educational unit.
☐	Other (Give a one- or two-sentence description below; a complete description will be in the proposal.

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).

- ✓ Program review in past three years (attach documentation).

- ✓ Request to Provost for new program review (attach documentation).

- ✓ Open hearing (attach documentation).
  - SAOSC information must be shared with unit 10 days prior to hearing.
  - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate
- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
  - o This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.

Proposal to Name the Biomedical Engineering Department

1) <u>What is the impetus for the proposed change?</u>

F. Joseph Halcomb III, M.D., an alumnus of the UK College of Engineering, is strongly committed to the success of our Department of Biomedical Engineering. He has, over the past several years, provided some $1.2M in support of this program, primarily by funding the Halcomb graduate fellowship. (Biomedical Engineering is a graduate-only department.) Dr. Halcomb has recently agreed to provide an additional $5.8M for the department, bringing his total level of support to $7M, which is sufficient to have the department named in his honor. The proposed name is 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering'.

The additional $5.8M in support will be used to create the following support mechanisms:
- An endowed faculty chair in the Department of Biomedical Engineering
- Endowed faculty fellowships
- Endowed graduate student fellowships (these will be in addition to those that are currently being supported by Dr. Halcomb)
- An endowed operating fund to support the Department Chairman.

2) <u>What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?</u>

Many of the widely used programmatic rankings are based on peer perceptions of a program. The UK Department of Biomedical Engineering is very new and relatively small and thus is not well-known in the academic community. The change of name of the department conveys a sense of momentum both within and outside of the institution. Particularly among programs at our peer institutions it conveys a clear message that a change for the positive is happening in Biomedical Engineering at the University of Kentucky and that individuals are willing to invest in the long term growth of this program. In addition to this direct impact on the program, there will also be an indirect one. Information such as this name change, and the implicit knowledge that a monetary gift usually prompts such change, may motivate others to make a contribution to help the mission of Biomedical Engineering at the University of Kentucky.

Additional information is provided in the attached impact statement.

3) <u>Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.</u>

The Department of Biomedical Engineering is one of seven departments in the College of Engineering. Like the other Engineering departments, BME is headed by a Chair who reports to the Dean of Engineering. There will be no change in the structure.

4) <u>How does the change fit with department, college, and/or university objectives and priorities?</u>

See 2 above. In addition, funding endowed chairs and graduate student fellowships, which will be two of the uses of the naming gift, are priorities in the college's recently-developed strategic plan.

5) <u>How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?</u>

See 2 and 4 above.

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

Not applicable. Not proposing a new unit.

7) <u>Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.</u>

Not applicable. Not proposing a new unit.

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

Faculty/staff roles are not changing.

9) Will the proposed change involve multiple schools or colleges?

No

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

Not applicable

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Faculty roles are not changing.

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

No implications.

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

Once the name change has Senate approval, announcement of the gift and name change will be made public.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

Not applicable

15) <u>Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.</u>

    Not applicable – this is not a new unit.

16) <u>The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the break-down of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.</u>

    Letters from the Department Chair and Chair of the Engineering Faculty Advisory Council provide the faculty and council vote. They are:
    Biomedical Engineering Faculty – Six of the seven department faculty voted. All votes were in support of naming the department as the 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering'.
    Engineering Faculty Advisory Council – Eight of the eight members voted. All votes were in support of naming the department as the 'F. Joseph Halcomb III, M.D. Department of Biomedical Engineering'.

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

    Letters are provided from the following:
    Abhijit Patwardhan, Professor and Interim Chair, Department of Biomedical Engineering
    Hans Gesund, Professor and Chair, Engineering Faculty Advisory Council
    John Y. Walz, Professor and Dean, College of Engineering

18) <u>Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.</u>

    Not applicable

19) <u>Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.</u>

Not applicable

College of Engineering
Dept. of Biomedical Engineering
522 Robotics and Manufacturing Building
143 Graham Avenue
Lexington, KY 40506-0108

March 25, 2016

Dr. Andrew Hippisley
Chair, University Senate Council
University of Kentucky

Dear Dr. Hippisley:

It is with pleasure that I write this letter in support of changing the name of the Department of Biomedical Engineering to F. Joseph Halcomb III, M.D. Department of Biomedical Engineering. This change will have a substantial positive impact on our department. A statement that describes the impact of this change is attached.

A meeting of faculty with primary appointment in the department of Biomedical Engineering was convened on March 23rd, 2016. Six out of the seven such faculty in the department were present at the meeting, and all voted unanimously in support of changing the name of the department to F. Joseph Halcomb III, M.D. Department of Biomedical Engineering.

Please let me know should you have any questions or would like additional information about this letter of support, the impact statement or the record of the vote of the faculty.

Sincerely,

A. R. Patwardhan

Abhijit Patwardhan
Professor and Interim Chair

CC: Sheila Brothers

Impact statement

Changing the name of the Department of Biomedical Engineering to F. Joseph Halcomb III, M.D. Department of Biomedical Engineering and the accompanying substantial monetary gift will have a profoundly positive and long term sustained impact on the Biomedical Engineering enterprise at the University of Kentucky.

Biomedical Engineering at the University Kentucky traces its roots to early research efforts in this area in the 1950s by a small group of faculty. The Graduate Center for Biomedical Engineering was created in 1985, with awarding of graduate degrees in Biomedical Engineering approved in 1988. After becoming a part of the College of Engineering in 2010 the unit was administratively reorganized into a Department of Biomedical Engineering in 2013. From its early days, Biomedical Engineering at the University of Kentucky has operated and grown from a small enterprise to a robust program. Yet, compared to our peer institutions, it is still a program of modest size. At the same time, nationally, Biomedical Engineering has been taking an increasingly prominent and larger place in academic engineering programs. The tangible and intangible benefits that will arise from this gift and changing the name of the department will provide a unique opportunity and needed resources for the Biomedical Engineering program at the University of Kentucky to make a quantum change. *Calling this opportunity a seminal event in the history of Biomedical Engineering at the University of Kentucky is not an overstatement.*

Outlined below are select and specific examples of how these two, i.e., the gift and the name change, will impact the program in the short and the long term.

1) Establishment of a Chair in Biomedical Engineering: Offering a position as a named chair is one of the means to attract, retain and reward outstanding faculty. In addition to the financial resources that accompany such position, the prestige associated with it serves as a direct acknowledgement of achievement and excellence of the faculty members. This gift will permit the program to offer the first such named Chair in Biomedical Engineering. Recruitment of a senior faculty member is anticipated by the program in the near future. This component of the gift will permit recruitment of an individual whom the program would not have been able to recruit otherwise. An individual will occupy this chair only for a set period of time, therefore this portion of the gift will provide an immediate impact and also in the years to come.

2) Establishment of two Fellowships for junior faculty: Having means to offer named fellowships to junior faculty will substantially enhance the program's ability to recruit from amongst the best and to reward outstanding performance by junior faculty. This gift will provide the program with means to offer two such named fellowships for junior faculty.

3) Endowment for departmental operational activities: A portion of the gift will establish an endowment to support departmental activities allowing investment in targeted initiatives that will enhance the educational and research missions of the department. Examples of such initiatives are; travel funds for faculty to meet funding agency officials, visits from potential collaborators, inviting faculty from other institutions for seminars, having visible departmental presence at national and international scientific meetings, student recruitment, and upkeep and updating of material resources used in instructional activities such as those for Biomedical Instrumentation laboratories.

4) Endowment for graduate student support: This component of the gift will directly impact the department's ability to recruit top quality graduate students which is critical to maintaining a thriving research portfolio. In addition, this resource will also be very useful in serving as "bridge"

funding for productive students who are making progress towards their degrees but face funding concerns due to circumstances that may be beyond their control.

5) Changing of the name of the department: The impact of this factor will be intangible, but equally important. Many of the widely used programmatic rankings are based on peer perceptions of a program. The change of name of the department conveys a sense of momentum both within and outside of the institution. Particularly among programs at our peer institutions it conveys a clear message that a change for the positive is happening in Biomedical Engineering at the University of Kentucky and that individuals are willing to invest in the long term growth of this program. In addition to this direct impact on the program, there will also be an indirect one. Information such as this name change, and the implicit knowledge that a monetary gift usually prompts such change, may motivate others to make a contribution to help the mission of Biomedical Engineering at the University of Kentucky.

March 25, 2016

Dr. Andrew Hippisley
Chair, Faculty Senate Council

Dear Dr. Hippisley,

I am writing to offer my strongest support to the renaming of the UK Department of Biomedical Engineering to the *F. Joseph Halcomb III, M.D. Department of Biomedical Engineering*.

Dr. Halcomb is an alumnus of the UK College of Engineering who is strongly committed to the success of our Department of Biomedical Engineering. Over the past several years, he has provided some $1.2M in support of this program, primarily by funding the Halcomb graduate fellowship. (Biomedical Engineering is a graduate-only department.) Dr. Halcomb has recently agreed to provide an additional $5.8M for the department, bringing his total level of support to $7M, which is sufficient to have the department named in his honor.

The additional $5.8M in support will be used to create the following support mechanisms:
- An endowed faculty chair in the Department of Biomedical Engineering
- Endowed faculty fellowships
- Endowed graduate student fellowships (these will be in addition to those that are currently being supported by Dr. Halcomb)
- An endowed operating fund to support the Department Chairman.

The impact of this gift on the biomedical engineering department will be transformative. Because of its proximity to the health-related colleges at UK (i.e., medicine, public health, pharmacy, etc.), there is an opportunity for this department to become one of the top such departments in the U.S. Having endowed faculty fellowships and endowed graduate fellowships will allow us to attract the best and brightest faculty and graduate students. Our immediate plan is to use the endowed faculty chair position to attract a prominent educator and researcher to serve as department chairman, as the current chair, Dr. Abhijit Patwardhan, is serving in an interim capacity.
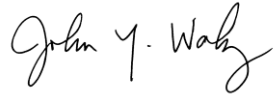
This gift will also have a substantial impact on the College of Engineering. Given its interdisciplinary nature, there are ample opportunities for faculty in biomedical engineering to collaborate with faculty in other engineering departments in areas such as drug delivery, medical imaging, biomechanics, etc. In addition, because there are currently no other named departments in engineering (or even at UK!), other prominent alumni will be able to see the impact that a gift like this can have on the reputation and success of a department. Our hope is thus that this gift will lead to other such naming gifts in the future.

I am extremely excited about the impact that this gift and naming opportunity will have on our program. Naming a department sends a strong signal to the academic community, both at UK and beyond, about both the importance of a program and the level of commitment being made to it. It is, in my opinion, perhaps the most impactful gift that our College has ever received.

Sincerely,

John Y. Walz
Dean

cc: Ms. Sheila Brothers

U.K.
UNIVERSITY OF
KENTUCKY

150
YEARS
1865 - 2015

College of Engineering
Office of the Dean
351 Ralph G. Anderson Building
Lexington, KY 40506-0503

859 257-1687
fax 859 257-5727
www.engr.uky.edu

March 28, 2016

Dr. Andrew Hippisley
Chair, University Senate Council
University of Kentucky
Campus

Dear Dr. Hippisley:

The College of Engineering Faculty Advisory Council unanimously endorses the proposal to change the name of the Department of Biomedical Engineering to the "F. Joseph Halcomb III, M.D. Department of Biomedical Engineering".

On behalf of the Council,

Sincerely yours,

Hans Gesund
Council Chair

April 20, 2015

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) discussed via email the proposal by Scott Lephart, Dean for College of Health Sciences, to create a Sports Medicine Institute. Professor Lephart joined the University of Kentucky in 2014 from the University of Pittsburg where he and the team which accompanied him to the University of Kentucky conducted multidisciplinary research in collaboration with scientists in other departments on projects related to sports medicine.   The success of that program is the impetus for this proposal.

This proposal is a joint initiative involving College of Health Sciences, College of Medicine, UK HealthCare, and UK Athletics Department. The home for the institute will be the College of Health Sciences. From the proposal, "The proposed SMRI will adopt a comprehensive research agenda with capabilities to support four central research foci including 1) injury prevention and performance, 2) musculoskeletal health and rehabilitation, 3) nutrition/metabolism and physiology, and 4) neurocognition."   As such, the work of the institute can include scientists from many other colleges and departments.

The proposal is accompanied by letters of support from Deans and the Faculty councils from the Colleges of Agriculture, Food and Environment, Education, Engineering, Health Sciences, Medicine, Nursing and Public Health. Faculty invited to join as associate members have written support letters. It is a popular initiative.

The SAOSC recommends approval of the proposed Sports Medicine Research Institute.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

Proposal to the Senate Academic Organization and Structure Committee (SAOSC) to Create the University of Kentucky Sports Medicine Research Institute (SMRI) College of Health Sciences

Submitted By:
Scott M. Lephart, PhD
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopaedic Research

All collaborating College Deans have reviewed and endorsed this proposal including the Colleges of Agriculture, Food and Environment, Education, Engineering, Medicine, Nursing, and Public Health.

Contents

Rationale to Establish the Sports Medicine Research Institute
In October 2014, Scott Lephart accepted the position as Dean of the College of Health Sciences (CHS). As the Dean, he identified priorities and resources critical for the College to achieve the vision within the University's strategic plan. Of these priorities, one of the most critical is to grow a comprehensive and robust research portfolio through innovative strategies that add value and sustainability to the current research agenda of CHS, the five other UK Health Profession Colleges, UK HealthCare, and the University at large. To bolster this agenda, six of Dr. Lephart's colleagues have relocated to the University of Kentucky. Additionally $4.7M in research grants, from the Office of Naval Research and US Army Medical Research and Materiel Command have been awarded/are in processing to the University of Kentucky and are central to these research efforts.

For nearly 30 years, this research team conducted sports medicine research at the University of Pittsburgh's Neuromuscular Research Laboratory (NMRL) and Warrior Human Performance Research Center (WHPRC). The NMRL and WHPRC represented a multidisciplinary and comprehensive approach to prevention, treatment, and rehabilitation of injury and gained national and international recognition for its study of sports medicine and orthopaedic-related research. This research team secured more than $40M in research grants over the last decade and operated eight research centers within US Department of Defense (DOD) Special Operations military installations across the country.

The proposed Sports Medicine Research Institute (SMRI) will enable similar research activities as described above. It represents a joint initiative among CHS, College of Medicine, UK HealthCare, and UK Athletics Department and will be housed in CHS. The proposed SMRI will be a 9000 sq. ft. contemporary and state-of-the-art enterprise positioned to be a global leader in sports medicine and orthopaedic research. This research institute will support ongoing and future CHS faculty research initiatives, and among other cohorts the research needs of UK Athletics Department, UK Orthopaedic and Sports Medicine practice, and the world's most elite tactical athletes, US Special Forces Operators who protect our national security in the fight against global terror. The proposed SMRI will adopt a comprehensive research agenda with capabilities to support four central research foci including 1) injury prevention and performance, 2) musculoskeletal health and rehabilitation, 3) nutrition/metabolism and physiology, and 4) neurocognition.

The proposed SMRI will continue to conduct sponsored grant funded research with the US DOD and US Special Forces and will serve as the central research facility to support its satellite DOD grant-funded laboratories (Camp Lejeune, NC/Fort Bragg, NC). Under this research, the proposed SMRI will function to develop research protocols, conduct pilot studies, conduct parallel research to meet the grants' stated aims, and manage all data processing, analysis, and interpretation. The facility will be configured with secured data servers and video teleconferencing technology to enable communication with its satellite laboratories and other military collaborators located at Special Operations Forces installations around the country.

In addition to continued support of the US DOD, the research conducted at the proposed SMRI will focus on paradigms of randomized clinical trials and comparative effectiveness research to

validate best practices for prevention, treatment, and rehabilitation of sports medicine and orthopaedic-related musculoskeletal injuries. Specific models will include risk mitigation, occupational health and safety, nutrition fueling/hydration strategies and substrate utilization, visual acuity, fatigue/recovery, endocrine health, sleep and stress, battlefield medicine, adaptive technology, concussion/mild traumatic brain injury, orthopaedic-related injury prevention and rehabilitation interventions, healthy aging, and women's health. The proposed SMRI will be dynamic and will allow for a continuum of research to support a variety of agendas in its central research foci areas. This research will translate to improving the health and wellness of the citizens of the Commonwealth across age and physical activity spectrums.

Impact on Academics/Research
The proposed SMRI will also provide research experiences for students across the University. It will be aligned with the CHS Rehabilitation Sciences Doctoral Program and will create new opportunities for research training by providing student funding through graduate research assistantships and mentoring of PhD students. The available graduate student assistantships at the proposed SMRI will provide students with immersive applied research opportunities to gain the critical skills necessary to become successful researchers. Additional research experiences will be available for PhD students outside of the College of Health Sciences. The faculty of the proposed SMRI will be comprised of multidisciplinary experts, and as such, graduate student researchers will be recruited in disciplines that align with the faculty. The proposed SMRI investigators will include backgrounds in athletic training, physical therapy, medicine, exercise physiology, epidemiology, nutrition, neurocognition, biomechanics, and bioengineering.

Specific undergraduate research opportunities will be developed to support the University's strategic initiative promoting undergraduate research. These research experiences will also provide a research environment for students enrolled in the CHS Undergraduate Research Certificate program.

Generally, the proposed SMRI will provide research opportunities for undergraduate and graduate students, and residents and fellows (postdoctoral/clinical). Beyond UK borders will include active duty military personnel on academic leave, military personnel who graduated from the Baylor Physical Therapy program, and veterans (internships and postdoctoral training). The integration of student, resident, fellowship, and active duty and veteran research experiences will include exposure to research projects, grand rounds and journal clubs, grantsmanship program, muscle forum, and attendance/presentations at regional, national, and international professional conferences and symposiums. This multidisciplinary approach will broaden the scientific understanding through a holistic approach.

The creation of the SMRI will not have any implications on the accreditation by the Southern Association of Colleges and Schools or other organizations.

University of Kentucky- College of Health Sciences
The Rehabilitation Sciences Doctoral Program is designed to produce research and academic leaders in rehabilitation sciences for the professions of four disciplines: athletic training, communication sciences and disorders, occupational therapy, and physical therapy. The program is designed to prepare scholars to conduct orthopaedic and rehabilitation-related research, teach

at the university level, direct discipline-specific education programs, work in the rehabilitation services field, and collaborate with other professionals to provide leadership in rehabilitation health. The program's research is central to issues contributing new knowledge concerning the prevention, treatment, and rehabilitation of sports and orthopaedic injuries. This program offers a unique multidisciplinary, multi-institutional emphasis. Students can study with professionals from all four disciplines and course work is offered from faculty members from four institutions within the Commonwealth: University of Kentucky, Eastern Kentucky University, Murray State University, and Western Kentucky University. Our program is dedicated to the idea of multidisciplinary service delivery, research, and education.

Weekly seminars will provide students with access to the most current research and clinical developments related to injury prevention, treatment, rehabilitation, and performance with a specific focus on, although not limited to, military-related research. The addition of the proposed SMRI research will allow our students to further expand their technical skills by engaging in innovative orthopaedic and sports medicine research. Those interested in obtaining a PhD will enroll in the University of Kentucky's graduate school with mentor assignment to one of faculty of the proposed SMRI.

Since 2007, five active duty military personnel have enrolled in CHS's Rehabilitation Science doctoral program through the US Army's Long Term Health Education Training (LTHET). LTHET provides US Army Medical Department medical personnel the opportunity to enroll in formal education and training at non-Federal educational institutions in exchange for 3-6 years of service. The creation of the SMRI will allow for a more formal recruitment of students with specific research interest in sports medicine, orthopaedic treatment, and rehabilitation. Interdisciplinary relationships with academic institutions outside of UK will be encouraged. These relationships will provide for apprenticeships that will provide focused research experiences and exposure to different facilities and expertise. Multiple experiences will expose the students to unique ideas and methods and will help them refine the line of research inquiry suitable to advance the mission of the proposed SMRI. This program will also enhance partnerships between CHS/University of Kentucky and military institutions/military treatment facilities. The proposed SMRI has the potential to expand this type of relationship with similar programs that exist within the four other US Armed Forces service branches (Air Force, Coast Guard, Marine Corps, and Navy).

University of Kentucky- Department of Orthopaedic Surgery and Sports Medicine
The Department of Orthopaedic Surgery and Sports Medicine includes an orthopaedic residency, sports medicine fellowship, and trauma fellowship. Currently the Department is accredited for an annual recruitment of five residents, two orthopaedic trauma fellows, three orthopaedic sports medicine fellows, and two orthopaedic primary care fellows. Their training is comprehensive and involves all aspects of orthopaedic and orthopaedic subspecialty training in a hospital and outpatient facilities including training room and playing field settings. Orthopaedic residents and fellows are also required to participate in research as a part of their graduation requirement. The residents have a dedicated block of their training between years 2-3 where they conduct a research project over a three months period during which they are exempt from routine clinical activities. The proposed SMRI will enhance the orthopaedic fellowship by providing a state-of-the-art facility where residents and fellows can conduct dedicated research in an immersive

applied research experience. The proposed SMRI and the Department of Orthopaedic Surgery and Sports Medicine will form a collaborative partnership to strengthen research opportunities.

Organizational Structure
In correspondence with the VPR, the SMRI will be housed within the College of Health Sciences. Its Director will report to the Dean, College of Health Sciences and in turn, participate in regular communication with the existing research centers under the VPR's domain.
The proposed SMRI's research team will include associate faculty from seven colleges (Appendix 1 and 3). All full-time research DOE for the SMRI, including its Director, will have primary appointments in the College of Health Sciences. The Director of the SMRI will be chosen by the Dean of the College of Health Sciences, who in consultation with the Deans of the collaborating Colleges, host College's Chairs, and VPR, selects the Director for recommendation to the Provost. The Director will be appointed for a six-year term by the Dean of CHS with confirmation of the Provost, Board of Trustees, and President. The Director will be subject to annual performance reviews by the Dean of College of Health Sciences. Overall performance of the Director will be evaluated externally as part of the formal University periodic review of the Institute (described below). This information will be made available to the Dean of College of Health Sciences and University leadership for use in deliberations regarding possible re-appointment. The Director is eligible for reappointment upon recommendation of the Dean of College of Health Sciences with University approval as above (GR VII A 4 c).

Voting Faculty of the educational unit: When educational policy needs to be established concerning the content of educational activities being housed at the Institute, the educational policy shall be established by the vote of those faculty with recurring, formally assigned instructional, research, and/or service duties in the Institute, i.e., the "members" of the faculty of the Institute (GR VII.A.7). When University regulations authorize or require the vote or action of the faculty members of an educational unit on other matters (e.g., GR IX.III.paragraph 2), then the vote or action concerning the Institute shall be taken by the above faculty membership.

An initial SMRI advisory board has been appointed by Dr. Lephart as the Interim Director (replaced with new Director upon approval and appointment described above) to provide oversight on planning and implementation of research within the institute. The advisory board will provide recommendations regarding administrative and programmatic implementation, financial management, and periodic evaluation. The initial advisory board will be comprised of:
- Scott Lephart, PhD- Dean, College of Health Sciences, Associate Faculty, Interim Director
- John Abt, PhD- Associate Faculty
- Nick Heebner, PhD- Associate Faculty
- Meaghan Beck, MPA- Staff
- W. Scott Black, MD, MS- Associate Faculty
- Darren Johnson, MD- Associate Faculty
- Christian Lattermann, MD- Associate Faculty
- Brian Noehren, PT, PhD, FACSM- Associate Faculty

The proposed SMRI will be evaluated annually by the Advisory Board (inclusive of the Director and Dean, College of Health Sciences). The following information will be included in the annual report:

- Peer reviewed publications
- Peer reviewed presentations
- Awards and honors
- Funding productivity (# awarded/# submissions)
- Professional memberships
- Professional development

In accordance with Governing Regulation IX and Administrative Regulation 1:4, the SMRI will publish an annual progress report to document unit progress toward achieving its strategic planning initiatives based on the results and recommendations of its periodic review.
The SMRI will be reviewed comprehensively at regular intervals by an ad hoc committee every five to seven years. All periodic reviews will be "used to evaluate unit performance and effectiveness with respect to the quality of education and student support programs, resources, and administrative processes, and services. The results of the periodic review are used for developing strategic planning and unit initiatives" (AR 1:4, Part VI, A1).

The multidisciplinary associate faculty of the proposed SMRI is currently collaborating on several projects and is represented by faculty from within the College of Health Sciences (Department of Rehabilitation Sciences and Department of Clinical Sciences), UK HealthCare, UK Athletics Department, College of Medicine, College of Public Health, College of Engineering, College of Nursing, College of Education, and College of Agriculture, Food and Environment. All collaborating College Deans have reviewed and endorsed this proposal including the Colleges of Agriculture, Food and Environment, Education, Engineering, Medicine, Nursing, and Public Health. The creation of the SMRI will provide for a unique and comprehensive research environment that will enable integrated collaboration across campus and provide a competitive advantage for all faculty seeking grant sponsored research.

No faculty will transfer to the proposed SMRI, but will remain in their respective academic units and will be able to carry out their negotiated (with Department Chair and Director) sponsored research DOE within the SMRI. In accordance with GR VII.A.paragraph 1, the time equivalence assigned to these faculty to perform instruction, research, and service in the SMRI will cumulate to at least one FTE. To date, the associate faculty have $20M in research grants currently in review to be conducted in the proposed SMRI. These collaborations will grow with other University Departments and Divisions as relationships are developed. The organizational structure of the proposed SMRI is outlined in Appendix 1.

Alignment with College and University Objectives and Priorities
The proposed SMRI's mission is to explore ways to minimize injury, optimize performance, maximize resiliency, and quality of life through excellence in research, community outreach, and collaboration — all leading to one outcome: optimal health. This mission aligns directly with objectives and priorities of CHS and the University of Kentucky.

CHS's primary objective is to help the citizens of the Commonwealth of Kentucky, and beyond, gain and retain the highest level of health through creative leadership and productivity in education, research, and service. The proposed SMRI is a manifestation of this objective. The institute is a means for students to experience education outside the classroom and to be integrated into a contemporary applied research setting with interprofessional and innovative learning opportunities. CHS and proposed SMRI share a common vision– a dynamic, sustainable research enterprise that reaches out into the community, improving the lives of Kentuckians and beyond, while helping individuals attain optimal health. The proposed SMRI's agenda is vital to establishing best clinical practices for health care providers and for the attaining optimal health.

The University of Kentucky's strategic objectives aim to improve people's lives through excellence in education, research, service, and health care. Improving people's lives is at the core of proposed SMRI's mission and services, which include: 1) research opportunities for both undergraduate and graduate students that will promote self-discovery, experiential learning, and discovery, 2) innovative research and scholarship opportunities, 3) community outreach and engagement to recreational and competitive youth, high school, collegiate, professional, and senior athletes, coaches, parents, and other health care providers, and 4) applicable strategies on injury prevention, human performance, sports nutrition and overall wellness. UK is a fundamental research university that facilitates learning informed by scholarship and research; expands knowledge through research, scholarship and creative activity; and serves a global community by disseminating, sharing and applying knowledge. As a research institute, the proposed SMRI will play a role in advancing these research endeavors and achieving the University's aspiration to become a major comprehensive research institution ranked nationally in the top twenty public universities.

Impact Relative to Benchmark Institutions
The proposed SMRI will be a unique, contemporary, and state-of-the-art enterprise. The faculty of the SMRI will collaborate with many of the academic, military, and non-profit benchmark institutions. These relationships were strategically selected to support multi-institutional consortium grant submissions with representation by the strongest sports medicine and orthopaedic institutions and research laboratories in the civilian and military sectors. Specific collaborations with the University of Pittsburgh will leverage previous relationships between faculty and students of the NMRL and WHPRC as one of the premier research centers in the country. However, few will have the comprehensive capabilities of the University of Kentucky and as such the SMRI will be positioned to be a global leader in sports medicine and orthopaedic research. External collaborators are outlined in Appendix 2.

The multidisciplinary faculty of the proposed SMRI has long been recognized within the national and international scientific communities. With an expanded research agenda and significant research capabilities, the proposed SMRI will fully integrate the faculty and clinical personnel of the University of Kentucky. The faculty infrastructure of the proposed SMRI will strengthen individual research through a multidisciplinary enterprise and encourage collaborative efforts between faculty and clinicians of the represented disciplines.

The proposed SMRI will increase the competitive advantage of grant applications submitted by the University of Kentucky. This may also broaden the availability of funding opportunities

through multidisciplinary collaborative efforts. Furthermore, the integration of basic and applied researchers and clinicians will demonstrate the translational importance of the research across these disciplines.

Prior to joining the University of Kentucky, this research team had established a research agenda within the Department of Defense and US Special Forces community that was unmatched. No other academic or non-academic institution had/has created a sustained research effort that lasted more than a couple years let alone over a decade. A strong multidisciplinary research team was assembled to support the direction of the research with US Special Forces and bring dynamic change to its human performance programming. Specifically, this team managed eight research laboratories across various military installations in what is unprecedented for both location and reach within the Department of Defense.

With the transition to the University of Kentucky, the associate faculty will continue to conduct research testing of Special Forces at Camp Lejeune, NC (Marine Corps Forces Special Operations Command) and Fort Bragg, NC (US Army Special Operations Command) while developing models at the proposed SMRI to address specific injury prevention and performance, nutritional, neurocognitive, and rehabilitation needs of Marine Corps Forces Special Operations Command. The faculty of the proposed SMRI will also expand its previously developed research to test new models specific to injury prevention, occupational health and safety, performance, musculoskeletal health (treatment/rehabilitation), metabolic health and nutrition, and neurocognitive/mild traumatic brain injury needs of those who are physically active, including, commonwealth citizens, high school and university athletes, tactical athletes, and those suffering from orthopaedic-related injuries.

CHS is currently working in collaboration with the Jockey's Guild, Inc, the Jockey Club, and College of Agriculture, Food, and Environment to promote and investigate factors related to the safety, and health and human performance in horse racing. The goal is to identify factors, discover, and develop effective interventions to protect these athletes while striving to reduce liability and costs for racetracks, owners and horsemen. To be conducted at the SMRI, this research collaboration accomplishes this by providing support to promote scientifically based and clinically relevant research related to the effectiveness, and development of state-of-the art and innovative methodologies to increase performance, health, and safety of our athletes. This will be the first study of its kind to evaluate such critical safety, health, and human performance needs of jockeys in a Commonwealth known as the thoroughbred capital of the world.

In summary, facilities similar in structure or function to the proposed SMRI are limited domestically and internationally. The proposed SMRI will contribute significantly to the research portfolio of the University of Kentucky and UK HealthCare. The SMRI will garner national and international recognition from the professional organizations represented by this collaborative effort.

Key Personnel

Scott Lephart, PhD is Professor and Dean in the College of Health Sciences and Associate Faculty and Advisor Board of the proposed SMRI. Dr. Lephart has more than 30 years of

experience in neuromuscular and biomechanical analysis associated with musculoskeletal injury, surgery, rehabilitation, and prevention. His research has resulted in more than 125 published papers and more than 250 national and international presentations. He has been invited to deliver 20 keynote lectures at professional events round the world. Dr. Lephart previously founded the Neuromuscular Research Laboratory and Warrior Human Performance Research Center at the University of Pittsburgh and was the Director for nearly 30 years. As Director, Dr. Lephart managed over $40M in funded research for eight research laboratories over the last decade. Dr. Lephart will work in conjunction with the SMRI Director to provide budgetary oversight with the business office and Office of Research at CHS. This will include management of internal and external subawards and overall research activities. He will also facilitate intellectual property development amongst the faculty and work directly with respective intellectual property representatives. As the Dean of CHS at the University of Kentucky, Dr. Lephart will ensure the Director and his research team have the resources necessary to carry out the objectives of the SMRI. He will ensure the research group will be provided with the requisite infrastructure (administrative, regulatory, fiscal) to successfully meet the aims of the SMRI.

John Abt, PhD, ATC, FACSM is Associate Professor in the College of Health Sciences and Associate Faculty and Advisory Board of the proposed SMRI. Dr. Abt's clinical expertise is as a certified athletic trainer and is trained in kinematic and electromyographic analysis of human movement, and the physiological aspects of human performance. As the Associate Director of the Neuromuscular Research Laboratory/Warrior Human Performance Research Center, Dr. Abt has served as an investigator (PI and Co-I) on Department of Defense-funded research for the past 15 years and provided direct oversight to multi-institution clinical research and clinical trials (Conventional and Special Forces) located on military installations. Dr. Abt has been responsible for coordinating the construction/renovation of the laboratory, equipment procurement, installation, testing, and piloting. Dr.Abt was responsible for providing financial and administrative management of these projects. He has managed personnel recruitment for eight research centers at US DOD funded Special Forces installations across the country. His other research interests include the application of injury prevention models in various occupation populations and evaluation of recovery protocols to minimize injury risk.

Nick Heebner, PhD, ATC is an Assistant Professor in the College of Health Sciences and Associate Faculty of the proposed SMRI. Dr. Heebner has clinical expertise in sports care and rehabilitation as a licensed athletic trainer and is trained in biomechanical and electromyographic analysis of human movement. He has extensive research experience in examining neuromuscular and biomechanical factors linked to musculoskeletal injury in athletes and military personnel. His current research investigates injury prevention and performance enhancement in Special Operations Forces. Dr. Heebner's previous work has focused on lower extremity injury and biomechanical risk factors for anterior cruciate ligament injury. His other research interests include the application of injury prevention models in various occupation populations and the use of portable/wearable technology for injury prevention and rehabilitation in compensative and recreational athletes.

W. Scott Black, MD, MS is an Associate Professor in the College of Health Sciences, Director of the Physician Assistant Studies Program, and a Team Physician for the University of Kentucky. He is Associate Faculty and Advisory Board of the proposed SMRI. Dr. Black has

clinical expertise in sports medicine and exercise physiology and has significant experience working with endurance athletes. Dr. Black will assist the leadership of the proposed SMRI to plan, monitor, and review research and clinical protocols.

Darren Johnson, MD is Associate Faculty and Advisory Board of the proposed SMRI. Dr. Johnson will assist the leadership of the proposed SMRI to plan, monitor, and review research and clinical protocols. Dr. Johnson is Professor and Chair of the Department of Orthopaedic Surgery and Sports Medicine at University of Kentucky. He also serves as a team physician for University of Kentucky Athletics. Dr. Johnson's clinical interests and specialties include arthroscopy, knee and shoulder reconstruction, and sports medicine.

Christian Lattermann, MD is Associate Faculty and Advisory Board of the proposed SMRI. Dr. Lattermann currently serves as the Director of the UK Center for Cartilage Repair and Restoration and holds a faculty rank of Associate Professor of Orthopaedic Surgery in the Department of Orthopaedic Surgery and Sports Medicine. Additionally, Dr. Lattermann serves as the Vice Chairman of Orthopaedic Research in the UK College of Medicine. Dr. Lattermann will be a key collaborator on research projects and funding proposals within UK Orthopaedics and Sports Medicine. His main research interests surround the prevention and treatment of early osteoarthritis due to athletic injuries.

Brian Noehren PT, PhD, FACSM is Associate Faculty and Advisory Board of the proposed SMRI. Dr. Noehren is an Associate Professor in physical therapy at the University of Kentucky. Dr. Noehren's experience in biomechanics, orthopedics and physical therapy will allow him to provide leadership to proposed projects. Additionally, he will provide guidance and advice for the conduct of research directed by the proposed SMRI.

Meaghan Beck, MPA is a staff at the College of Health Sciences. Ms. Beck coordinates and manages activities associated with research, including activities related to human subject protection, budgets, and reporting. She is also responsible for strategic initiatives including external relations, organizational capacity building, leveraging technology, research fiscal management, human resources, and other special projects that will create transformative change. Ms. Beck has served as a Research Administrative Coordinator on Department of Defense-funded research for the past four years. During this time, she was responsible for conducting Institutional Review Board audits and ensure compliance with IRB policies; managing public relations activities including website, social media, and local and national press; assisting with grant applications for Department of Defense; coordinating human resources procedures; and overseeing daily operations of a sports medicine research laboratory. Ms. Beck recently completed her master's degree in Public Administration, with a concentration in Public and Nonprofit Management. She has also completed two certificate programs from the Society of Research Administrators International.

A full registry of associate faculty is listed in Appendix 3.

Timeline
The proposed SMRI will be located within the E.J. Nutter Football Training facility. Available space was identified in fall of 2015 resulting from the collaboration between the College of

Health Sciences, College of Medicine, UK HealthCare, and UK Athletics Department. Final structural and funding approvals were obtained from the Board of Trustees in December 2015. Renovation of the E.J. Nutter Football Training Facility is scheduled to begin April 2016 with initial occupancy anticipated for summer 2016.

Financial Health
The faculty of the proposed SMRI has previously secured funding from the Department of Defense, National Institutes of Health, Centers for Disease Control and Prevention, NFL Charities, and other foundations. This past decade, the associate faculty who joined Dr. Lephart at the University of Kentucky has been awarded over $40M in funding from the Department of Defense to support our elite military human assets in their quest to protect our national security. This same faculty is currently funded for $4.7M from the Office of Naval Research and US Army Medical Research and Materiel Command to continue the investigators' ongoing research with US Marine Corps Forces Special Operations Command and US Army Special Operations Command. Funding for these projects is effective through the end of CY2018. Currently the SMRI has over $20M in grant proposals in review with the Department of Defense and Centers for Disease Control and Prevention.

Institutional support has been secured to provide facility renovation and instrumentation to create the proposed SMRI and annually for personnel, operations, and research incentive. This support will establish initial operations of the proposed SMRI and represents a five-year commitment for it to become independently solvent.

Grant Funding
- Marine Corps Forces Special Operations Command- $4.2M
- US Army Special Operations Command- $500K

Institutional Funding (UK HealthCare, Office of the Vice President of Research, Office of the Provost, Athletics Department)
- Space Renovation: $600K
- Equipment: $750K
- Research Personnel (costs not supported by sponsored research): $745K
- Operational Costs: Annual $450K for five years from Research Incentive Fund and Estimated Net F&A (VBBM projections)
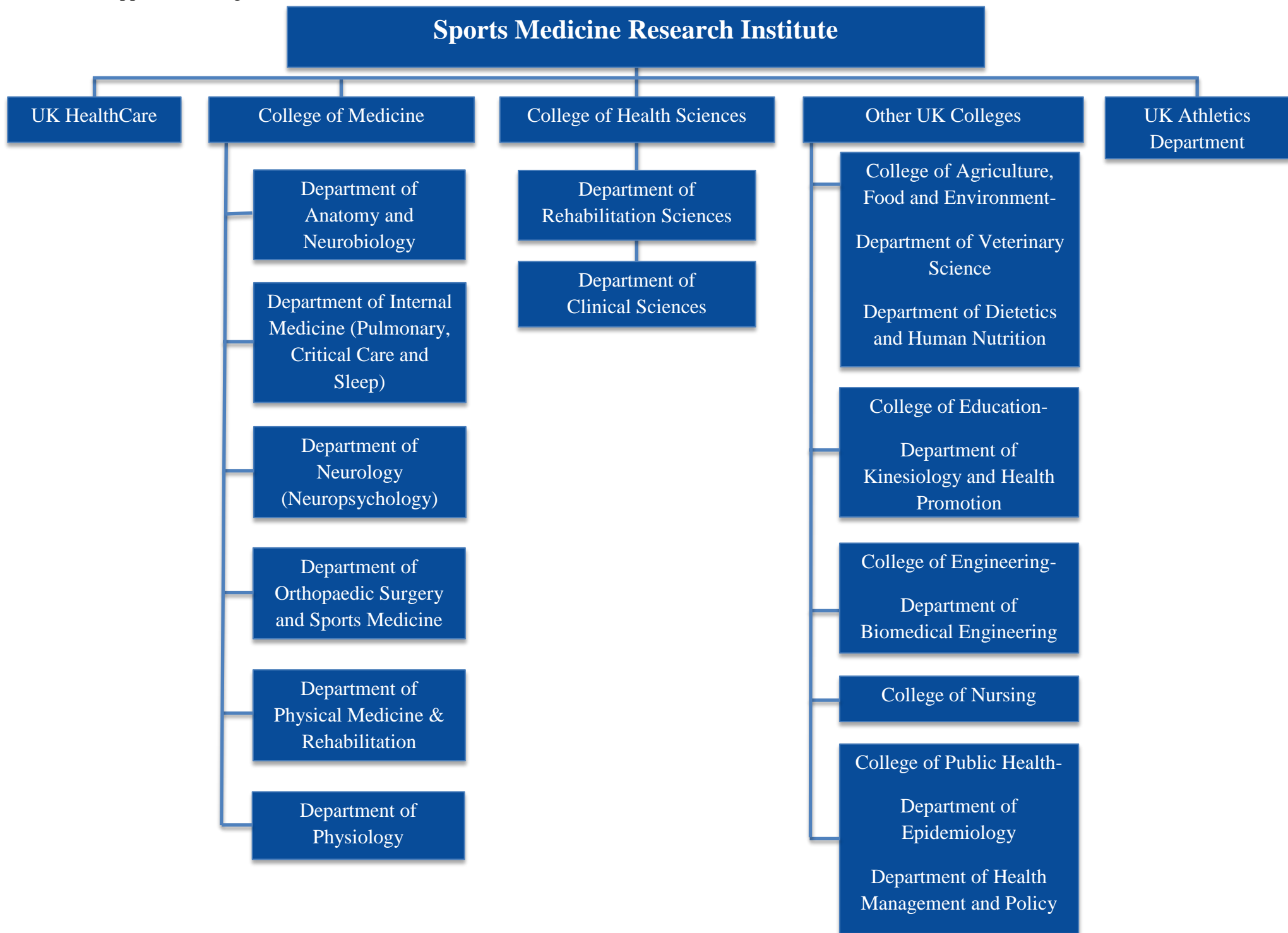
Appendices
1. Organizational Structure
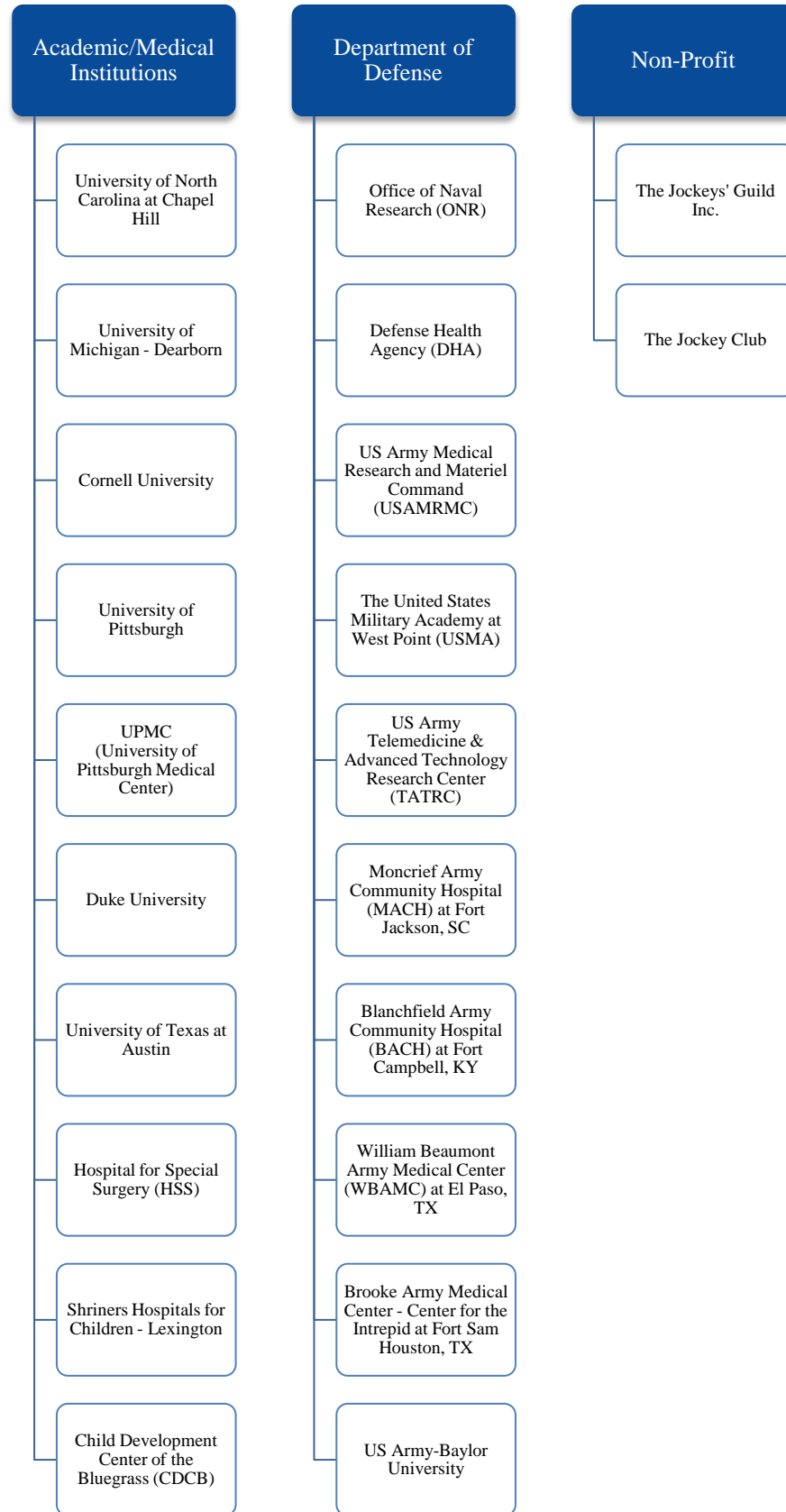2. External Collaborators
3. SMRI Faculty

Letters of Support
1. Michael Karpf, MD- Executive Vice President Health Affairs
2. Lisa Cassis, PhD- Vice President for Research
3. Deans
   a. Donna Arnett, PhD, MSPH- College of Public Health
   b. Nancy Cox, PhD- College of Agriculture, Food and Environment

    c. Robert DiPaola, MD- College of Medicine
    d. Janie Heath, PhD, APRN-BC, FAAN- College of Nursing
    e. Mary John O'Hair, EdD- College of Education
    f. John Walz, PhD- College of Engineering
4. Department Chairs
    a. Sandra Bastin, PhD, RD, LD, CCE, Department of Dietetics and Human Nutrition
    b. Tyrone Borders, PhD- Department of Health Management and Policy
    c. Don M. Gash, PhD- Department of Anatomy and Neurobiology
    d. Larry B. Goldstein, MD- Department of Neurology
    e. David W. Horohov, PhD- Department of Veterinary Science
    f. Ben Johnson, EdD- Department of Kinesiology and Health Promotion
    g. Darren Johnson, MD- Department of Orthopaedic Surgery and Sports Medicine
    h. Janice Kuperstein, PhD, PT- Department of Rehabilitation Sciences
    i. Terry Lennie, PhD, RN, FAAN- Associate Dean of Graduate Faculty Affairs Nursing
    j. Susan M. McDowell, MD- Department of Physical Medicine and Rehabilitation
    k. David J. Moliterno, MD- Department of Internal Medicine
    l. Phyllis Nash, MSW, EdD, LCSW- Department of Clinical Sciences
    m. Abhijit R. Patwardhan, PhD- Department of Biomedical Engineering
    n. Wayne Sanderson, PhD, MS- Department of Epidemiology
5. Linda Van Eldik, PhD- Director, Sanders-Brown Center on Aging and Alzheimer's Disease Center
6. James Geddes, PhD- Director, Spinal Cord and Brain Injury Research Center
7. Christian Lattermann, MD- Vice Chair, Orthopaedic Research/Director, Center for Cartilage Repair and Restoration
8. Charlotte Peterson, PhD- Associate Dean for Research, College of Health Sciences
9. Sharon Stewart, EdD, CCC-SLP, FASAHP, FASHA- College of Health Sciences, Associate Dean for Academic and Faculty Affairs
10. Faculty Councils
    a. College of Agriculture, Food and Environment
    b. College of Education
    c. College of Engineering
    d. College of Health Sciences
    e. College of Medicine
    f. College of Nursing
    g. College of Public Health
11. Associate Faculty (Appendix 3- SMRI Faculty)

Appendix 1- Organizational Structure

Sports Medicine Research Institute

UK HealthCare

College of Medicine

- Department of Anatomy and Neurobiology
- Department of Internal Medicine (Pulmonary, Critical Care and Sleep)
- Department of Neurology (Neuropsychology)
- Department of Orthopaedic Surgery and Sports Medicine
- Department of Physical Medicine & Rehabilitation
- Department of Physiology

College of Health Sciences

- Department of Rehabilitation Sciences
- Department of Clinical Sciences

Other UK Colleges

- College of Agriculture, Food and Environment-

  Department of Veterinary Science

  Department of Dietetics and Human Nutrition

- College of Education-

  Department of Kinesiology and Health Promotion

- College of Engineering-

  Department of Biomedical Engineering

- College of Nursing

- College of Public Health-

  Department of Epidemiology

  Department of Health Management and Policy

UK Athletics Department

Appendix 2: External Collaborators

Academic/Medical Institutions

- University of North Carolina at Chapel Hill
- University of Michigan - Dearborn
- Cornell University
- University of Pittsburgh
- UPMC (University of Pittsburgh Medical Center)
- Duke University
- University of Texas at Austin
- Hospital for Special Surgery (HSS)
- Shriners Hospitals for Children - Lexington
- Child Development Center of the Bluegrass (CDCB)

Department of Defense

- Office of Naval Research (ONR)
- Defense Health Agency (DHA)
- US Army Medical Research and Materiel Command (USAMRMC)
- The United States Military Academy at West Point (USMA)
- US Army Telemedicine & Advanced Technology Research Center (TATRC)
- Moncrief Army Community Hospital (MACH) at Fort Jackson, SC
- Blanchfield Army Community Hospital (BACH) at Fort Campbell, KY
- William Beaumont Army Medical Center (WBAMC) at El Paso, TX
- Brooke Army Medical Center - Center for the Intrepid at Fort Sam Houston, TX
- US Army-Baylor University

Non-Profit

- The Jockeys' Guild Inc.
- The Jockey Club

Appendix 3- SMRI Faculty

Faculty	Affiliation	Expertise	Status
Mark Abel, PhD	College of Education, Department of Kinesiology and Health Promotion	Exercise physiology	Associate Faculty
Jose Abisambra, PhD	College of Medicine, Department of Physiology, Sanders-Brown Center on Aging	Protein response and traumatic brain injury	Associate Faculty
John Abt, PhD, ATC, FACSM	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Sports Medicine Research Institute	Sports medicine and musculoskeletal injury prevention	Advisory Board Associate Faculty
Babak Bazrgari, PhD	College of Engineering, Department of Biomedical Engineering	Biomechanics, finite element modeling	Associate Faculty
Meaghan Beck, MPA	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Sports Medicine Research Institute	Research administration and coordination	Advisory Board Staff
W. Scott Black, MD, MS	College of Health Sciences, Department of Rehabilitation Sciences, Division of Physician Assistant Studies (Director), Sports Medicine Research Institute	Sports medicine and exercise science	Advisory Board Associate Faculty
Timothy Butterfield, PhD, ATC	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training	Muscle mechanics, muscle physiology, and biomechanics	Associate Faculty
Ming-Yuan Chih, PhD, MHA	College of Health Sciences, Department of Clinical Sciences, Division of Human Health Sciences	Health systems engineering and information and communication technology to improve patient care	Associate Faculty
Jody Clasey, PhD, FACSM	College of Education, Department of Kinesiology and Health Promotion, Body Composition Core Laboratory (Director)	Body composition, and exercise physiology	Associate Faculty

*Not inclusive of all investigators

Appendix 3- SMRI Faculty

Faculty	Affiliation	Expertise	Status
Stephen Duncan, MD	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine, Center for Hip Preservation (Director)	Orthopaedic surgery, sports medicine, hip preservation and arthroplasty	Associate Faculty
Esther Dupont-Versteegden, PhD	College of Health Sciences, Department of Rehabilitation Sciences, Division of Physical Therapy, Center for Muscle Biology	Molecular physiology	Associate Faculty
James Geddes, PhD	College of Medicine (Associate Dean for Research), Department of Anatomy and Neurobiology, Spinal Cord and Brain Injury Research Center (Director)	Neurobiology and traumatic brain injury	Associate Faculty
Phillip Gribble, PhD, ATC, FNATA	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training	Prevention and rehabilitation of injury	Associate Faculty
Dong (Dan) Han, PsyD	College of Medicine, Department of Neurology, Division of Neuropsychology (Chair), Multidisciplinary Concussion Program (Director)	Neurology, neuropsychology, and concussion	Associate Faculty
Nick Heebner, PhD, ATC	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Sports Medicine Research Institute	Sports medicine, musculoskeletal injury prevention, and biomechanics	Advisory Board Associate Faculty
Robert Hosey, MD	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine	Sports medicine, family practice, and UK men's basketball team physician	Associate Faculty
Mary Lloyd Ireland, MD	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine	Sports medicine, orthopaedic surgery, and injury prevention	Associate Faculty
Henry Iwinski, MD	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine	Pediatric orthopaedic surgery	Associate Faculty

*Not inclusive of all investigators

Appendix 3- SMRI Faculty

Faculty	Affiliation	Expertise	Status
Cale Jacobs, PhD, ATC	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine	Biomechanics and exercise science	Associate Faculty
Ben Johnson, EdD	College of Education, Department of Kinesiology and Health Promotion (Chair)	Biomechanics and exercise science	Associate Faculty
Darren Johnson, MD	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine (Chair), Sports Medicine Research Institute	Orthopaedic surgery and sports medicine, and UK football team physician	Advisory Board Associate Faculty
Nathan Johnson, PT, DPT, PhD	College of Health Sciences, Department of Rehabilitation Sciences, Division of Physical Therapy	Rehabilitation, neurobiology, and imaging	Associate Faculty
Patrick Kitzman, PhD, MSPT	College of Health Sciences, Department of Rehabilitation Sciences, Division of Physical Therapy, Kentucky Appalachian Rural Rehabilitation Network (Director)	Neurological impairments, spinal cord injury	Associate Faculty
Christian Lattermann, MD	College of Medicine, Department of Orthopaedics and Sports Medicine, Center for Cartilage Repair and Restoration (Director), Sports Medicine Research Institute	Orthopaedic surgery, articular cartilage repair and restoration	Advisory Board Associate Faculty
Scott Lephart, PhD	College of Health Sciences (Dean)	Sports medicine and musculoskeletal injury prevention	Advisory Board Associate Faculty
James MacLeod, VMD, PhD	College of Agriculture, Food and Environment, Department of Veterinary Science, Equine Sports Science Initiative (Director)	Equine musculoskeletal sciences	Associate Faculty
Jim Madaleno, MS, ATC	Athletics Department (Director of Sports Medicine/Head Athletic Trainer)	Athletic training and sports medicine	Associate

*Not inclusive of all investigators

Appendix 3- SMRI Faculty

Faculty	Affiliation	Expertise	Status
Scott Mair, MD	College of Medicine, Department of Orthopaedic Surgery and Sports Medicine	Orthopaedic surgery, sports medicine, and UK men's basketball team physician	Associate Faculty
Carl Mattacola, PhD, ATC, FNATA	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training	Sports medicine and rehabilitation	Associate Faculty
Glen Mays, PhD, MPH	College of Public Health, Department of Health Management and Policy	Health care economics and policy	Associate Faculty
Susan McDowell, MD	College of Medicine, Department of Physical Medicine and Rehabilitation (Chair)	Rehabilitation, spinal cord injury, and spasticity management	Associate Faculty
Eric Moghadamian, MD	College of Medicine, Department of Orthopaedics and Sports Medicine	Orthopaedic trauma surgery	Associate Faculty
Peter Morris, MD	College of Medicine, Department of Internal Medicine, Division of Pulmonary, Critical Care, Sleep Medicine (Chief)	Pulmonary rehabilitation and critical care	Associate Faculty
Brian Noehren, PT, PhD, FACSM	College of Health Sciences, Department of Rehabilitation Sciences, Division of Physical Therapy, BioMotion Laboratory (Director)	Rehabilitation and biomechanics	Advisory Board Associate Faculty
Charlotte Peterson, PhD	College of Health Sciences (Associate Dean for Research), Center for Muscle Biology (Director)	Cellular and molecular biology of skeletal muscle	Associate Faculty
Kathy Poploski, PT, DPT	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Sports Medicine Research Institute	Physical therapy	Associate Faculty
Deborah Reed, MSPH, PhD, RN, FAAOHN, FAAN	College of Nursing	Nursing and occupational health and safety	Associate Faculty

*Not inclusive of all investigators

Appendix 3- SMRI Faculty

Faculty	Affiliation	Expertise	Status
Scott Royer, MS, HFS	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Sports Medicine Research Institute	Exercise science and performance	Associate Faculty
Wayne Sanderson, PhD, MS	College of Public Health, Department of Epidemiology (Chair)	Epidemiology and occupational health and safety	Associate Faculty
Robert Shapiro, PhD, FACSM	College of Education, Department of Kinesiology and Health Promotion	Biomechanics	Associate Faculty
D. Travis Thomas, PhD, RD, CSSD	College of Health Sciences, Department of Clinical Sciences, Division of Clinical Nutrition	Nutritional interventions in patient and athletic populations	Associate Faculty
Timothy Uhl, PhD, ATC, PT, FNATA	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Musculoskeletal Laboratory (Director)	Clinical assessment and interventions	Associate Faculty
Kelly Webber, PhD, MPH, RD, LD	College of Agriculture, Food and Environment, Department of Dietetics and Human Nutrition	Nutrition	Associate Faculty
Joshua Winters, PhD, CSCS	College of Health Sciences, Department of Rehabilitation Sciences, Division of Athletic Training, Sports Medicine Research Institute	Biomechanics and exercise science	Associate Faculty

*Not inclusive of all investigators

March 25, 2016

Dr. Lephart:
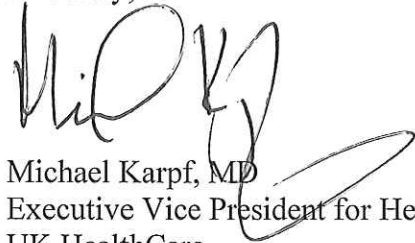
This letter is to demonstrate institutional support in creating the Sports Medicine Research Institute (SMRI), an endorsed collaboration between UK HealthCare, UK Department of Athletics, the College of Medicine, and the College of Health Sciences. Having gained national and international recognition for your study of sports medicine and orthopaedic research at the Neuromuscular Research Laboratory and Warrior Human Performance Research Center at the University of Pittsburgh, I am confident the vision and operations of the SMRI will garner such acknowledgement for the University of Kentucky.

The University of Kentucky has demonstrated significant independent strengths in basic and applied research, clinical programming, and education, across multiple Colleges, research centers/laboratories, clinical practices, and academic programs. By leveraging the faculty expertise of its researchers and clinicians, facilities, and resources, the SMRI is positioned to become a global leader in sports medicine and orthopaedic research.

The research conducted by the SMRI will have far reaching implications. This research will impact commonwealth constituents, high school and university athletes, tactical athletes, and those suffering from musculoskeletal injuries consistent with UK HealthCare clinical service lines.

In my capacity as the Executive Vice President of Health Affairs of UK HealthCare, I strongly endorse the creation of the SMRI and will provide the support necessary to ensure its growth to meet its stated objectives.

Sincerely,

Michael Karpf, MD
Executive Vice President for Health Affairs
UK HealthCare

Office of the Executive Vice President for Health Affairs

University of Kentucky • 317 Wethington Building • 900 South Limestone • Lexington, Kentucky 40536-0200
Phone: 859-323-5126 • Fax: 859-323-1918 • ukhealthcare.uky.edu

**Office of the Vice
President for Research**
311 Main Building
Lexington, KY 40506-0032
(859) 257-5294
Fax: (859) 323-2800
www.research.uky.edu

March 30, 2016

Dr. Lephart:

As Vice President for Research at the University of Kentucky, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the clinical practice and research ongoing within our University. The SMRI provides a unique and comprehensive environment for applied and translational research. The establishment of the SMRI will only strengthen our competitiveness for sponsored research opportunities.

Being closely aligned in name with the Department of Orthopedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities.

It is without reservation that I support its creation.

Sincerely,

Lisa Cassis, PhD
Vice President for Reseearch
Professor, Department of Pharmacology and Nutritional Sciences
Unviersity of Kentucky

March 30, 2016

Scott M. Lephart, PhD
Dean and Professor
University of Kentucky College of Health Services
Endowed Chair of Orthopaedic Research
123 Charles T. Wethington, Jr. Building
Lexington, KY 40536 - 0200

Dear Dr. Lephart,

As Dean of the College of Public Health, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the clinical practice and research ongoing within our College. The SMRI provides a unique and comprehensive environment for applied and translational research. Many of our faculty are currently collaborating with the College of Health Sciences and the faculty of the SMRI and this will only strengthen our competitiveness for sponsored research opportunities.

Being closely aligned in name with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities. Additionally, I support my faculty to participate in sponsored research.

Sincerely,

Donna K. Arnett, Ph.D.
Dean
College of Public Health

College of Agriculture,
Food and Environment
Office of the Dean
S123 Ag. Science Building – North
Lexington, KY 40546-0091
859 257-4772

March 25, 2016

Dr. Lephart:

As Dean of the College of Agriculture, Food and Environment, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with research ongoing within our College. The SMRI provides a unique and comprehensive environment for applied and translational research. Many of our faculty are currently collaborating with the College of Health Sciences and the faculty of the SMRI and this will only strengthen our competitiveness for sponsored research opportunities.

Being closely aligned in name with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities. I support my faculty to participate in sponsored research.

Sincerely,

Nancy M. Cox

Nancy Cox, Ph.D.
Dean
College of Agriculture, Food and Environment

April 13, 2016

Scott Lephart, PhD
Dean, College of Health Sciences
University of Kentucky
900 Rose Street
123 Wethington Building
Lexington, KY 40536-0200

Dear Dr. Lephart:

As Dean of the College of Medicine, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the clinical practice and research ongoing within our College. The SMRI provides a unique and comprehensive environment for applied and translational research. Many of our faculty are currently collaborating with the College of Health Sciences and the faculty of the SMRI and this will only strengthen our competitiveness for sponsored research opportunities.

Being closely aligned in name with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities. I support my faculty to participate in sponsored research.

Sincerely,

Robert S. DiPaola, MD
Dean, College of Medicine
University of Kentucky

RSD/fm

Janie Heath, Dean
University of Kentucky
315 College of Nursing Building
Lexington, KY 40536-0232
P: 859-323-6533   www.uky.edu/Nursing

March 28, 2016

Scott Lephart PhD
Dean, College of Health Sciences
University of Kentucky
Lexington, KY 40536

Dr. Lephart:

As Dean of the College of Nursing, it is with great enthusiasm to strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the clinical practice and research ongoing within our College. The SMRI provides a unique and comprehensive environment for applied and translational research. Many of our faculty are currently collaborating with the College of Health Sciences and the faculty of the SMRI and this will only strengthen our competitiveness for sponsored research opportunities.

Being closely aligned in name with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities. I support my faculty to participate in sponsored research.

Sincerely,

Janie Heath PhD, APRN-BC, FAAN
Dean, College of Nursing
jheath@uky.edu

College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017

859 257-2813
fax 859 323-1046

www.education.uky.edu

March 30, 2016

Scott M. Lephart, Ph.D.
Dean of College of Health Sciences
900 South Limestone
CAMPUS 0200

Dear Dr. Lephart:

The College of Education and its Department of Kinesiology and Health Promotion (KHP) enthusiastically supports the creation of the University of Kentucky Sports Medicine Research Institute. As you know, our KHP Department (formerly Physical Education) was the home of Dr. Ernst Jokl, a founder of the American College of Sports Medicine, the largest Sports Medicine organization in the world, and an international leader in the field of Sports Medicine. Alumni Gym housed his laboratory, where he conducted ground breaking sports medicine research, until his retirement in 1976. For the past 30 years, faculty from KHP, Health Sciences and Biomedical Engineering conducted sports medicine related research in the collaborative Biodynamics Laboratory, which recently moved from Wenner Gren Laboratory to a newly remodeled facility in MDS. This new facility, supporting faculty from KHP, Health Sciences and Biomedical Engineering, has been renamed the Human Performance Laboratories and is co-directed by Charlotte Peterson (Health Sciences) and Robert Shapiro (KHP). The institute you have proposed continues this long history of involvement in sports medicine research by the College of Education and KHP. The proposal describes an exciting collaborative institute that will build on the already strong relationships that exist in this area between KHP and Health Sciences. We see excellent potential for both faculty and students to become involved in state of the art research that will incorporate our existing outstanding laboratory capabilities with this new laboratory facility. We look forward to the development of this institute and the opportunities it will provide the university community as we continue in Dr. Jokl's tradition as world leaders in the field of sports medicine.

Sincerely,

Mary John O'Hair

Mary John O'Hair
Dean and Professor

Office of the Dean
College of Engineering
351 Ralph G. Anderson Building
Lexington, KY 40506-0503
859 257-1687
Fax 859 257-5727
www.engr.uky.edu

March 25, 2016

Dr. Scott Lephart
Dean, College of Health Science
900 South Limestone Street
Lexington, KY 40536-0200

Dear Dr. Lephart:

As Dean of the College of Engineering, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with research ongoing within our College. The SMRI provides a unique and comprehensive environment for applied and translational research. Many of our faculty are currently collaborating with the College of Health Sciences and the faculty of the SMRI and establishing this institute will only strengthen our competitiveness for sponsored research opportunities.

Being closely aligned in name with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities. I will support my faculty to participate in sponsored research.

Sincerely,

John Walz, Ph.D.
Dean
College of Engineering

College of Agriculture, Food and Environment
Department of Dietetics and Human Nutrition
203A Funkhouser Building
Lexington, KY 40506

859-257-3800
Fax 859-257-3707

To: Dean Lephart

From: Dr. Sandra Bastin, Chair   *Sandra S Bastin, PhD, RD LD, CCE*

Date: April 7, 2016

Re: Sports Medicine Research Institute Endorsement

Since nutrition is an integral part of the mission of the Sports Medicine Research Institute (SMRI), the Department of Dietetics and Human Nutrition (DHN) endorses its establishment at the University of Kentucky. DHN faculty look forward to collaborating in the translational research SMRI will afford.

see blue.

March 31, 2016

Dr. Lephart:

As Chair of the Health Management and Policy department, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty collaborating with the SMRI to grow meaningful sponsored translational research.

Sincerely,

Tyrone F. Borders, PhD
Chair
Department of Health Management and Policy

UK.
UNIVERSITY OF
KENTUCKY®

Department of Anatomy and Neurobiology

MN 225 Medical Sciences
Lexington, KY 40536-0298

859 257-5036
fax 859 257-5946

www.uky.edu

05 April 2016
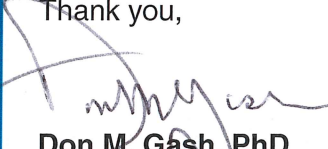
Scott M. Lephart, PhD
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopaedic Research
900 South Limestone Street 40536-0200

Dr. Lephart:

As Chair of the Department of Anatomy and Neurobiology, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty, namely Dr. James Geddes, collaborating with the SMRI to grow meaningful sponsored translational research.

Please feel free to contact me with any questions you may have.

Thank you,

Don M. Gash, PhD
Alumni Endowed Chair
Professor and Chair

March 31, 2016

Scott M. Lephart, PhD
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopedic Research

Dear Dr. Lephart:

As Chairman of the Department of Neurology, I am happy to endorse establishing the Sports Medicine Research Institute (SMRI).

One focus of the SMRI will be sports-related concussive head injury, a problem that aligns with both clinical work and ongoing research within our department. The SMRI will enhance the development of a framework to build collaborations between our programs, a goal I fully encourage.

We look forward to working with you and your colleagues to help develop meaningful, extramural sponsored translational research aimed at improving the cognitive and neurobehavioral outcomes of patients with traumatic brain injury. I am pleased to support Dr. Han's work with your group.

Sincerely,

Larry B. Goldstein. MD, FAAN, FANA, FAHA
Ruth L. Works Professor and Chairman
Co-Director, Kentucky Neuroscience Institute

Veterinary Science
College of Agriculture
GLUCK EQUINE RESEARCH CENTER
Lexington, KY 40546-0099
(859) 257-4757
www.uky.edu
Fax (859) 257-8542

April 11, 2016

Dr. Scott N. Lephart
Dean and Professor
College of Health Science
University of Kentucky
123 Charles T. Wethington Jr. Building
Lexington, KY 40536-0200

Dear Dean Lephart,

As Chair of the Department of Veterinary Science and Director of the Gluck Equine Research Center, I strongly support the establishment of the Sports Medicine Research Institute (SMRI). The mission of the SMRI closely aligns with the ongoing research of Dr. James MacLeod and other laboratories within this department. As such, SMRI would provide a unique and comprehensive environment for sports medicine and orthopedic research at this university. I am happy to support my faculty collaborating with the SMRI to grow meaningful sponsored translational research. I am particularly excited about the potential benefits that may also be realized by the performance equine industries in this state and globally..

Please let me know if I can be of further assistance,

Dr David W. Horohov
Chair, Department of Veterinary Science
Director, Maxwell H. Gluck Equine Research Center
Jes E. and Clementine M. Schlaikjer Endowed Chair & Professor

March 31, 2016

Dr. Lephart:

As Chair of Kinesiology and Health Promotion, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty collaborating with the SMRI to grow meaningful sponsored translational research.

Sincerely,

Ben Johnson, EdD
Professor and Chair
Department of Kinesiology and Health Promotion

UKHealthCare.

March 25, 2016

Scott M. Lephart, PhD
Dean and Professor
University of Kentucky College of Health Sciences
123 Charles T. Wethington, Jr., Building

Dr. Lephart:

As Chairman of Orthopaedic Surgery and Sports Medicine, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the clinical practice and research ongoing within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. Many of our faculty are currently collaborating on sponsored research with the College of Health Sciences and the faculty of the SMRI.

I am privileged to be the Co-Medical Director of the SMRI and a member of its advisory board. In these positions, I will ensure continued collaborations with the Department of Orthopaedic Surgery and Sports Medicine as the SMRI will only strengthen our opportunities for applied and translational sponsored research.

I support my faculty to participate in research activities that will foster significant growth in sponsored research in sports medicine and orthopaedics.

Sincerely,

Darren L. Johnson, MD
Chairman
Department of Orthopaedic Surgery and Sports Medicine
University of Kentucky School of Medicine

Department of Orthopaedic Surgery

University of Kentucky • Kentucky Clinic • 740 South Limestone, Suite K400 • Lexington, Kentucky 40536-0284
Office: 859-323-5533 • Patient Appts: 859-323-5533 • Fax: 859-323-2412 • ukhealthcare.uky.edu

Department of Rehabilitation Sciences
900 South Limestone St
Wethington Building, Rm 210
Lexington, KY 40536-0200
859-218-0477

March 25, 2016

Scott Lephart, PhD
Dean, College of Health Sciences

Dear Dr. Lephart:

As Chair of the Department of Rehabilitation Sciences, I strongly endorse establishing the Sports Medicine Research Institute (SMRI) as described in the proposal this letter accompanies. The mission of the SMRI aligns closely with the clinical practice and research ongoing within our College; particularly within my Department, which includes Athletic Training, Physical Therapy and the interprofessional Rehabilitation Sciences PhD program, in addition to Communication Sciences and Disorders. The SMRI provides a unique and comprehensive environment for applied and translational research which will benefit our faculty and our students at all levels. I am confident that the establishment of the SMRI will strengthen our competitiveness for sponsored research opportunities.

Given its close alignment with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and the proposed activities. It is an exciting opportunity for catalyzing critically important interprofessional work that will contribute to achieving the UK mission of "improving people's lives through excellence in education, research and creative work, service and health care."

Sincerely,

Janice Kuperstein, PhD
Chair Department of Rehabilitation Sciences
Associate Dean for Clinical Engagement

see blue.

March 31, 2016

Dr. Lephart:

As Associate Dean for Graduate Faculty Affairs, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty collaborating with the SMRI to grow meaningful sponsored translational research.

Sincerely,

Terry A. Lennie, PhD, RN, FAAN
Professor and Associate Dean for Graduate Faculty Affairs
College of Nursing
University of Kentucky

see blue.
An Equal Opportunity University

UKHealthCare
College of Medicine

**Department of
Physical Medicine
and Rehabilitation**

University of Kentucky
Kentucky Clinic
Lexington, KY 40536-0284
Office Phone: (859) 257-4888
Office Fax: (859) 323-1123
Clinic Phone: (859) 257-3573
Clinic Fax: (859) 323-0096
www.ukhealthcare.uky.edu

March 31, 2016

Scott M. Lephart, PhD
Dean and Professor
University of Kentucky College of Health Sciences
123 Charles T. Wethington, Jr. Building
Lexington, KY 40536

Dr. Lephart:

As Chairperson of Physical Medicine and Rehabilitation, I strongly
endorse establishing the Sports Medicine Research Institute (SMRI). The
mission of the SMRI is closely aligned with the ongoing research within
our department. The SMRI provides a unique and comprehensive
environment for physical medicine and rehabilitation, sports medicine
and orthopaedic research. I support my faculty collaborating with the
SMRI to grow meaningful sponsored translational research.

Sincerely,

Susan McDowell, MD
Janet Galloway Carter Endowed Chairperson
Associate Professor
Physical Medicine and Rehabilitation
University of Kentucky

College of Medicine
Office of the Chairman
900 South Limestone
329 Wethington Building
Lexington, KY 40536-0200

859 323-5843
fax 859 257-3537

www.uky.edu

April 7, 2016

Scott M. Lephart, Ph.D.
900 S. Limestone
Room 123 Charles T. Wethington, Jr. Building
Lexington, KY 40536-0200

Dear Dean Lephart,

As Chair of the Department of Internal Medicine, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty collaborating with the SMRI to grow meaningful sponsored translational research.

Sincerely,

David J. Moliterno, MD
Jack M. Gill Professor and Chairman
Department of Internal Medicine

College of Health Sciences
Department of Clinical Sciences
900 South Limestone
Lexington, KY 40536-0200

859 323-1100
fax 859 257-2454

www.mc.uky.edu/pa

March 30, 2016

Dr. Lephart,

As Interim Chair of the College of Health Sciences, Department of Clinical Science, I am pleased to strongly support the establishment of the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the University's ad College's goals. It will support the clinical practice and ongoing research program of the College. The SMRI will provide a unique and comprehensive environment for applied and translational research. Establishing the SMRI will only strengthen our competitiveness for sponsored research opportunities.

Thank you for all the work you have done to bring the SMRI to this point.

Sincerely,

Interim Chair, Department of Clinical Sciences
College of Health Sciences
University of Kentucky

April 1, 2016

Scott M. Lephart, Ph.D.
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopaedic Research

Dear Dr. Lephart:

I am happy to endorse establishing the Sports Medicine Research Institute (SMRI) at the University of Kentucky. The mission of the SMRI is closely aligned with the ongoing research of some faculty within our department. The SMRI will provide a unique and comprehensive environment for sports medicine and orthopaedic research. I support faculty from the Department of Biomedical Engineering to collaborate with the SMRI in order to grow meaningful sponsored translational research.

Sincerely,

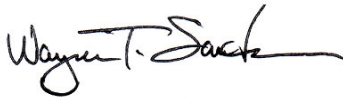Abhijit Patwardhan
Professor and Interim Chair

April 5, 2016

Scott Lephart, PhD
Dean, College of Health Sciences
Room 123 Wethington Building
900 South Limestone Street
Lexington, Kentucky 40536-0200

Dr. Lephart:

As Chair of the Department of Epidemiology in the College of Public Health, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research and training within our department. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I sure many of our faculty will be eager to collaborate with the SMRI to grow meaningful sponsored translational research.

In particular my interests and the interests of my students overlap greatly with the mission of this Institute. I foresee many areas for future collaboration.

Sincerely,

Wayne T. Sanderson, PhD, CIH
Professor and Chair
Department of Epidemiology
College of Public Health

Linda J. Van Eldik, PhD
Director
Sanders-Brown Center on Aging

101 Sanders-Brown Building
800 S. Limestone
Lexington, KY 40536-0230

Phone: 859-257-5566
FAX: 859-323-2866
Email: linda.vaneldik@uky.edu
www.centeronaging.uky.edu

April 15, 2016

Dr. Scott Lephart
Dean, College of Health Sciences
University of Kentucky

Dear Dr. Lephart:

As Director of the Sanders-Brown Center on Aging, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our Center. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty collaborating with the SMRI to grow meaningful sponsored translational research.

Sincerely,

Linda J. Van Eldik, PhD
Director, Sanders-Brown Center on Aging and Alzheimer's Disease Center
Co-Director, Kentucky Neuroscience Institute
Dr. E. Vernon Smith and Eloise C. Smith Alzheimer's Research Endowed Chair
Professor, Dept Anatomy and Neurobiology
University of Kentucky

James W. Geddes, Ph.D.
Director, Spinal Cord & Brain Injury
Research Center (SCoBIRC)
Professor, Anatomy & Neurobiology
B483 BBSRB
741 S. Limestone Street
Lexington, KY 405036-0509
jgeddes@uky.edu

March 31, 2016

Scott Lephart, PhD
Dean, College of Health Sciences
University of Kentucky
CAMPUS

Dear Dr. Lephart:

As Director of the Spinal Cord and Brain Injury Research Center, I fully and enthusiastically endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the ongoing research within our center. The SMRI provides a unique and comprehensive environment for sports medicine and orthopaedic research. I support my faculty collaborating with the SMRI to grow meaningful sponsored translational research.

Sincerely,

James W. Geddes, PhD
Associate Dean for Research, College of Medicine
Director, Spinal Cord and Brain Injury Research Center
Professor, Anatomy and Neurobiology
University of Kentucky

UKHealthCare®

Sports Medicine

University of Kentucky
Kentucky Clinic, K401
740 South Limestone
Lexington, KY 40536-0284
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Kentucky Clinic
Phone: 859-323-5533
Fax: 859-257-8696
ukhealthcare.uky.edu

Darren L. Johnson, M.D.
Professor & Chairman
Team Physician: University of Kentucky
Eastern Kentucky University

Scott D. Mair, M.D.
Professor
Medical Director,
Sports Medicine Center
Chief of Shoulder Service
Team Physician: University of Kentucky
Kentucky State University
Morehead State University

Christian Lattermann, M.D.
Professor
Vice Chair of Research
Team Physician: University of Kentucky
Director, Center for Cartilage
Repair and Restoration
Eastern Kentucky University

Robert G. Hosey, M.D.
Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Kentucky State University
Eastern Kentucky University

Kyle Smoot, M.D.
Associate Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Eastern Kentucky University

Kimberly Lock, M.D.
Assistant Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Eastern Kentucky University

March 25, 2016

Dr. Lephart:

It is with great enthusiasm that I submit this letter of support for the creation of the Sports Medicine Research Institute (SMRI). As the Vice Chairman of Orthopaedic Research and Director of the Center for Cartilage Repair and Restoration within Orthopaedic Surgery and Sports Medicine, I see significant opportunity for collaboration, at both the personal level and for our department as a whole.

I am currently collaborating with several of your faculty on various current and pending sponsored projects. I believe the SMRI will be a strong conduit to continue these collaborations and develop future research questions/projects in line with the missions of the SMRI and our department. As an associate faculty of the SMRI and a member of its advisory board, I will ensure continued collaborations between the Department of Orthopaedic Surgery and Sports Medicine with opportunities for basic, applied, and clinical research.

The SMRI will be a valuable resource to the growth of sponsored research within Orthopaedic Surgery and Sports Medicine. It is without reservation that I support its creation.

Sincerely,

Christian Lattermann, MD
Vice Chairman, Orthopaedic Research
Department of Orthopaedic Surgery and Sports Medicine
Director - Center for Cartilage Repair and Restoration

UK

UNIVERSITY OF KENTUCKY

Charlotte A. Peterson, Ph.D.
Joseph Hamburg Endowed
Professor
Associate Dean for Research

College of Health Sciences
University of Kentucky
900 S. Limestone, CTW 105
Lexington, KY 40536-0200

cpete4@uky.edu
(859) 218-0476
(859) 257-2375 fax

March 25, 2016

Scott Lephart, Dean
College of Health Sciences

Dear Scott,

As Associate Dean for Research, I strongly endorse establishing the Sports Medicine Research Institute (SMRI). The mission of the SMRI is closely aligned with the clinical practice and research ongoing within our College, and I am honored to serve as an Associate Faulty member in the Institute. The SMRI provides a unique and comprehensive environment for applied and translational research, and nicely compliments the basic research activities of the UK Center for Muscle Biology. The establishment of the SMRI will significantly strengthen affiliated faculty's competitiveness for extramural research funding.

Being closely aligned in name with the Department of Orthopaedic Surgery and Sports Medicine, I agree with the naming of the SMRI and proposed activities.

I look forward to continuing to work with you on this important and exciting undertaking.

Sincerely,

Charlotte Peterson, PhD
Professor
Associate Dean for Research

College of Health Sciences
Office of the Dean
Wethington Building, Rm. 123
Lexington, KY 40506-0200

859 323-1100 ext. 80480
fax 859 323-1058

www.uky.edu/HealthSciences

MEMORANDUM

TO: University of Kentucky Senate

FROM: Sharon Stewart
           CHS Associate Dean for Academic and Faculty Affairs

RE: Request for approval of the Sports Medicine Research Institute in the College of
           Health Sciences

DATE: March 28, 2016

At the suggestion of the Senate Council Office, I have reviewed the proposal for establishing the new
Sports Medicine Research Institute within the College of Health Sciences. Specifically, I was asked to
indicate whether there is likely to be any negative impact of the Institute on the College's academic
programs. Upon review, I can identify no adverse impact on CHS programs; in fact, the Institute is
likely to enhance educational, research, and clinical opportunities for our programs and for others at the
University.

see blue.

MEMORANDUM

TO: UK Senate's Academic Organization and Structure Committee (SAOSC)

FROM: Dr. Lynne Rieske-Kinney, Chair *LR-K*
CAFE Faculty Council (FC)

DATE: April 14, 2016

RE: CAFE Faculty Council Vote on
The Kentucky Sports Medicine Research Institute (SMRI)

The College of Agriculture, Food and Environment Faculty Council has reviewed the proposal for establishing the new Sports Medicine Research Institute (SMRI) with the College of Health Sciences. Some of our faculty members are currently collaborating with the College of Health Sciences and the faculty of the SMRI. We support this Institute and believe it will help strengthen our competitiveness for sponsored research opportunities.

The 10-member College of Agriculture, Food and Environment Faculty Council voted as follows:

Yes, support the creation of this center   7
No, do not support the creation of this center   2

One member of the FC has abstained, due to not being available at this time.

Thank you.

MEMORANDUM

TO: University of Kentucky Senate

FROM :   Margaret J. Mohr-Schroeder
             Faculty Council Chair – College of Education

Re: Faculty Council Endorsement of the Sports Medicine Research Institute
(SMRI)

Date: 4/6/2016

The College of Education Faculty Council reviewed the proposal for establishing the new
Sports Medicine Research Institute (SMRI) with the College of Health Sciences at our
monthly meeting on April 4, 2016. Many of our faculty are currently collaborating with the
College of Health Sciences and the faculty of the SMRI. We unanimously voted fully support
this Institute and believe it will help strengthen our competitiveness for sponsored research
opportunities.

April 11, 2016

Dr. Andrew Hippisley
Chair, University Senate Council
University of Kentucky
Campus

Dear Dr. Hippisley:

Seven of the eight members of the College of Engineering Faculty Advisory Council have voted in favor
of the proposal to establish a Sports Medicine Research Institute. The eighth member was unavailable.

On behalf of the Council,

Sincerely yours,

Hans Gesund
Council Chair

cc: Dean Walz

College of Health Sciences
Office of the Dean
Wethington Building, Rm. 123
Lexington, KY 40506-0200

859 323-1100 ext. 80480
fax 859 323-1058

www.uky.edu/HealthSciences

MEMORANDUM

TO: University of Kentucky Senate

FROM: Jane Kleinert
CHS Faculty Council Chair

Re: CHS Faculty Vote on the Sports Medicine Research Institute (SMRI)

Date: 3/29/2016

The College of Health Sciences Faculty Council conducted an electronic survey and vote of
the CHS faculty regarding support for the SMRI proposal. The response period for that review
and vote ended at 5:00 yesterday, 3/28/2016.
The results of that electronic survey vote are as follows: 42 votes in support of the proposal
and 1 abstention. Response rate was 67% (43/67). Responses were nearly unanimous in
support of the proposal.

Michael Kilgore, Ph.D.
Associate Professor
Department of Molecular and
Biomedical Pharmacology
College of Medicine
MS-305 UKMC
Lexington, KY 40536-0298
Office: 859.323.1821
Lab: 859.323.2604
M.Kilgore@uky.edu
www.mc.uky.edu/pharmacology/

Scott M. Lephart, PhD
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopaedic Research

April 14, 2016

Dear Dr. Lephart,

The Faculty Council has reviewed the proposal to establish a Sports Medicine Research Institute and offer our full support. The SMRI will help bring together expertise and resources from across campus and the College of Medicine should play and integral role in its implementation. We look forward to working with you on this unique and important program.

Sincerely,

Michael Kilgore, PhD
College of Medicine Faculty Council, Chair
Molecular and Biomedical Pharmacology
University of Kentucky College of Medicine

College of Nursing
UK Medical Center
315 CON Bldg., 751 Rose St
Lexington, KY 40536-0232
859 323-6533
fax 859 323-1057
www.uky.edu/Nursing

April 5, 2016

M E M O R A N D U M

TO: University of Kentucky Senate

FROM: Dr. Kristin Ashford
             Faculty Council Chair- College of Nursing

RE: Faculty Council Endorsement of the Sports Medicine Research Institute (SMRI)

The College of Nursing Faculty Council has reviewed the proposal for establishing the new Sports Medicine Research Institute (SMRI) with the College of Health Sciences. Many of our faculty are currently collaborating with the College of Health Sciences and the faculty of the SMRI. We fully support this Institute and believe it will help strengthen our competitiveness for sponsored research opportunities.

We look forward to this opportunity for multidisciplinary collaboration in this important work.

Kristin Ashford

Kristin Ashford, PhD, WHNP, FAAN
Faculty Council
University of Kentucky College of Nursing
Lexington, KY 40536-0232

Kristin.Asfhord@uky.edu
859-576-4643

UNIVERSITY
OF KENTUCKY

College of Public Health

Martha C. Riddell, DrPH, Chair
Faculty Council
111 Washington Avenue, Suite 204
Lexington KY 40536-0003
(859) 218-2092 phone
http://www.mc.uky.edu/PublicHealth

M E M O R A N D U M

TO: University of Kentucky Senate

FROM: Martha C. Riddell, DrPH
           Chair, Faculty Council

SUBJECT: Endorsement of the Sports Medicine Research Institute (SMRI)

DATE: April 22, 2016

The College of Public Health Faculty Council has reviewed the proposal for establishing the new Sports Medicine Research Institute (SMRI) with the College of Health Sciences.

We do have faculty who will be collaborating with the College of Health Sciences and the faculty of the SMRI. We fully support this Institute and believe it will help strengthen our competitiveness for sponsored research opportunities.

Please feel free to contact me if I can provide additional comments.

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Mark G. Abel, Ph.D., CSCS*D, TSAC-F*D, USAW
College of Education
Department of Kinesiology & Health Promotion

April 7, 2016

Scott M. Lephart, PhD
Dean and Professor
University of Kentucky College of Health Sciences
Endowed Chair of Orthopedic Research

Re: Support for creation of SMRI

Dear Dr. Lephart,

It is with extreme pleasure and enthusiastic support that I write this letter to endorse the creation of the UK Sports Medicine Research Institute. In a recent meeting with you and your team, we recognized important points of collaboration that would mutually benefit our research efforts. In addition, these collaborative efforts in studying concussion/mild TBI answer the fourth focus of "neurocognition" established by SMRI.

I also accept your kind invitation to become non-core associate faculty of SMRI. This denomination will surely help strengthen our collaborative efforts. I look forward to the establishment of the SMRI and am very eager to begin our collaborations.

Please contact me if there is any information I can add.

Sincerely,

Jose F. Abisambra, Ph.D.

Assistant Professor

April 04, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as core associate faculty to the Sports Medicine Research Institute (SMRI) and strongly endorse the creation of SMRI. Having collaborated with you for the last 15 years I see significant opportunity to develop relationships with faculty of the represented Colleges. I believe the SMRI will have an immediate impact on the competitiveness of current and future sponsored projects.

Please do not hesitate to contact me should you have additional questions. I look forward to the work of the SMRI.

Sincerely,

John P. Abt, PhD, ATC
College of Health Sciences
Department of Rehabilitation Sciences

Department of Biomedical Engineering
514E Robotic and Manufacturing Bldg.
Lexington, KY 40506-0108
Tel: 859-257-1379
Email:babak.bazrgari@uky.edu
Website: hmbl.engineering.uky.edu

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely yours,

Babak Bazrgari
Department of Biomedical Engineering
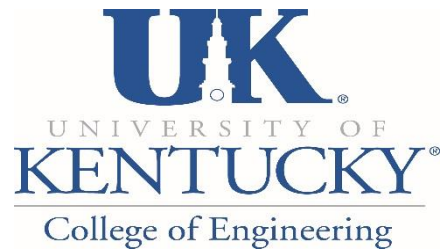College of Engineering

April 04, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as core associate to the Sports
Medicine Research Institute (SMRI) and strongly endorse the creation SMRI. Having
collaborated with you for the last 5 years I see significant opportunity to develop
relationships with faculty of the represented Colleges. I believe the SMRI will have an
immediate impact on the competitiveness of current and future sponsored projects.

Please do not hesitate to contact me should you have additional questions. I look forward
to the work of the SMRI.

Sincerely,

Meaghan Beck, MPA
College of Health Sciences
Department of Rehabilitation Sciences

U.K.
UNIVERSITY OF
KENTUCKY

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty and my participation to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation of the SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

I encourage you to contact me with any questions or concerns you might have at (859) 218-0857 or wsblac0@uky.edu.

Sincerely,

W. Scott Black, MD
Program Director
University of Kentucky
College of Health Science
Department of Physician Assistant Studies

see blue.

March 31, 2016

Scott M. Lephart, PhD
Dean and Professor
University of Kentucky
College of Health Sciences
123 Charles T. Wethington, Jr. Building
Lexington, KY 40536-0200

Re: Sports Medicine Research Institute invitation

Dear Dean Lephart,

Thank you for inviting me to participate in the Sports Medicine Research Institute (SMRI) as an associate faculty member. I strongly endorse the creation SMRI, and enthusiastically accept your invitation! I see significant opportunities for collaboration on current and future sponsored projects.

Sincerely,

Timothy Butterfield PhD ATC FACSM
College of Health Sciences
Departments of Rehabilitation Sciences and Physiology

Scott M. Lephart, PhD
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopaedic Research
University of Kentucky

Dear Dr. Lephart,

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. In a recent collaboration with you in the submitted grant, entitled "Orthopaedic Care and Rehabilitation Consortium Award", I see significant opportunity for collaboration on current and future sponsored projects. In SMRI, I will provide my expertise in systems engineering, health communication, information technologies, and human factors to support the mission of SMRI in improving the health and wellness of the citizens in the Commonwealth across the age and physical activity spectrums.

Thank you again for the opportunity to support you in the founding of SMRI. I look forward to working with you in this effort.

Sincerely,

Ming-Yuan Chih, PhD, MHA
Assistant Professor
Department of Clinical Sciences
College of Health Sciences
University of Kentucky

College of Education
Kinesiology and Health Promotion
100 Seaton Building
Lexington, KY 40506-0219

859 257-5826
fax 859 323-1090
education.uky.edu/KHP

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI and believe it will greatly enhance the available current and future resources and collaborative opportunities for both faculty and students at the University of Kentucky. I commend you on your efforts to develop and look forward contributing to the success of the SMRI.

Sincerely,

Jody L. Clasey, PhD, FACSM
Professor
Department of Kinesiology and Health Promotion
College of Education
Director: UK Pediatric Exercise Physiology Laboratory
Director: UK CCTS Functional Assessment and Body Composition Core Laboratory
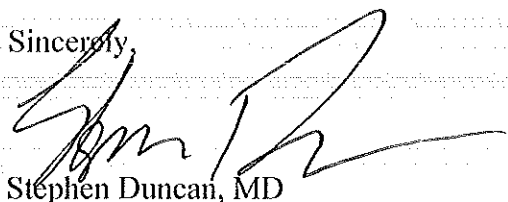
see blue.

UKHealthCare.

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Stephen Duncan, MD
Assistant Professor
College of Medicine
Department of Orthopaedics
Director, Center for Hip Preservation
Adult Reconstruction, Hip Resurfacing, and Hip Preservation

Department of Orthopaedic Surgery - Spine and Total Joint Services

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**UNIVERSITY
OF KENTUCKY
College of Health Sciences**

Division of Physical Therapy

Esther E. Dupont-Versteegden, Ph.D.
Professor
Rm. 204L CTW Building
900 South Limestone Ave.
Lexington, Kentucky 40536-0200
Tel: (859) 218-0592
Fax (859) 323-6003
e-mail: eedupo2@uky.edu

April 1, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). I also strongly endorse the establishment of the SMRI. I see significant opportunities for collaboration on current and future sponsored projects with my line of research and that of the SMRI.

Please feel free to contact me if further information is needed.

Sincerely,

Esther E. Dupont-Versteegden, Ph.D.
Professor, Department of Rehabilitation Sciences
College of Health Sciences

James W. Geddes, Ph.D.
Director, Spinal Cord & Brain Injury
Research Center (SCoBIRC)
Professor, Anatomy & Neurobiology
B483 BBSRB
741 S. Limestone Street
Lexington, KY 405036-0509
jgeddes@uky.edu

March 31, 2016

Scott Lephart, PhD
Dean and Professor
Endowed Chair of Orthopaedic Research
College of Health Sciences
University of Kentucky

Dear Dr. Lephart:

I am delighted and honored to accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). I enthusiastically endorse the creation SMRI and look forward to collaborating on current and future sponsored projects.

Sincerely,

James W. Geddes, Ph.D.
Associate Dean for Research, College of Medicine
Director, Spinal Cord and Brain Injury Research Center
Professor, Anatomy and Neurobiology
University of Kentucky

College of Health Sciences
Division of Athletic Training
Wethington Building, Room 210C
Lexington, KY 40536-0200
859 323-1100 Ext. 80858
fax 859 323-6003
www.mc.uky.edu/athletic_training

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation of the SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Phillip Gribble, PhD, ATC, FNATA
College of Health Sciences
Department of Rehabilitation Sciences
Division of Athletic Training

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Dong (Dan) Y. Han, PsyD
Chief, UK Neuropsychology Service - Clinical Section
Associate Professor of Neurology, Neurosurgery,
and Physical Medicine & Rehabilitation
Kentucky Neuroscience Institute
Spinal Cord and Brain Injury Research Center
Epilepsy Research Center
University of Kentucky College of Medicine
Phone: (859) 323-5661
Fax: (859) 323-5943

April 04, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as core faculty to the Sports Medicine
Research Institute (SMRI) and would like to provide my endorsement for the creation of the
SMRI. As a former doctoral student of yours and a history of collaboration I see significant
opportunity to grow current research initiatives and foster new relationships, collaborations, and
innovations. I firmly believe that the SMRI will have a profound positive impact on the research
image of the University and its competitiveness of current and future sponsored projects.

Sincerely,

Nicholas R. Heebner, PhD, ATC
College of Health Sciences
Department of Rehabilitation Sciences

UKHealthCare.

Sports Medicine

University of Kentucky
Kentucky Clinic, K401
740 South Limestone
Lexington, KY 40536-0284
Patient Appts:
Kentucky Clinic
Phone: 859-323-5533
Fax: 859-257-8696
ukhealthcare.uky.edu

Darren L. Johnson, M.D.
Professor & Chairman
Team Physician: University of Kentucky
Eastern Kentucky University

Scott D. Mair, M.D.
Professor
Medical Director,
Sports Medicine Center
Chief of Shoulder Service
Team Physician: University of Kentucky
Kentucky State University
Morehead State University

Christian Lattermann, M.D.
Professor
Vice Chair of Research
Team Physician: University of Kentucky
Director, Center for Cartilage
Repair and Restoration
Eastern Kentucky University

Robert G. Hosey, M.D.
Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Kentucky State University
Eastern Kentucky University

Kyle Smoot, M.D.
Associate Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Eastern Kentucky University

Kimberly Lock, M.D.
Assistant Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Eastern Kentucky University

March 31, 2016

c/o meredith.lovelace@uky.edu

re: Sports Medicine Research Institute

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Robert Hosey, MD
Professor
College of Medicine
Department of Orthopaedic Surgery & Sports Medicine
University of Kentucky

/ca

April 4, 2016

meredith.lovelace@uky.edu

Re: Sports Medicine Research Institute

Dear Dr. Lephart:

I accept your invitation as associate faculty of the Sports Medicine Research Institute. I look forward to making contributions and being very involved in the SMRI. As an orthopaedic surgeon interested in research, I see the Sports Medicine Research Institute as a necessity to do collaborative research. I strongly support the creation of the SMRI and look forward to serving as associate faculty.

Sincerely yours,

Mary L. Ireland, M.D.
Associate Professor
College of Medicine
Department of Orthopaedic Surgery & Sports Medicine
University of Kentucky

MLI/ca

Department of Orthopaedic Surgery

University of Kentucky • Kentucky Clinic • 740 South Limestone, Suite K400 • Lexington, Kentucky 40536-0284
Office: 859-323-5533 • Patient Appts: 859-323-5533 • Fax: 859-323-2412 • ukhealthcare.uky.edu

UKHealthCare.

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Henry J. Iwinski, MD
College of Medicine
Department of Orthopedic Surgery

Department of Orthopaedic Surgery

University of Kentucky • Kentucky Clinic • 740 South Limestone, Suite K400 • Lexington, Kentucky 40536-0284
Office: 859-323-5533 • Patient Appts: 859-323-5533 • Fax: 859-323-2412 • ukhealthcare.uky.edu

April 6, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Cale A. Jacobs, PhD, ATC
College of Medicine
Department of Orthopedic Surgery

Department of Orthopaedic Surgery

University of Kentucky • Kentucky Clinic • 740 South Limestone, Suite K400 • Lexington, Kentucky 40536-0284
Office: 859-323-5533 • Patient Appts: 859-323-5533 • Fax: 859-323-2412 • ukhealthcare.uky.edu

02 April 2016

900 South Limestone
Wethington Building, Room 123
Lexington, KY 40536

Dr. Lephart,

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports
Medicine Research Institute (SMRI). I look forward to helping you complete your vision
and truly believe in the value that this institute will bring to our community. In addition, I
believe that all collaborative faculty will provide more than adequate resources to
complete this vision. I know that my clinical and research experience will add value, and
I look forward to establishing future collaborations with every team member. In this
letter, I further verify sufficient support and resources to collaborate with you on this vital
endeavor.

Sincerely,

Nathan F. Johnson PT, DPT, PhD
Assistant Professor
University of Kentucky College of Health Sciences
Charles T. Wethington, Jr. Building, Room 204E
Lexington, KY 40536-0200
(859) 218-5429

College of Health Sciences
Division of Physical Therapy
Wethington Building, Rm 204
Lexington, KY 40536-0200
859-218-0580
Phkitz1@email.uky.edu
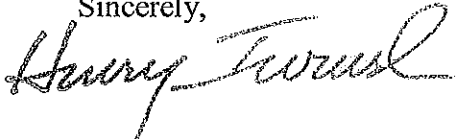www.mc.uky.edu/healthsciences
www.mc.uky.edu/PT
www.karrn.org

April 4th, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports
Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI.
As a faculty member in the Rehabilitation Sciences Doctoral program as well as the
Director of the Kentucky Appalachian Rural Rehabilitation Network (KARRN), I see
significant opportunity for collaboration between SMRI and the KARRN, on current and
future sponsored projects.

Sincerely,

Patrick Kitzman PhD, MSPT
Associate Professor
Director of the Kentucky Appalachian Rural Rehabilitation Network
Department of Rehabilitation Sciences
University of Kentucky

James N. MacLeod, VMD, PhD
John and Elizabeth Knight Chair
Professor of Veterinary Science
Gluck Equine Research Center
Lexington, KY 40546-0099
(859) 257-4757, ext 81140
Fax: (859) 257-8542
Email: jnmacleod@uky.edu

April 5, 2016

Scott M. Lephart, PhD
Dean and Professor
College of Health Sciences
Endowed Chair of Orthopaedic Research

Dear Dean Lephart,

I welcome your invitation to participate as an associate faculty member in the Sports Medicine Research Institute (SMRI). There is substantial opportunity for collaboration and synergy between SMRI and the new Equine Sports Science Initiative in the College of Agriculture, Food and Environment. Horses are frequently asked to perform in elite athletic disciplines, with Thoroughbred racing being a primary example. Horses and the equine industry hold a strong historical, social, and economic position in Kentucky, indeed representing a defining symbol of our state that is recognized and appreciated on both a national and international level.

Equine athletes are challenged by many of the same sports medicine variables experienced by human athletes. As I know you well appreciate, this provides our two programs (and by extension the University of Kentucky) with important research and teaching opportunities based on comparative biology across two large patient populations. Equine Programs within the College of Agriculture, Food and Environment has grown rapidly over its 10 year history to include a large and nationally prominent undergraduate teaching program that now complements our historical strengths in equine research and extension.

There are substantial and exciting potential benefits that will develop from us working together in areas centered on sports medicine. Thank you very much for the opportunity to be an associate faculty member in the SMRI.

Sincerely,

James N. MacLeod, VMD, PhD
John and Elizabeth Knight Chair
Professor of Veterinary Science
Director, Equine Sports Science Initiative

UKHealthCare

UK

Sports Medicine

University of Kentucky
Kentucky Clinic, K401
740 South Limestone
Lexington, KY 40536-0284
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Darren L. Johnson, M.D.
Professor & Chairman
Team Physician: University of Kentucky
Eastern Kentucky University

Scott D. Mair, M.D.
Professor
Medical Director,
Sports Medicine Center
Chief of Shoulder Service
Team Physician: University of Kentucky
Kentucky State University
Morehead State University

Christian Lattermann, M.D.
Professor
Vice Chair of Research
Team Physician: University of Kentucky
Director, Center for Cartilage
Repair and Restoration
Eastern Kentucky University

Robert G. Hosey, M.D.
Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Kentucky State University
Eastern Kentucky University

Kyle Smoot, M.D.
Associate Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Eastern Kentucky University

Kimberly Lock, M.D.
Assistant Professor
Primary Care Sports Medicine
Team Physician: University of Kentucky
Eastern Kentucky University

March 31, 2016

meredith.lovelace@uky.edu

re: Sports Medicine Research Institute

Dear Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty
to the Sports Medicine Research Institute (SMRI). In addition, I strongly
endorse the creation of SMRI. I see significant opportunity for
collaboration on current and future sponsored projects.

Sincerely,

Scott D Mair MD

Scott Mair, M.D.
Professor
College of Medicine
Department of Orthopaedic Surgery & Sports Medicine
University of Kentucky

/ca

College of Health Sciences
Division of Athletic Training
Wethington Building, Room 210C
Lexington, KY 40536-0200
859 323-1100 Ext. 80858
fax 859 323-6003
www.mc.uky.edu/athletic_training

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Carl G. Mattacola, PhD, ATC, FNATA
College of Health Sciences
Department of Rehabilitation Sciences

Systems for Action
N a t i o n a l   C o o r d i n a t i n g   C e n t e r
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www.systemsforaction.org

UK.
UNIVERSITY OF
KENTUCKY®
Center for Public Health
Systems and Services Research

121 Washington Avenue, Room 204
Lexington, KY 40536-0003

859.218.2029
859.257.2821 fax

www.publichealthsystems.org

March 31, 2016

Scott M. Lephart, Ph.D.
Dean and Professor
College of Health Sciences
University of Kentucky

Dr. Lephart:

I eagerly accept the invitation to join the University of Kentucky Sports Medicine Research
Institute (SMRI) as associate faculty. Moreover, I strongly endorse the creation SMRI as a critically
important component of the University of Kentucky's research enterprise. Opportunities for
collaboration on current and future sponsored projects are extremely promising, including topics of
considerable public health significance and health policy relevance related to injury prevention,
occupational health, workforce productivity, aging, national security, and cost-effectiveness.

I look forward to collaborating in this new research institute.
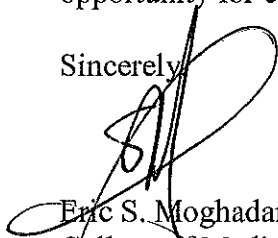
Glen P. Mays, Ph.D., M.P.H.
Scutchfield Endowed Professor in Health Services and Systems Research
Director, Center for Public Health Systems & Services Research
Department of Health Management and Policy
University of Kentucky College of Public Health
Associate Director, Center for Health Services Research,
University of Kentucky College of Medicine

UKHealthCare.

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely

Eric S. Moghadamian, MD
College of Medicine
Department of Orthopedic Surgery

Department of Orthopaedic Surgery

University of Kentucky • Kentucky Clinic • 740 South Limestone, Suite K400 • Lexington, Kentucky 40536-0284
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Division of Pulmonary, Critical Care
& Sleep Medicine
740 S. Limestone, L-543
Lexington, KY 40536-0284
Phone: 859.323.5045
Fax: 859.257.2418

March 16, 2016

Dr. Lephart:

As Division Chief of Pulmonary, Critical Care, and Sleep Medicine, I strongly endorse creating the Sports Medicine Research Institute (SMRI). The SMRI provides a unique and multidisciplinary faculty whose expertise and research models will directly impact the lives of our patients.

I am currently collaborating with the several of your faculty and will strongly support and encourage continued collaboration. I highly advocate on the establishment of SMRI given its importance to patient care within UK HealthCare. Through my position as Division Chief, I will also work toward building in-roads for the SMRI to be successful within our hospital's setting. As the Division Chief, I support my faculty to participate in sponsored research that is consistent with our negotiated distribution of effort.

I look forward to working with you and will support your efforts in creating the SMRI.

Sincerely,

Peter E. Morris, MD
Chief
Pulmonary, Critical Care, and Sleep Medicine

College of Health Sciences

Division of Physical Therapy
Wethington Building, Rm 204
Lexington, KY 40536-0200

859-218-0581
fax 859 323-6003

www.mc.uky.edu/PT

April 1, 2016

Dr. Lephart:

Thank you for the opportunity to serve as associate faculty to the Sports Medicine Research Institute (SMRI). As you know I am deeply committed to advancing the health of athletes of all ages in Kentucky and see significant opportunity for collaboration on current and future sponsored projects. I enthusiastically endorse the creation SMRI.

Sincerely,

Digitally signed by Brian Noehren
DN: cn=Brian Noehren,
o=University of Kentucky,
ou=Division of Physical Therapy,
email=b.noehren@uky.edu, c=US
Date: 2016.04.01 14:45:26 -04'00'

Brian Noehren PT, Ph.D. FACSM
Associate Professor
Division of Physical Therapy
University of Kentucky
859-218-0581
b.noehren@uky.edu

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Kathleen Poploski
College of Health Sciences
Department of Rehabilitation Sciences

College of Nursing
315 College of Nursing Building
Lexington, KY 40536-0232
859 323-5108
fax 859 323-1057
www.uknursing.uky.edu

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Deborah B. Reed, MSPH, PhD , RN, FAAOHN, FAAN
Professor

College of Nursing

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Scott D. Royer
College of Health Sciences
Department of Rehabilitation Sciences

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports
Medicine Research Institute (SMRI). In addition, I strongly endorse the creation of the SMRI.
Given the long history of sports medicine research in my department (KHP) dating back to Dr.
Ernst Jokl, a founder of the American College of Sports Medicine, and the over 30 year
collaboration of KHP with Health Sciences and Biomedical Engineering in the Biodynamics
Laboratory (now part of the Human Performance Laboratories) I see significant opportunity
for collaboration on current and future sponsored projects. Congratulations on the
establishment of the institute and exciting possibilities it brings to UK.

Sincerely,

Robert Shapiro, PhD, FASCM
Professor and Senior Associate Dean
College of Education
Department of Kinesiology and Health Promotion
Director, Biodynamics Laboratory
Co-Director, Human Performance Laboratories

April 4th, 2016

Division of Clinical Nutrition
Wethington Building, Room 209H
Lexington, KY 40536-0200
Phone 859 218-0863
www.mc.uky.edu/healthsciences

Dr. Lephart,

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI) and strongly endorse the creation SMRI. Given my background in clinical and sports nutrition and my service as a board certified specialist in sports dietetics, I am uniquely qualified to be a part of your research team.

I see significant opportunity for collaboration on current and future sponsored projects. I have been directly involved in human nutrition and exercise interventions for 10 years and I am excited to help you oversee all nutrition aspects of SMRI projects, including nutrition assessment and intervention.

If you need any further information, please feel free to contact me at dth225@uky.edu.

Respectfully,

Travis Thomas, Ph.D., RDN, CSSD, LD
Assistant Professor
Division of Clinical Nutrition
College of Health Sciences
University of Kentucky

see blue.

UK
UNIVERSITY OF KENTUCKY®

College of Health Sciences
Division of Athletic Training
Wethington Building, Room 210C
Lexington, KY 40536-0200
859 323-1100 Ext. 80858
fax 859 323-6003
www.mc.uky.edu/athletic_training

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Tim L Uhl, PhD, ATC, PT, FNATA
College of Health Sciences
Department of Rehabilitation Sciences

April 7, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. As a faculty member with allocated DOE to conduct sponsored research, I see significant opportunity for collaboration on current and pending sponsored projects.

Sincerely,

Kelly H. Webber, PhD, MPH, RD, LD
Associate Professor, Director of Graduate Studies
Department of Dietetics and Human Nutrition
College of Agriculture, Food and Environment
University of Kentucky
206E Funkhouser Bldg.
Lexington, KY 40506-0054
T. 859-257-4351
F. 859-257-3707

March 31, 2016

Dr. Lephart:

It is with great enthusiasm that I accept the invitation as associate faculty to the Sports
Medicine Research Institute (SMRI). In addition, I strongly endorse the creation SMRI. I
see significant opportunity for collaboration on current and future sponsored projects.

Sincerely,

Joshua Winters, PhD, CSCS
College of Health Sciences
Department of Rehabilitation Sciences

April 22, 2015

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) discussed via email the proposal by G.Q. Zhang, Professor and Chief of the Division of Biomedical Informatics in the College of Medicine, to create an Institute for Biomedical Informatics. Scientists have been active in genomics and bioinformatics research at the University of Kentucky for over 20 years in many colleges. The University of Kentucky began investing in biomedical informatics in 2008 in connection with the creation of a Center for Clinical and Translation Science. The objective of this proposal is to harness and empower the research activities of scientists, campus wide through creation of this Multidisciplinary Research Institute.

The proposal is accompanied by letters of support from College Deans of Arts and Sciences, Public Health, Medicine, Pharmacy, Associate Dean of Research from Dentistry, Directors of several affiliated centers, chair for Department of Statistics, the College of Medicine Faculty Council and two faculty members from the College of Agriculture who have been active collaborators. Letters were not provided from Faculty Advisory committees from other colleges or deans, however, the committee discerned that there was widespread interest and support based on active participation in bioinformatics programs that have preceded and contributed to this proposal (See, for example, http://bioinformatics.cesb.uky.edu/bin/view/SBOI/AdministrationAndOversight; Systems Biology and Omics Integration Journal Club)

The SAOSC did not meet with Dr. Zhang but had an active email discussion about the proposal. Initially there were questions about the scope of the program, specifically if it was intended to be limited to those participating in the Division for Biomedical Informatics. Discussions with faculty outside the Medical Colleges alleviated those concerns. The situation appears to be the following: since biomedical informatics is important for biomedical research the College of Medicine has been proactive in creating a Division of Biomedical Informatics.   At the same time, great synergistic benefits will be realize by this program and by diverse programs across campus by creating a healthy and active multidisciplinary research center.

I understand that the proposal will be accompanied by an addendum on Monday, April 25th that will further underline these points.

The SAOSC recommends approval of the proposed Institute for Biomedical Informatics.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*[1].

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at http://www.uky.edu/Faculty/Senate/forms.htm). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	This is a proposal to formally create a new center called the Institute for Biomedical Informatics (IBI). The Institute's vision is to fulfill a campus-wide need for enhancing and coordinating biomedical informatics capacity across the colleges.

Contact person name:	GQ Zhang, Ph.D.	Phone:	859-218-6142	Email:	gzh238@uky.edu

Administrative position (dean, chair, director, etc.):	Director and Division Chief, Internal Medicine

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).

☒	Department of:	Internal Medicine
☐	School of:	
☒	College of:	Medicine
☐	Graduate Center for:	
☐	Interdisciplinary Instructional Program:	
☐	Multidisciplinary Research Center/Institute:	

Section III – Type of Proposal

Check all that apply.

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[1] Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

A. Changes	
☐	Change to the name of an educational unit.
☐	Change to the type of educational unit (e.g., from department to school).
B. Other types of proposals	
☒	Creation of a new educational unit.
☐	Consolidation of multiple educational units.
☐	Transfer of an academic program to a different educational unit.
☐	Transfer of an educational unit to a different reporting unit.
☐	Significant reduction of an educational unit.
☐	Discontinuation, suspension or closure of an educational unit.
☐	Other (Give a one- or two-sentence description below; a complete description will be in the proposal.
	Creation of a new institute called the Institute for Biomedical Informatics

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)
- ✓ SAOSC review of proposal.

- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).

- ✓ Program review in past three years (attach documentation).

- ✓ Request to Provost for new program review (attach documentation).

- ✓ Open hearing (attach documentation).
  - • SAOSC information must be shared with unit 10 days prior to hearing.
  - • Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate
- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
  - o This vote is taken by the SAOSC, SC and Senate <u>for every SAOSC proposal</u>.

- ✓ Approve (or do not approve) the academic status or content of academic program.
  - o This vote is taken by the SAOSC, SC and Senate <u>only when the review involves an MDRC</u>.

1) What is the impetus for the proposed change?

Response: Please see Executive Summary and Introduction (**pages 1-2**) as well as Background (**pages 4-5**) of the Proposal.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

Response: Please see Vision and Goals (**pages 2-3**). No weaknesses as of now.

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

Response: Please see Organization (**pages 5-9**).

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

Response: Please see Vision and Goals (**pages 2-3**).

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

Response: Please see Sample IBI Initiatives (**pages 12-13**).

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

Response: Please see Organization (**pages 5-9**).

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

Response: The selection of IBI's inaugural director is a result of an extensive search process over the past two years. The search committee, chaired by **Drs. Phil Kern and Jeffery Talbert**, clarified the attributes an individual must possess to develop biomedical informatics at the University of Kentucky and worked to recruit such a leader. Dr. GQ Zhang, a leading biomedical scientist from Case Western Reserve University was succeffuly recruited to fill this role.

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

Response: The primary faculty of IBI will be faculty in the Division of Biomedical Informatics. They will function as a typical faculty, governed by the standard College of Medicine roles, policies and procedures for a division and departmnent.

9) Will the proposed change involve multiple schools or colleges?

Response: Not at this point, but once IBI is established, memership in the IBI will include, but not limited to the faculty listed on **pages 6-10** of the proposal. Before the establishment, memership in IBI cannot be formalized.

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

Response: The formal transfer of 5 faculty members (Eric Durbin, Sally Ellingston, Rama Kavuluru, Sujin Kim, Radha Nagarajan) from College of Public Health to the College of Medicine **was completed in November, 2015.**

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Response:

- **Tenured**: GQ Zhang (Professor and Diretor), Radha Nagarajan (Associate Professor), Sujin Kim (Associate Professor);

- **Tenture Track**: Rama Kavuluru (Assistant Professor)

- **Research Assistant Professor:** Licong Cui, Eric Durbin, Sally Ellingston.

The DOE of each faculty appears in the table below.

Name	Research	Teaching	Service	Professional Devlopment
Cui	90	0	0	5
Durbin	90	0	0	5
Ellingston	90	0	0	5
Kavuluru	65	15	15	5
Kim*	35	45	15	5
Nagarajan	65	15	15	5
Zhang	50	15	30	5

*: Dr. Kim has 30% DOE for teaching supported by College of Communication & Information.

The level of faculty input in the policy-making process including voting rights and advisory roles are governed by the existing College of Medicine's roles, policies and procedures for a division and departmnent.

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

Response: It could potentially enhance the accreditation of degree programs such as Computer Science.

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

Response: Three new staff members have already been hired. A total of 4 new faculty hires are planned in the next couple of years. Advertisement for 2 faculty positions has been placed for fall 2016. A biomedical informatics track is been revitalized in Computer Science. The existing BMI courses offered in the College of Public Health are to be reexamined and transferred to the College of Medicine in Spring 2016.

14) If the proposal involves degree changes, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

Response: NA

15) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

Response: Please see **page 12.**

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the break-down of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

Response:
UK began investing in biomedical informatics in 2008 as part of the original CTSA proposal. The CTSA is the largest single grant on campus, about $20M over 5 years, and a strong informatics component is a requirement for its contiued viability. A unique feature of our campus is that the UK biomedical campus is located side by side with the main Lexington campus—we are one University spanning the entire spectrum of academic Colleges. With the success of the CTSA proposal and the creation of the Center for Clinical and Translational Science, we established a division of biomedical informatics and began to recruit focused research faculty. In addition, we established the UK CCTS Enterprise Data Trust (EDT) to develop clinical data as a strategic asset for researchers across UK.

However, nascent efforts across campus to develop various informatics capabilities are at risk of staying decentralized and eventually disappearing as relevant faculty are lost to competing institutions. Since the CCTS biomedical informatics effort has reached a critical mass of faculty, staff, and research infrastructure, the coordination of these resources with those across the entire University is crucial to our long-term success. The creation of the IBI will link the CCTS BMI resources to faculty and students with similar

interest across campus to provide a coordinated locus of faculty, staff, and research infrastructure. The IBI will encompass activities occurring across a multitude of Colleges related to the field of biomedical informatics. Institute faculty hold appointments in colleges throughout UK. These activities include bioinformatics (omics-focused), clinical informatics, and public health informatics. Therefore, the IBI will become a nexus for all research and scholarly activities concerning biomedical informatics and will provide health-focused informatics services, training, and education for UKHC.

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

Response: **Please see attached support letters from the deans of Engineering, Publich Health, Phamacy as well as the earlier letter from CCTS director**.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

Response: The IBI will be reviewed and evaluated by the Provost's office according to established univeristy guidelines in assessing center and institutes. Particularly, in year 4 the Provost will convene a committee to assess progress of IBI, in the context of formally establishing a Department of Biomedical Informatics as a part of the planned growth trajectory. The IBI already has plans for an Informatics EAB. This report could serve a role in assessing progress on a yearly basis.

19) Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

Response: See letter from
Michael J. Becich, MD PhD
Distinguished University Professor
Chairman, Department of Biomedical Informatics (http://www.dbmi.pitt.edu)
University of Pittsburgh School of Medicine
Associate Chancellor for Informatics for the Health Sciences
University of Pittsburgh

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1) What is the impetus for the proposed change?

Response:
Technological advances over the past 20 years led to two major shifts: an increased branching of scientific specialization, and the capture and storage of increasingly large and dense datasets, which for convenience we will call Big Data. Such shifts provide opportunities and call for a new paradigm to transform our research enterprise. Against this backdrop, the Institute will take the approach of team science in the era of Big Data to accelerate the translation of scientific discovery to societal impact.

The Institute will be a nexus for informatics research. The progressively routine acquisition of multiple different types of data in healthcare (e.g. computational genomics, proteomics; neuroscience and imaging; drug discovery and complex health modeling) has created both numerous opportunities as well as challenges in our ability to interpret and analyze such data. The emerging academic discipline of data science, covering the entire lifecycle of data collection, data curation, data annotation, data provenance, data integration, data exploration, data sharing, meaningful use, and bioinformatics analytics, has the potential to broadly-enable not only healthcare but also traditional disciplines in engineering, computational and mathematical sciences. Bold, big visions for research, embracing "open science" and capitalizing systematically collected datasets in virtually every academic disciplines and scientific domains, particularly in healthcare, will create solutions beyond reach before.

The Institute will be a catalyst for team science. Investigators from distinct disciplines with diverse backgrounds and their own scientific vocabulary, culture, and norms, must collaborate in a team setting to tackle society's vexing problems and challenges in areas such as human health. Team science enables the translation of scientific discovery to solutions that a single individual working in isolation is unlikely to provide. With its organizational structure and guiding principle grounded on team science, the Institute will bring key constituencies together at UK, including physician in hospitals, faculty in departments, administrator and staff to advance and support multi-disciplinary research. Research themes will encompass basic and applied research at the interface of genomic and life science, engineering, data science, and disease-specific areas.

The Institute will facilitate and create data science and informatics educational programs. The field of biomedical informatics is growing rapidly, and an important component of training the workforce of the future includes training the next generation of informatics specialists at all levels, including future faculty. UK needs to be a leader in this effort, especially in the state of Kentucky, and this includes the development of a training program in BMI. The development of the IBI will enable and support the efforts to create new training programs by facilitating collaborative interactions between different departments on campus. These efforts will further bridge the efforts of the Colleges of Engineering and Arts and Sciences with the Health Science Colleges into a training program that will be beneficial to all.

UK began investing in biomedical informatics in 2008 as part of the original CTSA proposal. The CTSA is the largest single grant on campus, about $20M over 5 years, and a strong informatics component is a requirement for its contiuned viability. A unique feature of our campus is that the UK biomedical campus is located side by side with the main Lexington campus—we are one University spanning the entire spectrum of academic Colleges. With the success of the CTSA proposal and the creation of the

Center for Clinical and Translational Science, we established a division of biomedical informatics and began to recruit focused research faculty. In addition, we established the UK CCTS Enterprise Data Trust (EDT) to develop clinical data as a strategic asset for researchers across UK.

However, nascent efforts across campus to develop various informatics capabilities are at risk of staying decentralized and eventually disappearing as relevant faculty are lost to competing institutions. Since the CCTS biomedical informatics effort has reached a critical mass of faculty, staff, and research infrastructure, the coordination of these resources with those across the entire University is crucial to our long-term success. The creation of the IBI will link the CCTS BMI resources to faculty and students with similar interest across campus to provide a coordinated locus of faculty, staff, and research infrastructure. The IBI will encompass activities occurring across a multitude of Colleges related to the field of biomedical informatics. Institute faculty will hold appointments in colleges throughout UK. These activities include bioinformatics (omics-focused), clinical informatics, and public health informatics. Therefore, the IBI will become a nexus for all research and scholarly activities concerning biomedical informatics and will provide health-focused informatics services, training, and education for UKHC.

Please also see Executive Summary and Introduction (**pages 1-2**) as well as Background (**pages 4-5**) of the Proposal.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

Response:
The IBI will strive to be a center of national prominence for conducting basic and translational research spanning a spectrum of core biomedical informatics areas, with the goal of improving human health. The IBI will be a key strategic asset for UK, serving as the nexus between UKHC and academic colleges of Arts and Sciences, Engineering, Medicine, Pharmacy, and Public Health. The IBI will coordinate and harness the multidisciplinary informatics expertise, advance collaboration and team science across UK, and create and grow an innovation ecosystem with interacting elements of research, education, technology development, collaboration and dissemination. In this vision, the five main goals of IBI are:

Goal 1. To coordinate and synergize the interdisciplinary informatics expertise across UK. While silos of expertise in biomedical informatics exist at UK, lack of coordination in addressing the great need for biomedical informatics infrastructure, services, education initiatives, and clinical operation across the enterprise yields inefficient use of human and data resources, resulting in missed opportunities for some projects, and duplication of efforts on others. Strong partnerships will be forged with existing activities such as clinical informatics (Mark Williams, Cecilia Page, Carol Steltenkamp), cancer informatics (Eric Durbin), translational bioinformatics (Hunter Moseley), statistics (Arny Stromberg), computer science and engineering (Ken Calvert, Eric Grulke, Brent Seales, Jinze Liu), and public health informatics (Jeff Talbert). These partnership and collaborations will span the Colleges of Arts and Sciences, Engineering, Medicine, Pharmacy, and Public Health.

Goal 2. To utilize informatics for enhancing data-driven clinical care and operational initiatives at UKHC. The IBI staff and faculty will be involved in multiple UKHC projects

focused on improving healthcare quality, improving health outcomes and efficiency, and enhancing the linkage between clinical care and clinical research. The IBI will participate in the UKHC Data Governance Committee, collaborate with the business intelligence team, supports enterprise quality and safety initiatives, and collaborate with the Center for Health Services Research to support development of a learning healthcare system and seed new collaborative projects that support this endeavor. The IBI will also collaborate with the UKHC value-based healthcare committee to support improved coordination, shared resources, and enhanced problem-solving activities across the enterprise.

Goal 3. To expand research initiatives and strengthen research infrastructure by providing coordinated service and support through the utilization of data resources such as the Enterprise Data Trust. The UK CCTS Enterprise Data Trust (EDT) has an established regulatory framework and process across multiple data sources for researchers at the UK, including support services for data integration, data analytics, natural language processing, and honest broker services. The IBI will facilitate the access and expansion of EDT data sources and support services by the coordination of resources and shared infrastructure. Key research infrastructure collaborations includes the Center for Health Services research, the Institute for Pharmaceutical Outcomes and Policy, the Kentucky Cancer Registry, the Center for Visualization and Virtual Environments, and the Center for Computational Sciences.

Goal 4. To enhance, expand, and support informatics training programs. UK currently has several graduate certificate programs related to biomedical informatics: an Applied Statistics certificate (statistics and biostatistics), a certificate in Clinical and Translational Science (CCTS), and an Informatics certificate (computer science). To train the next generation of biomedical informatics researchers, these offerings should expand to include Masters and PhD degree programs. Computer science is currently investigating the addition of a new track in biomedical informatics that could form the basis for advanced graduate degrees and serve as core courses for doctoral research programs in medicine, translational science, and pharmacy. We recognize that this program will be a significant new venture for the Department of Computer Science, but we believe that the IBI, with associated faculty from a number of departments and colleges, will actively participate in this graduate program and significantly contribute to the development of this course material. The collective training effort and coordinated training activities are expected to serve as a basis for competing for NIH T32-like training awards in the future. We are also developing undergraduate support mechanisms to attract and prepare students for these graduate programs. These mechanisms include coordinating mentored undergraduate research experiences, providing inter-STEM course advising, supporting early under-represented minority inclusion, and developing a bioinformatics minor.

Goal 5. To develop a nationally recognized, extramurally funded research program in BMI. Through the efforts of existing and new faculty, the IBI will compete successfully for extramural grants, which will be enhanced by the collaborative efforts with other Centers and Colleges, other Universities, and interactions with UKHC.

To achieve excellence in biomedical informatics, it is necessary to perform translational research, technology development, and system deployment. One of the strategic foci will be the innovation and creation of unique and cutting-edge systems, tools, and resources to empower translation research.

Please also see Vision and Goals (**pages 2-3**). No weaknesses as of now.

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

Response:

The IBI will include leadership in the faculty and among UK administration. The IBI leadership consists of a Director, an Executive Steering Committee, two Advisory Boards, and 23 additional current members who are actively engaged in IBI work, resulting in a critical mass of persons committed to and contributing to IBI's success. At a steady state to be reached in five years, the number of primary IBI faculty members will be around 15, in line with national norm for a center of this scope. Two project managers, one from the medical campus and one from engineering, will assist the coordination of activities across the campus. An executive director will manage the administrative operations of the center. A chief technology officer will direct the design, development and update of in-house developed tools and systems. A research informatics (RI) operations manager will provide oversight on the deployment, maintenance, user interfaces and continued operation of the tools and systems.

The IBI will report to the Provost, with liaison relationships to the CCTS Director, the UKHC EVPHA, and the UKHC CIO (see reporting diagram above). The IBI will have a research, training, and clinical mission. It will also play an important outreach role with activities such as a theme pilot grant program, a seminar series, workshops and annual scientific retreats. The invitation to participate in IBI organization and governance has already been extended across the University, with the resulting broad-spread participation.

Please also see Organization (**pages 5-9**).

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

Response:
The healthcare sector is one of the largest and fastest-growing industries in this country. With the systematic adoption of electronic medical records (EMRs) and the rapid progress towards $100 sequenced genomes, life science faces a disruptive change. Increasing amounts of data are being generated from multiple sources such as EMRs, lab and imaging systems, physician notes, medical correspondence, claims and finance. Such data is growing and evolving faster than healthcare organizations can take full advantage of it. It has the potential to be utilized to empower decision-making and transform the development of new methods for disease prevention, diagnosis, prognosis, and treatment. The translation of such valuable data sets into predictable models and actionable knowledge provides unprecedented opportunities for improving healthcare delivery and outcomes, reducing the cost of care, and incentivizing well-being and a healthy lifestyle.

Informatics, a foundation for the 21st century medicine, is the key for this translation. The science of informatics drives innovation that defines future approaches to information and knowledge management in biomedical research, clinical care, and public health. Informatics researchers develop, introduce, and evaluate new methods in areas as diverse as data mining (deriving new knowledge from large databases), information retrieval, natural language processing, cognitive science, human interface design, decision support, databases, machine learning, and algorithms for analyzing large amounts of data generated in public health, clinical research, and major omics technologies (epigenomics, genomics, transcriptomics, proteomics, and metabolomics). The science of informatics is inherently interdisciplinary, drawing on (and contributing to) a large number of fields, including computer and information science, epidemiology and statistics, applied mathematics, management science, cognitive science, and organizational behavior.

Biomedical informatics units are generally based in academic medicine as stand-alone departments, but all involve interdisciplinary domains across multiple disciplines. Given the nature of the breadth and diversity of biomedical informatics expertise at the University of Kentucky, the IBI will adopt an interdisciplinary center model to coordinate and maximize the impact of developing biomedical informatics at UK. The IBI will initially be housed as a Division in the Department of Internal Medicine within the College of Medicine. Two 3-5-year milestones of this strategic plan are: (a) the establishment of a new Department of Biomedical Informatics in the College of Medicine as an expansion of IBI to a fully-fledged academic department, and (b) the establishment of a PhD degree program in Biomedical Informatics in the Department of Computer Science within the School of Engineering.

Please also see Vision and Goals (**pages 2-3**).

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

Response:

The University of Kentucky Strategic Plan 2015-2020 is titled "TRANSFORMING TOMORROW." In the age of information and era of big data, this transformation would not be whole without a strong data science and informatics focus.

The Strtegic Plan calls for "Continuing our commitment of the past 150 years" and "pursue multidisciplinary and interdisciplinary efforts that address challenges and disparities of our citizens and enrich their lives. Strategic support and investment will be directed toward scholarship that capitalizes on our strengths and emerging areas of growth." Biomedical informatics is exactly one such emerging area of growth, requiring multidisciplinary and interdisciplinary efforts to translate data to information to knowledge in many applied disciplines.

The support letter from Michael J. Becich, MD PhD, Distinguished University Professor and Chairman, *Department of Biomedical Informatics*, Associate Chancellor for Informatics for the Health Sciences at University of Pittsburgh attests that

> ***Biomedical informatics has been a strategic and growing area across the country for over a decade. This growth is intensifying, driven by many factors that include national initiatives such as Big Data, Precision Medicine, and Leaning Healthcare Systems. As the commenweath's flagship institution and leader in the state of Kentucky for academic medicine and healthcare, the establishment of the Institute of Biomedical Informatics is strategically important and timely for the University of Kentucky.***

Please also see Sample IBI Initiatives (**pages 12-13**).

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

Response:

The IBI will report to the Provost, with liaison relationships to the CCTS Director, the UKHC EVPHA, and the UKHC CIO. The IBI will have a research, training, and clinical mission. It will also play an important outreach role with activities such as a theme pilot grant program, a seminar series, workshops and annual scientific retreats. The invitation to participate in IBI organization and governance has already been extended across the University, with the resulting broad-spread participation.

Director: GQ Zhang, PhD, Biomedical Informatics and Data Science
Zhang has been recruited to UK for senior biomedical informatics leadership roles as part of University of Kentucky's (UK) enhanced commitment to Informatics. He is Professor and Chief of the Division of Biomedical Informatics in the College of Medicine. He serves as the Director of the Biomedical Informatics Core for CCTS. Zhang's research theme spans large-scale, multi-center data integration, biomedical ontology development, query interface design and information retrieval, and agile, interface-driven access-control grounded software development. During the past 10 years, he led a group that developed over a dozen
clinical research informatics tools for data capturing, data management, cohort discovery, such as Physio-MIMI/VISAGE, MEDCIS, OnWARD, OPIC, EpiDEA, and

Cloudwave. He is the PI of two large-scale national data resource projects. One is the National Sleep Research Resource (R24HL114473; https://sleepdata.org), to establish a comprehensive, easily accessible and well-annotated, retrospectively integrated, national repository of sleep data. This big data resource will consist of more than 15 completed R01 and multi-center sleep studies sponsored by NHLBI. It comes with embedded IRB and Data Use Agreement processes to make
it easier for researchers to reuse data that has already been collected but there is no other simple way to access it. The second is the data and informatics core (U01NS090408) for the Center for SUDEP Research (CSR), a NINDS-funded Center Without Walls for Collaborative Research in the Epilepsies. The CSR is a collaborative of 14 institutions across the United States and Europe, to bring together extensive and diverse expertise to understand Sudden Unexpected Death in Epilepsy Patients (SUDEP). This core manages the entire data pipeline for CSR, prospectively capturing, managing, curating and integrating rich multi-modal clinical data collected from epileptic patients in participating CSR sites.

Executive Steering Committee Members:

Eric Durbin, DrPH, Cancer Informatics
Durbin is Assistant Professor, Division of Biomedical Informatics, Director Cancer Research Informatics Shared Resource Facility of the Markey Cancer Center CCSG. He is also the Director of Cancer Informatics at the NCI/SEER Kentucky Cancer Registry (KCR). He has over 24 years of experience in population-based cancer surveillance and informatics support for basic, clinical and population-based cancer research. Durbin led the international efforts for the North American Association of Central Cancer Registries to establish Health Level Seven (HL7) standards for electronic pathology reporting to cancer registries. He has developed one of the most comprehensive electronic cancer surveillance infrastructures in the U.S. and led KCR to become the first central cancer registry to achieve electronic cancer reporting under Meaningful Use Stage 2. His research interests include electronic disease surveillance, pathology informatics, natural language processing, data standards, and cancer epidemiology.

Vince Kellen, PhD, IT and Computing Infrastructure
Kellen is the Senior Vice Provost for Analytics & Technologies. Kellen brings a combination of business, academic and IT architecture experience to his role, with a focus on transformational leadership within IT. Since 1998, he has served as a faculty member and has taught graduate and undergraduate courses on IT and strategy, enterprise architecture, and information systems. In his role, Kellen leads a staff of 275 supporting 28,000 students, 18 colleges, and 13,000 employees, and manages the planning of and support for IT strategic planning, enterprise software, high performance computing, learning spaces, classroom technology, learning management systems, business intelligence, student information systems, data center operations, network infrastructure, distance learning, and information technology support.

Phil Kern, MD, Clinical and Translational Science
Kern's leadership positions include the directorship of the Center for Clinical and Translational Science (CCTS) and Associate Provost for Clinical and Translational Science. The mission of the CCTS is to stimulate innovative translational science on campus, promote development of the translational workforce, stimulate team science, work with the healthcare system to develop efficiencies and improved strategies for translational research, build a clinical trials network and generally serve as a nexus at

UK and in the Central Appalachian region for research that improves health in the community. Kern has a long history of studying adipocyte biology and metabolism. He is engaged in both basic and clinical research related to obesity, metabolic syndrome, diabetes and insulin resistance.

Hunter Moseley, PhD, Translational Informatics
Moseley is Associate Professor in the Department of Molecular and Cellular Biochemistry and Associate Director of Informatics for the Resource Center for Stable Isotope Resolved Metabolomics. Moseley's education spans multiple disciplines including chemistry, mathematics, computer science and biochemistry and has over 20 years of experience in bioinformatics research, particularly in the development of automated analyses of NMR and mass spectrometry data. This includes extensive expertise in algorithm development, mathematical modeling, and metabolic biochemistry. His lab is actively developing informatics techniques for metabolomics and methods to integrate metabolomics data with other omics-level datasets for systems level analyses that can be applied to the investigation of specific human diseases.

Cecilia Page, Director of Clinical Informatics, UK HealthCare
Page has experienced over 20+ years of senior leadership positions in Nursing spanning various levels of management in several organizations up to Chief Nursing Officer, Consultant, and Vice President for Clinical Systems Integration.

Carol Steltenkamp, MD, MBA, Electronic Health Records, Data Governance
Steltenkamp's efforts throughout Kentucky include co-chairing the eHealth Network Board and directing the Kentucky Regional Extension Center. She established partnerships across the state and gained credibility with legislators in the realm of public policy. She has served on multiple regional and national boards and is currently chair of the Health Information Management Systems Society International Board of Managers. She has successfully led large-scale implementations of electronic health records and has a reputation as a national leader in the use of computerized physician order entry.

Mark Williams, MD, FACP, MHM, Hospital Medicine
Williams serves as Professor and Vice-Chair of the Department of Internal Medicine, and acting Chief of the Division of Hospital Medicine at the University of Kentucky. After graduating from Emory University School of Medicine, he completed a residency in internal medicine at Massachusetts General Hospital. Dr. Williams established the first hospitalist program at a public hospital in 1998, and built two of the largest academic hospitalist programs in the U.S. at Emory (1998-2007) and Northwestern Universities (2007-2013). A Past President of the Society of Hospital Medicine and the Founding Editor of the Journal of Hospital Medicine, he actively promotes the role of hospitalists as leaders in delivery of health care to hospitalized patients. He serves as PI for SHM's Project BOOST (Better Outcomes by Optimizing Safe Transitions). With previous funding from The Robert Wood Johnson Foundation, The John A. Hartford Foundation, Aetna Foundation, California Health Care Foundation, NIND, HHS, AHRQ, BlueCross BlueShield of Illinois, and PCORI and more than 100 peer-reviewed publications including in journals such as JAMA, New England Journal of Medicine, and Annals of Internal Medicine, Dr. Williams' research focuses on quality improvement, care transitions, teamwork and the role of health literacy in the delivery of health care.

Brent Seales, PhD, Computer Science

Seales is Professor and Chair of the Department of Computer Science, College of Engineering. His research focuses on digital imaging in two very different directions: medical imaging and cultural heritage. His EDUCE project (Enhanced Digital Unwrapping for Conservation and Exploration) seeks to create readable images of texts such as papyrus
scrolls, without opening them, using minimally invasive scanning and virtual unwrapping. Seales is developing and evaluating new techniques for digital acquisition, restoration, and visualization using real-world library collections with particular focus on preservation and dissemination. He is also the director of the STITCH project (Surgical Technology Integration with Tools for Cognitive Human Factors), which envisions a networked operating room of the future, where computers and surgical instruments are connected.

Arnold Stromberg, PhD, Bioinformatics/Biostatistics
Stromberg is Professor and Chair, Department of Statistics and Co-Director Statistical Computer Modeling for Bioinformatics Core of the CCTS. Stromberg's expertise is distributed computation and data analysis using supercomputers. As part of INBRE, he provides statistical expertise with DNA microarray data analysis and continues to develop innovative methods of statistical analysis for microarray data. His paper on pooling microarray data is among the ten most downloaded papers in BMC Bioinformatics. He recently served on the university committee that selected the new IBM supercomputer. He directs data analysis for the UK Microarray Core Facility. Stromberg's theoretical and applied background in outlier identification is useful for scanning data for anomalies.

Jeffery Talbert, PhD, Public Health Informatics and EDT
Talbert is Professor in the Department of Pharmacy Practice and Science, Director of the Institute for Pharmaceutical Outcomes and Policy, Co-Director of Biomedical Informatics, and Associate Director of the Center for Health Services Research. Talbert has over 20 years experience in health research focused on the intersection of policy decisions and health outcomes, including serving as a research fellow for the US Congress, as a faculty member in Public Policy, Public Health, and Pharmacy. Professor Talbert has research interests in pharmaceutical policy, Medicaid policy, and public health informatics. His current research program focuses on two areas: improving health outcomes and efficiency for state Medicaid programs, and policy issues related to reducing prescription drug abuse and diversion.

Stephen Wyatt, MPH, DMD,
Wyatt serves as the Senior Associate Director for the University of Kentucky (UK) CCTS, guiding the Administrative Core and providing oversight (Co-Project Lead) to the critical ATRN Optional Function. His professional background at the CDC and UK has provided significant experience in the development, growth and maturation of complex organizations. A significant area of campus engagement during my his years of service as an academic unit Dean at UK
(College of Public Health) was Team Science promotion, including the nurturing/development of multidisciplinary research teams and policies that recognize and reward team science in the tenure/promotion process. He also serves as Vice President for Research at Norton Healthcare in Louisville, KY. This role importantly connects UK, UK Healthcare and the CCTS to the largest healthcare delivery entity in the Commonwealth, providing significant opportunities for research collaboration and access to a diverse urban population.

External Advisory Board (To be confirmed): Justin Starren, James Cimino, Philip Payne, Paul Harris, Michael Kahn

Project Managers: Tamela Harper

Strategic Initiative: Tony Elam

Membership

Below is a partial list of faculty who currently participate in Informatics activities on campus, and who we expect to have an affiliation with IBI, grouped according to expertise:

Molecular and Cellular Processes
Sivakumaran Arumugam
David Fardo
Hunter Moseley
Radha Nagarajan
Arnold Stromberg
Chi Wang
Jinze Liu
David Murragarra

Computing Systems
Ken Calvert
Vince Kellen
Rama Kavuluru

High Performance Computing
Licong Cui
Sally Ellingston
Eric Grulke

Imaging Informatics
Brent Seales

Clinical and Public Health Informatics
Licong Cui
Eric Durbin
Tamas Gall
Isaac Hands
Bin Huang
Tom Kelly
Sujin Kim
Daniel Harris
Darren Henderson
Radha Nagarajan
Cecilia Page
Carol Steltenkamp
Jeffery Talbert
Tom Tucker

Heidi Weiss
Mark Williams

Education
Eric Grulke
Jerzy Jaromczyk
Tom Kelly
Hunter Moseley
Mirek Truszczynski

Please also see Organization (**pages 5-9**).

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

Response: The selection of IBI's inaugural director is a result of an extensive search process over the past two years. The search committee, chaired by **Drs. Phil Kern and Jeffery Talbert**, clarified the attributes an individual must possess to develop biomedical informatics at the University of Kentucky and worked to recruit such a leader. Dr. GQ Zhang, a leading biomedical scientist from Case Western Reserve University was succeffuly recruited to fill this role.

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

Response: The primary faculty of IBI will be faculty in the Division of Biomedical Informatics. They will function as a typical faculty, governed by the standard College of Medicine roles, policies and procedures for a division and departmnent.

A faculty member from the IBI with primary appointment in e.g., the Department of Computer Science and secondary appointment in the Divisionof Biomedical Informatics will have their teaching and service duties administrated through the Department of Computer Science, and research activities coordinated through the Division of Biomedical Informatics, under the overall umbrella of IBI.

Please also see **Response to 11.**

9) Will the proposed change involve multiple schools or colleges?

Response: Not at this point, but once IBI is established, memership in the IBI will include, but not limited to the faculty listed on **pages 6-10** of the proposal. Before the establishment, memership in IBI cannot be formalized.

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

Response: The formal transfer of 5 faculty members (Eric Durbin, Sally Ellingston, Rama Kavuluru, Sujin Kim, Radha Nagarajan) from College of Public Health to the College of Medicine **was completed in November, 2015.**

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Response:

- **Tenured**: GQ Zhang (Professor and Diretor), Radha Nagarajan (Associate Professor), Sujin Kim (Associate Professor);

- **Tenture Track**: Rama Kavuluru (Assistant Professor)

- **Research Assistant Professor:** Licong Cui, Eric Durbin, Sally Ellingston.

The DOE of each faculty appears in the table below.

Name	Research	Teaching	Service	Professional Devlopment
Cui	90	0	0	5
Durbin	90	0	0	5
Ellingston	90	0	0	5
Kavuluru	65	15	15	5
Kim*	35	45	15	5
Nagarajan	65	15	15	5
Zhang	50	15	30	5

*: Dr. Kim has 30% DOE for teaching supported by College of Communication & Information.

The level of faculty input in the policy-making process including voting rights and advisory roles are governed by the existing College of Medicine's roles, policies and procedures for a division and departmnent.

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

Response: It could potentially enhance the accreditation of degree programs such as Computer Science.

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

Response: Three new staff members have already been hired. A total of 4 new faculty hires are planned in the next couple of years. Advertisement for 2 faculty positions has been placed for fall 2016. A biomedical informatics track is been revitalized in Computer Science. The existing BMI courses offered in the College of Public Health are to be reexamined and transferred to the College of Medicine in Spring 2016.

14) If the proposal involves degree changes, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on

current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

Response: NA

15) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

Response:
No new funds are requested as a part of this Strategic Plan at this point. Main funds for operational and recurring support fall into the following categories:

- Recurring
    - 5 state faculty lines (recurring)
    - insititutional support ($1.5M) from the CCTS, Provost, College of Medicine, and UK HealthCare
- Non-recurring
    - new faculty startup funds ($1.5M, part of Zhang's startup)
    - new faculty salary support ($2.0M, part of Zhang's startup)
    - staff support ($1.2M, part of Zhang's startup)
    - computational equipment ($250K, part of Zhang's startup)
- Main extramurally funded centers (transferring to UK)
    - NINDS: Informatics and Data Analytics Core for Center for SUDEP Research (5U01NS090408, PI Zhang), ~$770K annually, 2015-2019
    - NHLBI: National Sleep Research Resource (R24HL114473, MPI Zhang), ~$250K annually, 2015-2018

Please also see **page 12.**

16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the break-down of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.

Response: To help achieving its mission and goals, the IBI is planned to be an entity that transcends individual colleges and departments. In order for the IBI to help address a campus need to engage faculty from multiple academic units in research, service and education efforts, the IBI proposed reporting line is to the Provost, positioning the IBI to help meet that need.

The planning of the IBI has sought support from leaders from multiple colleges. Please **see support letters from the deans of the College of Engineering, College of Public Health, and College of Phamacy**.

17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty

and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)

Response: **Please see attached support letters from the deans of Engineering, Publich Health, Phamacy as well as the earlier letter from CCTS director**.

18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.

Response: The IBI will be reviewed and evaluated by the Provost's office according to established univeristy guidelines in assessing center and institutes. Particularly, **in year 4 the Provost will convene a committee to assess progress of IBI, in the context of formally establishing a Department of Biomedical Informatics** as a part of the planned growth trajectory. The IBI already has plans for an Informatics EAB. This report could serve a role in **assessing progress on a yearly basis**.

19) Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

Response: See letter from
Michael J. Becich, MD PhD
Distinguished University Professor
Chairman, Department of Biomedical Informatics (http://www.dbmi.pitt.edu)
University of Pittsburgh School of Medicine
Associate Chancellor for Informatics for the Health Sciences
University of Pittsburgh

A Strategic Plan for the
University of Kentucky Institute for Biomedical Informatics
April 25, 2016

Executive Summary. The mission for the Institute for Biomedical Informatics (IBI) is to translate data to knowledge with the goal to improve human health and effectively use the latest technology and tools for the advancement of biological sciences. This mission is fulfilled through the development of research, training, UK HealthCare (UKHC) informatics integration and community engagement programs spanning areas such as translational bioinformatics, clinical informatics, research informatics, and public health informatics. A core group of problem-solving faculty leaders will be developed to address the ever-changing and mission-critical data science challenges facing the UK research enterprise. The IBI will promote translational team science and engage the entire UK campus to develop and grow informatics and data science training programs, share research and data infrastructure, and enable technology innovation.

Introduction

The healthcare sector is one of the largest and fastest-growing industries in this country. With the systematic adoption of electronic medical records (EMRs) and the rapid progress towards $100 genome, life science faces a disruptive change. Increasing amounts of data are being generated from multiple sources such as EMRs, lab and imaging systems, physician notes, medical correspondence, claims and finance. Such data is growing and evolving faster than healthcare organizations can take full advantage of it. It has the potential to be utilized to empower decision-making and transform the development of new methods for disease prevention, diagnosis, prognosis, and treatment. The translation of such valuable data sets into predictable models and actionable knowledge provides unprecedented opportunities for improving healthcare delivery and outcomes, reducing the cost of care, and incentivizing wellbeing and a healthy lifestyle.

Informatics, a foundation for the 21st century medicine, is the key for this translation. The science of informatics drives innovation that defines future approaches to information and knowledge management in biomedical research, clinical care, and public health. Informatics researchers develop, introduce, and evaluate new methods in areas as diverse as data mining (deriving new knowledge from large databases), information retrieval, natural language processing, cognitive science, human interface design, decision support, databases, machine learning, and algorithms for analyzing large amounts of data generated in public health, clinical research, and genomics/proteomics. The science of informatics is inherently interdisciplinary, drawing on (and contributing to) a large number of fields, including computer science, epidemiology and statistics, information science, management science, cognitive science, and organizational behavior.

Biomedical informatics units are generally based in academic medicine as stand-alone departments, but all involve interdisciplinary domains across multiple disciplines. Given the nature of the breadth and diversity of biomedical informatics expertise at the University of Kentucky, the IBI will adopt an interdisciplinary center model to coordinate and maximize the impact of developing biomedical informatics at UK. In concert with the establishment of IBI, two medium-term milestones of this strategic plan are: (a) assessing and planning for the possible

establishment of a new Department of Biomedical Informatics in the College of Medicine, and (b) the development and possible creation of graduate degree programs in Biomedical Informatics in collaboration with the Department of Computer Science in the College of Engineering.

Vision and Goals

Vision. The IBI will be a center of national prominence for conducting basic and translational research spanning a spectrum of core biomedical informatics areas, with the goal of improving human health. The IBI will be a key strategic asset for UK, serving as the nexus between UKHC and academic colleges of Arts and Sciences, Engineering, Medicine, Pharmacy, and Public Health. The IBI will coordinate and harness the multidisciplinary informatics expertise, advance collaboration and team science across UK, and create and grow an innovation ecosystem with interacting elements of research, education, technology development, collaboration and dissemination. In this vision, the five main goals of IBI are:

Goal 1. To coordinate and synergize the interdisciplinary informatics expertise across UK. While silos of expertise in biomedical informatics exist at UK, lack of coordination and the great need for biomedical informatics infrastructure, services, education initiatives, and clinical operation across the enterprise yields inefficient use of data resources, resulting in missed opportunities for some projects, and duplication of efforts on others. Strong partnerships have been forged with existing activities such as clinical informatics (Mark Williams, Cecilia Page, Carol Steltenkamp), cancer informatics (Eric Durbin), translational bioinformatics (Hunter Moseley), statistics (Arny Stromberg), computer science and engineering (Ken Calvert, Eric Grulke, Brent Seales, and Jinze Liu), agriculture (Mark Farman and Jamie MacLeod), dentistry (Jeff Ebersole and Gregory Zeller) and public health informatics (Jeff Talbert). These partnership and collaborations will span the Colleges of Agriculture, Food and Environment; Arts & Sciences; Dentistry; Engineering; Medicine; Pharmacy; and Public Health.

Goal 2. To utilize informatics for enhancing data-driven clinical care and operational initiatives at UKHC.
The IBI staff and faculty will be involved in multiple UKHC projects focused on improving healthcare quality, improving health outcomes and efficiency, and enhancing the linkage between clinical care and clinical research. The IBI will participate in the UKHC Data Governance Committee, collaborate with the business intelligence team, supports enterprise quality and safety initiatives, and collaborate with the Center for Health Services Research to support development of a learning healthcare system. The IBI will also collaborate with the UKHC value-based healthcare committee to support improved coordination, shared resources, and enhanced problem-solving activities across the enterprise.

Goal 3. To expand research initiatives and strengthen research infrastructure by providing coordinated service and support through the utilization of data resources such as the Enterprise Data Trust.
The UK CCTS Enterprise Data Trust (EDT) has an established regulatory framework and process across multiple data sources for researchers at the UK, including support services for data integration, data analytics, natural language processing, and honest broker services. The IBI will facilitate the access and expansion of EDT data sources and support services by the coordination of resources and shared infrastructure. Key research infrastructure collaborations includes the Center for Health Services research, the Institute for Pharmaceutical Outcomes

and Policy, the Kentucky Cancer Registry, the Center for Visualization and Virtual Environments, and the Center for Computational Sciences.

Goal 4. To streamline, enhance, and expand informatics training programs.
UK currently has several graduate certificate programs related to biomedical informatics: an Applied Statistics certificate (statistics and biostatistics), a certificate in Clinical and Translational Science (CCTS), and an Informatics certificate (computer science). To train the next generation of biomedical informatics researchers, these offerings should expand to include Masters and PhD degree programs. Computer science is investigating the addition of a new track in biomedical informatics that could form the basis for advanced graduate degrees and serve as core courses for doctoral research programs in medicine, translational science, and pharmacy. We believe that the IBI, with associated faculty from a number of departments and colleges, will actively participate in this graduate program and significantly contribute to the development of the course material. The collective training effort and coordinated training activities are expected to serve as a basis for competing for NIH T32/15-like training awards in the future.

Goal 5. To develop a nationally recognized, extramurally funded research program in BMI.
Through the efforts of existing and new faculty, the IBI will compete successfully for extramural grants, which will be enhanced by the collaborative efforts with other Centers and Colleges, other Universities, and interactions with UKHC.

To achieve excellence in biomedical informatics, it is necessary to perform translational research, technology development, and system deployment. One of the strategic foci will be the innovation and creation of unique and cutting-edge systems, tools and resources to empower translation research. The disciplinary foci, core informatics activities and infrastructure support, and their relationships are captured in the diagram below.
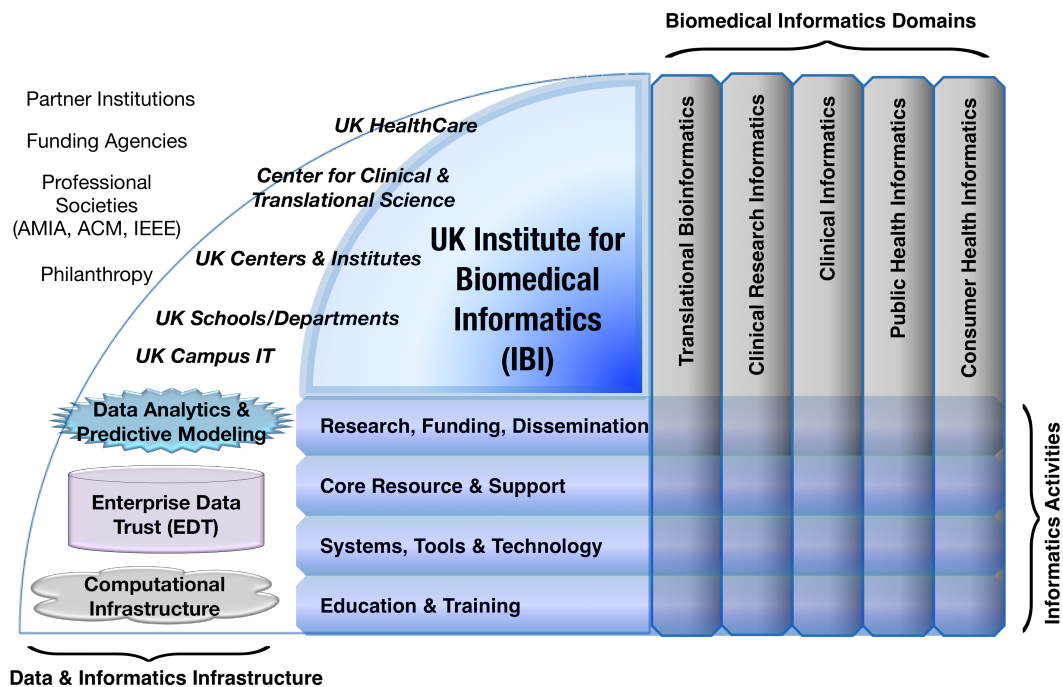
Background

UK began investing in biomedical informatics in 2008 as part of the original CTSA proposal. A unique feature of this campus is that the UK health campus is located side by side with the main Lexington campus—we are one University spanning the entire spectrum of academic Colleges. With the CTSA award and the creation of the Center for Clinical and Translational Science (CCTS), we established a division of biomedical informatics and began to recruit focused research faculty. In addition, we established the UK CCTS Enterprise Data Trust (EDT) to develop a clinical data warehouse as a strategic asset to enable research across UK.

The EDT integrates UKHC clinical systems into a centralized warehouse of clinical and administrative data. The warehouse serves operational roles for UKHC reporting and is governed by UKHC Information Technology committees and the UKHC Office of Corporate Compliance, and the UK Office of Research Integrity. De-identified data is available to researchers via i2b2 and identified data through IRB approved protocols. The EDT also licenses additional datasets with external partners, and these are made available to researchers. Datasets include: United Healthcare de-identified claims data, Humana de-identified clinical data, Healthcare Cost & Utilization Project (HCUP), University Health-System Collaborative (UHC), Kentucky Medicaid Claims Data, Kentucky Diabetes & Obesity Collaborative (KDOC), Social Security Death Master File, Marshall de-identified clinical data, and Appalachian Patient Stroke Recovery and Research Registry (see diagram below).
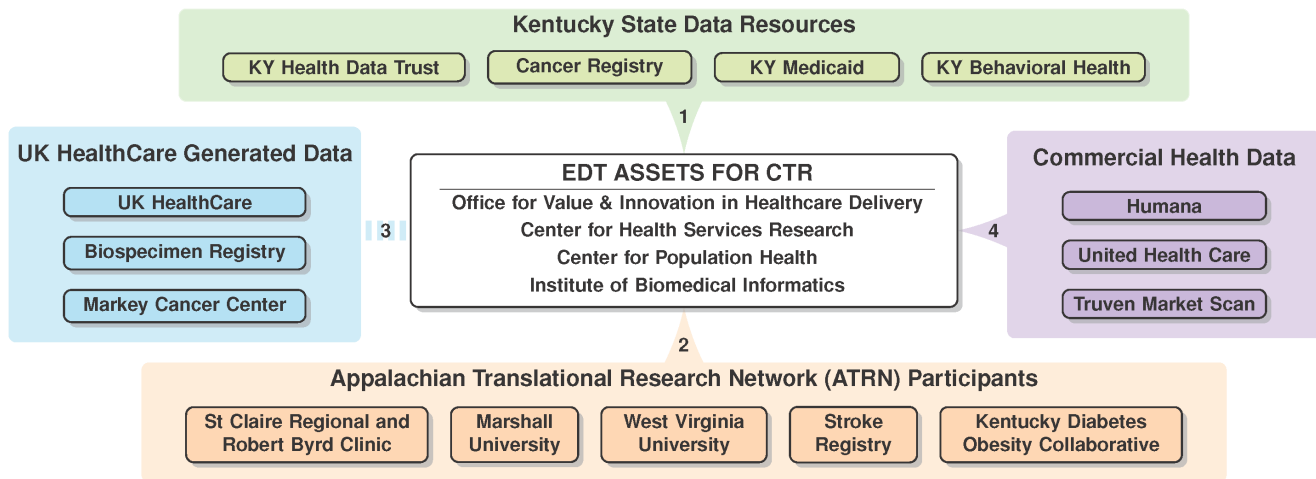
The CCTS EDT data network. Center: the translational research centers that CCTS helped create. Above: Kentucky state data available for research (see section III for details). Right: licensed commercial health data available for research. Left: UK HealthCare-generated data feeds into the research centers with data generated from the research centers integrated back, creating a two-way information flow (dotted connection). Bottom: regional network of ATRN collecting unique health disparity data for research. Unidirectional (1,2,4) and bidirectional (3) data flow exist in the EDT.

The field of health informatics is growing rapidly, and an important component of training the workforce of the future includes training the next generation of informatics specialists at all levels, including future faculty. UK needs to be a leader in this effort, especially in the state of Kentucky, and this includes the development of a training program in BMI. The development of the IBI will facilitate efforts to create new training programs by promoting collaborative interactions between different departments on campus. These efforts will further bridge the

efforts of the Colleges of Engineering and Arts and Sciences with the Health Science Colleges into a training program that will be beneficial to all.

However, nascent efforts across campus to develop various informatics capabilities are at risk of staying decentralized and eventually disappearing as relevant faculty are lost to competing institutions, if no action is taken. Since the CCTS biomedical informatics effort has reached a critical mass of faculty, staff, and research infrastructure, the coordination of these resources with those across the entire University is crucial to our long-term success. ***The creation of the IBI will link the CCTS BMI resources to faculty and students with similar interest across campus to provide a coordinated locus of faculty, staff, and research infrastructure***. The IBI will encompass activities occurring across a multitude of Colleges related to the field of biomedical informatics. Center faculty will hold appointments in colleges throughout UK. These activities include bioinformatics (omics-focused), clinical informatics, and public health informatics. Therefore, the IBI will become a nexus for all research and scholarly activities concerning biomedical informatics and will provide health-focused informatics services, training, and education for UKHC.

Governance

The IBI will include leadership in the faculty and among UK administration. The IBI leadership consists of a Director, an Executive Steering Committee, two Advisory Boards, and additional current members who are actively engaged in IBI work, resulting in a critical mass of persons committed to and contributing to IBI's success. In accordance with GR VII.para. 1, the time equivalence assigned to the faculty to perform instruction, research and service in the IBI will cumulate to at least one FTE.

At a steady state to be reached in five years, the number of primary IBI faculty members will be around 15, in line with national norm for a center of this scope. Two project managers, one from the medical campus and one from engineering, will assist the coordination of activities across the campus. An executive director will manage the administrative operations of the center. A chief technology officer will direct the design, development and update of in-house developed tools and systems. A research informatics (RI) operations manager will provide oversight on the deployment, maintenance, user interfaces and continued operation of the tools and systems. The initial leadership and an organizational chart are shown below.
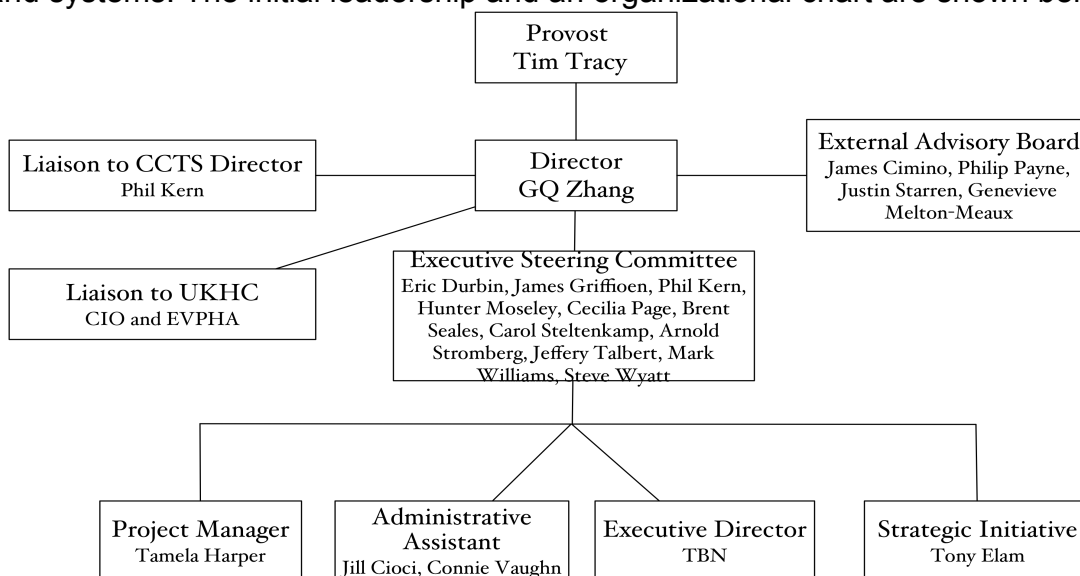
The IBI will report to the Provost, with liaison relationships to the CCTS Director, the UKHC EVPHA, and the UKHC CIO. The IBI will have a research, training, and clinical mission. It will also play an important outreach role with activities such as a theme pilot grant program, a seminar series, workshops and annual scientific retreats. The invitation to participate in IBI organization and governance has already been extended across the University, with the resulting broad-spread participation (see partial list, page 9).

Director: GQ Zhang, PhD, Biomedical Informatics and Data Science
Zhang has been recruited to UK for senior biomedical informatics leadership roles as part of University of Kentucky's (UK) enhanced commitment to Informatics. He is Professor and Chief of the Division of Biomedical Informatics in the College of Medicine. He serves as the Director of the Biomedical Informatics Core for CCTS. Zhang's research theme spans large-scale, multi-center data integration, biomedical ontology development, query interface design and information retrieval, and agile, interface-driven access-control grounded software development. During the past 10 years, he led a group that developed over a dozen clinical research informatics tools for data capturing, data management, cohort discovery, such as Physio-MIMI/VISAGE, MEDCIS, OnWARD, OPIC, EpiDEA, and Cloudwave. He is the PI of two large-scale national data resource projects. One is the National Sleep Research Resource (R24HL114473; https://sleepdata.org), to establish a comprehensive, easily accessible and well-annotated, retrospectively integrated, national repository of sleep data. This big data resource will consist of more than 15 completed R01 and multi-center sleep studies sponsored by NHLBI. It comes with embedded IRB and Data Use Agreement processes to make it easier for researchers to reuse data that has already been collected but there is no other simple way to access it. The second is the data and informatics core (U01NS090408) for the Center for SUDEP Research (CSR), a NINDS-funded Center Without Walls for Collaborative Research in the Epilepsies. The CSR is a collaborative of 14 institutions across the United States and Europe, to bring together extensive and diverse expertise to understand Sudden Unexpected Death in Epilepsy Patients (SUDEP). This core manages the entire data pipeline for CSR, prospectively capturing, managing, curating and integrating rich multi-modal clinical data collected from epileptic patients in participating CSR sites.

Executive Steering Committee Members (to be finalized):

Eric Durbin, DrPH, Cancer Informatics
Durbin is Assistant Professor, Division of Biomedical Informatics, Director for Cancer Research Informatics Shared Resource Facility of the Markey Cancer Center CCSG. He is also the Director of Cancer Informatics at the NCI/SEER Kentucky Cancer Registry (KCR). He has over 24 years of experience in population-based cancer surveillance and informatics support for basic, clinical and population-based cancer research. Durbin led the international efforts for the North American Association of Central Cancer Registries to establish Health Level Seven (HL7) standards for electronic pathology reporting to cancer registries. He has developed one of the most comprehensive electronic cancer surveillance infrastructures in the U.S. and led KCR to become the first central cancer registry to achieve electronic cancer reporting under Meaningful Use Stage 2. His research interests include electronic disease surveillance, pathology informatics, natural language processing, data standards, and cancer epidemiology.

James Griffioen, PhD, IT and Computing Infrastructure

Griffioen is Professor of Computer Science in the College of Engineering. He is the Director of the UK Center for Computational Sciences, and Director of the Laboratory for Advanced Networking. He received his Ph.D. in Computer Science from Purdue University and has over 20 years of research and educational experience in distributed computing system and networking. Over the past 4 years, he developed, and has been primarily responsible for, a new gateway course in the Computer Science Department called Systems Programming that provides students with a comprehensive overview of all the components that affect a software application including computer architecture, compilers, libraries, operating systems, storage systems, and networks. His relevant research in cloud computing includes work on distributed operating system designs, distributed/parallel processing of digital images, multimedia systems, programmable networks, network protocol design, future internet architectures, and distributed testbed tools and services. Recently his efforts have focused on scalability, including the development of software tools and services that make it easy to monitor and measure network and distributed system performance in large scale systems. As Director of the Center for Computational Sciences, he is responsible for supporting the computational research needs of faculty, staff, and students at the University of Kentucky, including offering specialized training and domain expertise.

Phil Kern, MD, Clinical and Translational Science
Kern's leadership positions include the directorship of the Center for Clinical and Translational Science (CCTS) and Associate Provost for Clinical and Translational Science. The mission of the CCTS is to stimulate innovative translational science on campus, promote development of the translational workforce, stimulate team science, work with the healthcare system to develop efficiencies and improved strategies for translational research, build a clinical trials network and generally serve as a nexus at UK and in the Central Appalachian region for research that improves health in the community. Kern has a long history of studying adipocyte biology and metabolism. He is engaged in both basic and clinical research related to obesity, metabolic syndrome, diabetes and insulin resistance.

Hunter Moseley, PhD, Translational Informatics
Moseley is Associate Professor in the Department of Molecular and Cellular Biochemistry and Associate Director of Informatics for the Resource Center for Stable Isotope Resolved Metabolomics. Moseley's education spans multiple disciplines including chemistry, mathematics, computer science and biochemistry and has over 20 years of experience in bioinformatics research, particularly in the development of automated analyses of NMR and mass spectrometry data. This includes extensive expertise in algorithm development, mathematical modeling, and metabolic biochemistry. His lab is actively developing informatics techniques for metabolomics and methods to integrate metabolomics data with other omics-level datasets for systems level analyses that can be applied to the investigation of specific human diseases.

Cecilia Page, Director of Clinical Informatics, UK HealthCare
Page has experienced over 20+ years of senior leadership positions in Nursing spanning various levels of management in several organizations up to Chief Nursing Officer, Consultant, and Vice President for Clinical Systems Integration.

Carol Steltenkamp, MD, MBA, Electronic Health Records, Data Governance
Steltenkamp's efforts throughout Kentucky include co-chairing the eHealth Network Board and directing the Kentucky Regional Extension Center. She established partnerships across the

state and gained credibility with legislators in the realm of public policy. She has served on multiple regional and national boards and is currently chair of the Health Information Management Systems Society International Board of Managers. She has successfully led large-scale implementations of electronic health records and has a reputation as a national leader in the use of computerized physician order entry.

Mark Williams, MD, FACP, MHM, Hospital Medicine
Williams serves as Professor and Vice-Chair of the Department of Internal Medicine, and acting Chief of the Division of Hospital Medicine at the University of Kentucky. After graduating from Emory University School of Medicine, he completed a residency in internal medicine at Massachusetts General Hospital. Dr. Williams established the first hospitalist program at a public hospital in 1998, and built two of the largest academic hospitalist programs in the U.S. at Emory (1998-2007) and Northwestern Universities (2007-2013). A Past President of the Society of Hospital Medicine and the Founding Editor of the Journal of Hospital Medicine, he actively promotes the role of hospitalists as leaders in delivery of health care to hospitalized patients. He serves as PI for SHM's Project BOOST (Better Outcomes by Optimizing Safe Transitions). With previous funding from The Robert Wood Johnson Foundation, The John A. Hartford Foundation, Aetna Foundation, California Health Care Foundation, NIND, HHS, AHRQ, BlueCross BlueShield of Illinois, and PCORI and more than 100 peer-reviewed publications including in journals such as JAMA, New England Journal of Medicine, and Annals of Internal Medicine, Dr. Williams' research focuses on quality improvement, care transitions, teamwork and the role of health literacy in the delivery of health care.

Brent Seales, PhD, Computer Science
Seales is Professor and Chair of the Department of Computer Science, College of Engineering. His research focuses on digital imaging in two very different directions: medical imaging and cultural heritage. His EDUCE project (Enhanced Digital Unwrapping for Conservation and Exploration) seeks to create readable images of texts such as papyrus scrolls, without opening them, using minimally invasive scanning and virtual unwrapping. Seales is developing and evaluating new techniques for digital acquisition, restoration, and visualization using real-world library collections with particular focus on preservation and dissemination. He is also the director of the STITCH project (Surgical Technology Integration with Tools for Cognitive Human Factors), which envisions a networked operating room of the future, where computers and surgical instruments are connected.

Arnold Stromberg, PhD, Bioinformatics/Biostatistics
Stromberg is Professor and Chair, Department of Statistics and Co-Director Statistical Computer Modeling for Bioinformatics Core of the CCTS. Stromberg's expertise is distributed computation and data analysis using supercomputers. As part of INBRE, he provides statistical expertise with DNA microarray data analysis and continues to develop innovative methods of statistical analysis for microarray data. His paper on pooling microarray data is among the ten most downloaded papers in BMC Bioinformatics. He recently served on the university committee that selected the new IBM supercomputer. He directs data analysis for the UK Microarray Core Facility. Stromberg's theoretical and applied background in outlier identification is useful for scanning data for anomalies.

Jeffery Talbert, PhD, Public Health Informatics and EDT
Talbert is Professor in the Department of Pharmacy Practice and Science, Director of the Institute for Pharmaceutical Outcomes and Policy, Co-Director of Biomedical Informatics, and

Associate Director of the Center for Health Services Research. Talbert has over 20 years experience in health research focused on the intersection of policy decisions and health outcomes, including serving as a research fellow for the US Congress, as a faculty member in Public Policy, Public Health, and Pharmacy. Professor Talbert has research interests in pharmaceutical policy, Medicaid policy, and public health informatics. His current research program focuses on two areas: improving health outcomes and efficiency for state Medicaid programs, and policy issues related to reducing prescription drug abuse and diversion.

Stephen Wyatt, MPH, DMD,
Wyatt serves as the Senior Associate Director for the University of Kentucky (UK) CCTS, guiding the Administrative Core and providing oversight (Co-Project Lead) to the critical ATRN Optional Function. His professional background at the CDC and UK has provided significant experience in the development, growth and maturation of complex organizations. A significant area of campus engagement during my his years of service as an academic unit Dean at UK (College of Public Health) was Team Science promotion, including the nurturing/development of multidisciplinary research teams and policies that recognize and reward team science in the tenure/promotion process. He also serves as Vice President for Research at Norton Healthcare in Louisville, KY. This role importantly connects UK, UK Healthcare and the CCTS to the largest healthcare delivery entity in the Commonwealth, providing significant opportunities for research collaboration and access to a diverse urban population.

External Advisory Board (To be confirmed): Philip Payne, PhD, Washington University; Justin Starren, MD, PhD, Northwestern; James Cimino, MD, PhD, UAB; Genevieve Melton-Meaux, MD, PhD, Minnesota

Project Manager: Tamela Harper

Staff: Tony Elam (strategic initiative), Jill Cioci (business administratin), Steven Roggenkamp (research and operations support), Connie Vaughn (administrative assistant)

Membership (initial list)

Below is a partial list of faculty who currently participate in Informatics activities on campus, and who we expect to have an affiliation with IBI, grouped according to expertise:

<u>Molecular and Cellular Processes</u>
Sivakumaran Arumugam, Medicine
David Fardo, Public Health
Mark Farman, Agriculture
James MacLeod, Agriculture
Hunter Moseley, Medicine
Radha Nagarajan, Medicine
Arnold Stromberg, Arts & Sciences
Chi Wang, Markey Cancer Center
Jinze Liu, Engineering

<u>High Performance Computing</u>
Licong Cui, Engineering
Sally Ellingston, Medicine

Eric Grulke, Engineering
James Griffieon, Engineering
Ken Calvert, Engineering
Rama Kavuluru, Medicine

Imaging Informatics
Ken Calvert, Engineering
Nathan Jacobs, Engineering
Brent Seales, Engineering

Clinical and Public Health Informatics
Licong Cui, Engineering
Eric Durbin, Medicine
Jeff Ebersole, Dentistry
Isaac Hands, Medicine
Bin Huang, Public Health
Tom Kelly, Medicine
Sujin Kim, Medicine
Daniel Harris, Pharmacy
Darren Henderson, Pharmacy
Radha Nagarajan, Medicine
Cecilia Page, UK HealthCare
Carol Steltenkamp, UK HealthCare
Jeffery Talbert, Pharmacy
Shiqiang Tao, Medicine
Tom Tucker, Public Health
Heidi Weiss, Public Health
Mark Williams, Medicine
Gregory Zeller, Dentistry

Education
Eric Grulke, Engineering
Jerzy Jaromczyk, Engineering
Tom Kelly, Medicine
Sujin Kim, Medicine
Hunter Moseley, Medicine
Mirek Truszczynski, Engineering

New Faculty Recruits Related to Biomedical Informatics
- The Division of Biomedical Informatics recruited Jin Chen, PhD (starting 8/1/16)
- The Department of Computer Science recruited Licong Cui, PhD (starting 8/1/16)
- Markey Cancer Center, College of Pharmacy, Computer Science, and Biomedical Informatics have ongoing searches intersecting the area of biomedical informatics

IBI Faculty Governance (wrt voting faculty of the educational unit)

When educational policy needs to be established concerning the content of educational activities being homed in the IBI, the educational policy shall be established by the vote of those faculty with recurring, formally assigned instructional, research and/or service duties in

IBI, i.e., the members of the faculty of IBI (GR VII.A.7). When University regulations authorize or require the vote or action of the faculty members of IBI on other matters (e.g., GR IX.III.para 2), then the vote or action concerning the IBI shall be taken by the above faculty membership.

Division of Biomedical Informatics

A research division of Biomedical Informatics has been created within the Department of Internal Medicine in the School of Medicine. Research faculty and other existing faculty members in Biomedical Informatics have been relocated to this new division: Durbin, Ellingston, Nagarajan, Kavuluru, Kim. Efforts for the recruitment of four new faculty recruits are under way, in collaboration among the Department of Computer Science, the Markey Cancer Center, and the Division of Biomedical Informatics, coordinated by IBI. Those recruited in the Department of Computer Science are expected to actively participate in the development of new Biomedical Informatics graduate programs in collaboration with IBI.

In parallel but independent of the IBI, a long-term plan is to grow the Division of Biomedical Informatics into a Department of Biomedical Informatics in the College of Medicine, with about 15 tenure and tenure-track faculty members at steady state and with additional research-track faculty members. The Department will be an essential part of the IBI and serves as its academic home.

Staff, Space, and Facilities Requirements

Achieving the IBI's ambition of an institute with national prominence requires the ability to attract a significant number of scholars in the requisite disciplines. A key incentive for faculty involvement with the institute is the research infrastructure necessary for conducting biomedical informatics research. The IBI will support faculty research by providing expertise through project managers, developers, research assistants, and technical support in data analytics and management throughout the data lifecycle. In addition, the appropriate infrastructure (e.g. administrative support personnel, office space, data management facilities and related personnel, collaborative conferencing facilities, travel funds, and computational resources) is essential to meet the institute goals. In the era of Big Data, a cloud-computing research infrastructure will enable IBI's advances in its research and training missions.

Personnel in Division of Biomedical Informatics (BMI), College of Medicine:

Faculty: the Division of BMI currently has 7 core faculty members (Chen, Durbin, Ellingston, Kavuluru, Kim, Nagarajan, Zhang) and an immediate openning for 2 to 3 core faculty positions. Additional 3 to 4 faculty recruits are planned for the next 4 years.

Staff: the Division of BMI currently has 2 research developers (Tao and TBN being interviewed), 10 research assistants, an administrative staff (Jill Cioci), an administrative assistant (Connie Vaughn), and an executive staff for strategic initiative (Tony Elam).

Office Space:

Short-term: temporal space is provided on the 2nd floor of the Multidisciplinary Science Building within the health science campus. This space consists of 15 offices, 2 conference rooms, and a student lab room, totaling ~2800 sq feet. With a total of 7 faculty, 2 developers,

10 research assistants, 3 administrative staff, *this space will be more than 90% occupied within a year*, after 2-3 new faculty members are recruited.

Long-term: a potential permanent site for IBI would be the Dry Research area inside *Research Building 2*, under construction. The design of the computational research space with a combination of faculty office, shared office, computer and administrative workstation, collaborative presentation space, files storage, lockers, conference room, utility room, and server room would be well-suited for the mission of the IBI.

Servers/Cloud:

A variety of servers and configurations are to be commissioned for supporting web-sites, storage spaces, high-memory and parallel computation. Setup and ongoing cost include installation, maintenance, file systems, power supply, cooling system, switching and support. This environment, plus private cloud would be designed to complement existing infrastructure, and it will serve as a shared computational resource for big data initiatives. An NSF MRI acquisition effort is under way, led by IBI in collaboration with campus IT team.

Equipment and Instrumentation:

The IBI currently has sufficient equipment and resources sourced from the CCTS, UKHC, the Provost, and supporting research grants and contracts. The integration and coordination of resources across campus will provide additional efficiencies for use of major equipment. The leadership will continue to submit grants for near future and long-term future equipment needs and needs may arise on a project-by-project basis. Such development will require new infrastructure, including computing hardware, faculty, and staff appointments and provision for degree-granting programs. The current infrastructure consists of about $2 million of enterprise computing equipment. The center maintains a Dell blade server system (12 nodes with 500 cores), multiple SAN data storage arrays, Dell ML-6020 redundant robotic tape backup systems, and complete VMware virtualization covering database and web servers. Software resources include multiple Oracle and SQL-Server databases, MS Visual Studio development suites; SAS and STATA dedicated server VMs, and Informatica ETL tools.

Projected Operating Costs and Sources of Income

No new funds are requested as a part of this Strategic Plan at this point. Main funds for operational and recurring support fall into the following categories:

- Recurring
  - 5 state faculty lines (recurring)
  - insititional support ($1.5M) from the CCTS, Provost, College of Medicine, and UK HealthCare
- Non-recurring
  - new faculty startup funds ($1.5M, part of Zhang's startup)
  - new faculty salary support ($2.0M, part of Zhang's startup)
  - staff support ($1.2M, part of Zhang's startup)
  - computational equipment ($250K, part of Zhang's startup)
- Main extramurally funded centers (transferring to UK)

- NINDS: Informatics and Data Analytics Core for Center for SUDEP Research (5U01NS090408, PI Zhang), ~$770K annually, 2015-2019
- NHLBI: National Sleep Research Resource (R24HL114473, MPI Zhang), ~$250K annually, 2015-2018

Sample IBI Initiatives

Center grant and major infrastructure grant application. The IBI has excellent potential for leading and enabling extramural awards. The combined focus of the coordinated investigators affiliated with the IBI will pursue major funding opportunities from the NIH, NSF, FDA, DOD, CDC, foundations, state government, and PCORI.

Proposal inititiaves and partnerships already under way at a variety of stages include CCTS renewal, CTSA X02 multi-hub initiative, NSF MRI, NSF NRT, and NIH P50 RFA for Centers of Excellence on Environmental Health Disparities Research. In addition, the center will work with private corporations and health care companies for collaborative grant opportunities and to discuss major gifts.

Sample interdisciplinary biomedical informatics related grant proposals facilitated by the IBI in the last 6 months are as follows (the number of colleges involved is indicated):

- The UK CCTS renewal to NIH, (6 Colleges, $27 million)
- The Major Research Instrument proposal to NSF, (4 Colleges, $4 million)
- Big Data proposal to NSF, (4 Colleges, $1.5 million)
- National Library of Medicine T15 training grant, (5 Colleges, $2 million)

Data Science Fellowships. To be competitive in the informatics and data science domains and in synergy with the new UK Honors College, there is an opportunity to launch an "institutionally supported" Data Science Fellowship program for both the undergraduate graduate students. For undergraduate students, the fellowship cost could be split 3 ways among Honors College, the primary school within which the student's major resides, and the IBI. For graduate students, the fellowship cost could be split 2 ways between IBI and the academic colleges such as Arts and Sciences, Engineering, Medicine, Pharmacy, Public Health, and Health Sciences within which the graduate program resides. The amount and duration can be determined by available budget and Executive Steering Committee consensus.

IBI Pilot Funding. Most CTSA sites and other types of national centers implement a pilot grant program. An informatics themed pilot program administrated through CCTS pilot award mechanism, would serve as a catalyst for multidisciplinary collaboration. Two informatics themed pilot awards at $30k each per year, with appropriate criteria determined by the Executive Steering Committee, would be an important mechanism for IBI to advance its informatics team science agenda.

IBI Workshops, Seminars and Annual Scientific Retreat. Ad hoc workshops and a regular Annual Scientific Retreat for the IBI would facilitate collaboration, the exchange of ideas, and promote a sense of community. An active journal club coordinated by Hunter Moseley is titled System Biology Omics Integration (SBOI).

APPENDIX A. ACRONYMS AND ABBREVIATIONS

Acronym	Definition
AMIA	American Medical Informatics Association
ATRN	Appalachian Translational Research Network
BMI	Biomedical Informatics
CCTS	Center for Clinical and Translational Science
CTSA	Clinical and Translational Science Award
CTR	Clinical and Translational Research
EDT	Enterprise Data Trust
EAB	External Advisory Board
IBI	The Institute for Biomedical Informatics
KY	Kentucky
KCR	Kentucky Cancer Registry
SBOI	System Biology Omics Integration
UKHC	UK HealthCare
VPR	Vice President for Research

List of support letters for the creation of the
Institute for Biomedical Informatics

- Michael J. Becich, MD PhD, Distinguished University Professor and Chairman, Department of Biomedical Informatics, University of Pittsburgh
- John Y. Walz, PhD, Dean of College of Engineering, UK
- Donna Arnett, PhD, Dean of College of Public Health, UK
- Kelly Smith, PharmD, Interim Dean, College of Pharmacy, UK
- Philip A. Kern, MD, Director, Center for Clinical and Translational Science
- Mark Kornbluh, PhD, Dean Arts and Sciences
- Jeff Ebersole, DMD PhD, Associate Ddean for Research, College of Dentistry
- Fred deBeer, Dean, College of Medicine
- Mark Williams, MD, Director of the Center for Health Services Research
- Jim Griffioen, PhD, Director Center for Computational Sciences
- James Macleod, VMD PhD, Veterinary Medicine
- Michael Kilgore, PhD, College of Medicine faculty council
- Arny Stromberg, PhD, Department Chair Statistics
- Mark Farman, PhD, College of Agriculture

MEMORANDUM

TO: UK Senate's Academic Organization and Structure Committee (SAOSC)

FROM: Dr. Lynne Rieske-Kinney, Chair *LRK*
CAFE Faculty Council (FC)

DATE: April 25, 2016

RE: CAFE Faculty Council Vote on
Institute for Biomedical Informatics

The College of Agriculture, Food and Environment Faculty Council has reviewed the proposal for establishing the new Institute for Biomedical Informatics.

The 10-member College of Agriculture, Food and Environment Faculty Council voted as follows:

Yes, support the creation of this center   7
No, do not support the creation of this center   0

Three members of the FC has abstained, due to not being available at this time.

Thank you.

University of Pittsburgh

Department of Biomedical Informatics

The Offices at Baum
5607 Baum Blvd.
Pittsburgh, PA 15206-3701
412-624-5100
Fax: 412-62-5310
www.dbmi.pitt.edu

January 24, 2016

Dear Dean De Beer:

During my tenure as a member of the UK Center for Clinical and Translational Science (CCTS), External Advisory Board (EAB), the need and opportunity to grow biomedical informatics capacity, research, service and education was a major focal point for both the EAB and the CCTS leadership. One of the major EAB recommendations in 2014 was the need to better organize and position biomedical informatics (BMI) efforts on the UK campus, by creating a Division of BMI in the College of Medicine and forming a campus wide entity to catalyze collaboration across your campus.

In winter 2015 I visited your campus as a consultant on this issue providing additional guidance. I am pleased that the discussions/recommendation has resulted in a proposal to create the Institute for Biomedical Informatics (IBI). The proposal articulates that the IBI has been designed to bridge campus faculty from various academic units together to meet a clear need. In addition, proposing the Institute have a reporting line to the Provost and seeking the highest levels of campus approval (Senate and Board of Trustees), strategically positions the Institute for the future.

Biomedical informatics has been a strategic and growing area across the country for over a decade. This growth is intensifying, driven by many factors that include national initiatives such as Big Data, Precision Medicine, and Leaning Healthcare Systems. As the commonwealth's flagship institution and leader in the state of Kentucky for academic medicine and healthcare, the establishment of the Institute of Biomedical Informatics is strategically important and timely for the University of Kentucky.

Sincerely,

Michael J. Becich, MD PhD
Distinguished University Professor and Chairman, Department of Biomedical Informatics (http://www.dbmi.pitt.edu), University of Pittsburgh School of Medicine
Associate Chancellor for Informatics for the Health Sciences
Professor of Pathology, Information Sciences/Telecommunications and Clinical/Translational Science
Director, Center for Commercial Application (http://www.healthdataalliance.com) of Healthcare Data for the Pittsburgh Healthcare Data Alliance
Associate Director, University of Pittsburgh Cancer Institute (http://www.upci.upmc.edu)
Associate Director, Clinical and Translational Science Institute (http://www.ctsi.pitt.edu)

January 25, 2016

Dr. Fred DeBeer
Dean, College of Medicine
900 S. Limestone Street
Lexington, KY 40536-0200

Dear Dean DeBeer:

College of Engineering faculty and staff have been engaged in discussions about the need for a campus-wide entity to catalyze biomedical informatics research and service for almost two years.

I am pleased that these efforts have resulted in a proposal to create the Institute for Biomedical Informatics (IBI). The proposal articulates that the IBI has been designed to bridge campus faculty from various academic units together to meet a clear need. In particular, our Department of Computer Science, through department chair Brent Seales' leadership, has already been engaged in the planning of the IBI and will serve on its Executive Steering Committee.

I am also pleased that the proposed leadership decided to seek a reporting line to the Provost and the highest levels of campus approval (Senate and Board of Trustees). On behalf of the College of Engineering faculty, I am pleased to offer our support for the creation of IBI as a campus-wide Center/Institute.

On behalf of the College of Engineering, I fully support the establishment of the IBI.

Sincerely,

John Y. Walz
Dean

January 25, 2016

Frederick C. deBeer, M.D.
Dean, College of Medicine
University of Kentucky
900 S. Limestone Street
Lexington, KY 40536-0200

Dear Dean deBeer:

Through the efforts of my predecessor in the College of Public Health (CPH), Dr. Steven Wyatt, in cooperation with the Center for Clinical and Translational Sciences, a Division of Biomedical Informatics was created in CPH in 2010 and served as the initial academic home for biomedical informatics faculty on the UK campus. The CPH faculty recently supported the move of those faculty members to the College of Medicine. This coincided with the advice of several consultants and the BMI/CCTS external advisory committee recommendations regarding the most strategic academic appointment location for these faculty members.

Health and healthcare data are simply critical to population/public health and the proposed creation of the Institute of Biomedical Informatics (IBI) will help address a campus need to engage faculty from multiple academic units in research, service and education efforts. The IBI is intended to be the cohesive entity that will bring together informatics expertise on campus. The proposed reporting line to the Provost and seeking the highest levels of campus approval (Senate and Board of Trustees) positions the IBI to help meet that need. Therefore, on behalf of the College of Public Health faculty, I am pleased to offer our support for the creation of IBI as a campus-wide Institute.

Sincerely,

Donna K. Arnett, PhD
Professor and Dean

Office of the Dean
College of Pharmacy
789 S. Limestone St.
Lexington, KY 40536
859 257-7896
kelly.smith@uky.edu

Jan. 26, 2016

Dr. Fred DeBeer
Dean, College of Medicine
900 S. Limestone Street
Lexington, KY 40536-0200

Dear Dean DeBeer,

Thank you for sharing the specifics regarding the proposed creation of the Institute for Biomedical Informatics (IBI). The College of Pharmacy has had an active health data/healthcare informatics research program for several years as guided by Dr. Jeff Talbert and engaging many of our faculty. I am pleased that Dr. Talbert has been part of the planning of IBI and is proposed as a senior leader in IBI. The need for a campus-wide entity to coordinate and catalyze bioinformatics/biomedical informatics research and service is very clear; thus, the IBI has been designed as that entity. The proposed reporting line to the Provost and seeking the highest levels of campus approval (Senate and Board of Trustees) positions the IBI to help meet that need. Therefore, on behalf of the College of Pharmacy faculty, I am pleased to offer this letter of support for the creation of IBI as a campus-wide Center/Institute.

Sincerely,

Kelly M. Smith, PharmD
Interim Dean
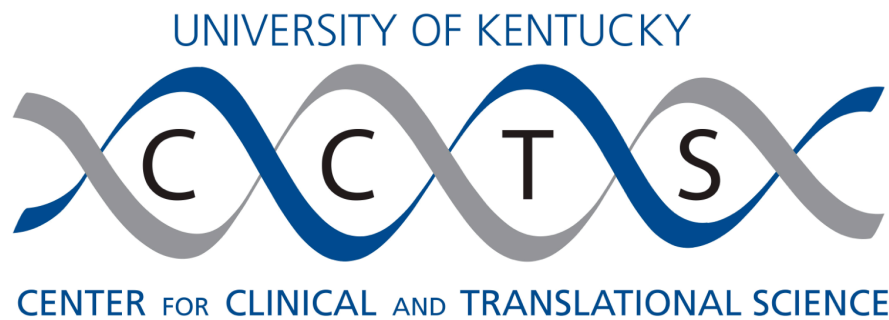
February 24, 2015

Tim Tracy, Ph.D.
Office of the Provost
105 Main Building
University of Kentucky
Lexington, KY 40506-0032
University of Kentucky

Dear Dr. Tracy:

The Center for Clinical and Translational Science is developing a new interdisciplinary research center focused on biomedical informatics. We developed the enclosed white paper following the requirements outlined in the University Administrative Regulation 1:3, and are notifying the Office of the Provost of our intent to establish the new center. We plan to establish the Center for Biomedical Informatics (CBMI) as a small 'c' informal center immediately, while we continue to develop the formal proposal required to establish the Center under AR 1:3. As the attached proposal describes, biomedical informatics research spans several Colleges across the University and would greatly benefit by creating a new interdisciplinary home to catalyze biomedical research at the University of Kentucky. This new center will also provide a solid informatics foundation for the CCTS and help attract a top level researcher to serve as the center Director. We look forward to working with you on the new center.

Sincerely,

Philip A. Kern, M.D.
Director, CCTS
Associate Provost for Clinical and Translational Sciences

UK
UNIVERSITY OF
KENTUCKY®

College of Arts and Sciences
Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027
859 257-8354
fax 859 323-1073
www.as.uky.edu

April 12, 2016

Dear Anthony Elam,

The Dean, Executive Committee and relevant department chairs in the College of Arts and Sciences support establishing the Institute of Biomedical Informatics (IBI).

The college views the IBI to be a valuable collaboration between researchers in almost all of the colleges at UK and many departments within those colleges. In Arts and Sciences, the Departments of Statistics, Mathematics, Physics, Biology, Chemistry and others will benefit directly from the IBI being established. The IBI will allow access to NIH and other funding opportunities for many researchers that would not be available without collaborating with the IBI.

Sincerely yours,

Mark Lawrence Kornbluh
Dean

April 18, 2016

TO: Dr. Fred Debeer
   Dean, UK College of Medicine

FROM: Dr. Jeffrey L. Ebersole
   Associate Dean for Research
   University Research Professor
   College of Dentistry

SUBJECT: Support for Institute for Biomedical Informatics

I want to thank the group for sharing the specifics regarding the proposed creation of the Institute for Biomedical Informatics (IBI). As a faculty member of the College of Dentistry, and Associate Dean for Research I fully support the establishment of the Institute of Biomedical Informatics. The creation of the Institute will provide a valuable platform to bring together campus faculty from various academic units to collaborate on a variety of informatics initiatives. Researchers in the College of Dentistry would benefit greatly by the availability of this organized support core at UK, and personally, my own research has benefited by the expanded support in this area over the last few years. I look forward to working with the IBI and Dr. Zhang to establish a central home for biomedical informatics work at UK and provide a clear "go to" site for the range of basic and translational research sciences in oral health that are carried out in the College.

Based upon my last 16 years at UK, transitioning through various administrative structures for overall and research specific leadership, I believe that the proposed reporting line to the Provost combined with the review and consent from the highest levels of campus governance (Senate and Board of Trustees), positions the IBI to help catalyze the interdisciplinary UK vision for biomedical informatics. Therefore, I am pleased to offer this letter of support for the creation of IBI as a campuswide Center/Institute.

Please do not hesitate to contact me if you have any questions.

150 YEARS
1865 - 2015

see blue.

MEMORANDUM

TO: Lisa Cassis, PhD, Vice President for Research
       and
       Timothy Tracy, PhD, Provost

FROM: Frederick C. de Beer, MD, Dean, College of Medicine
       and
       David J. Moliterno, MD, Chair, Department of Internal Medicine

DATE: November 6, 2015

SUBJECT: Institute for Biomedical Informatics

Provost Tracy and VPR Cassis, attached please find for your review a proposal to formally create the Institute for Biomedical Informatics (IBI). Once this proposal has been approved by the two of you, it is our understanding it would require Senate review/approval prior to moving to the Board of Trustees.

The IBI will initially be "housed" within the Department of Internal Medicine, College of Medicine. However, the vision is for IBI to fulfill a campus-wide need for enhancing and coordinating biomedical informatics capacity across the entire campus. The IBI will serve as a key strategic asset for UK, creating research, service and education connections with multiple campus units and research centers especially; UK HealthCare, the health colleges, College of Arts and Sciences, College of Engineering, Markey Cancer Center, Center for Health Services Research, Sanders Brown Center on Aging and the Center for Clinical and Translational Science. In addition, the proposed organizational structure includes both internal and external advisory groups to ensure IBI is strategically-positioned both on campus and nationally.

cc:
Michael Karpf, EVPHA

Mark V. Williams, MD, FACP, MHM
Professor & Vice Chair
Department of Internal Medicine
Director, Center for Health Services Research

Applying Research to Optimize Care©

April 14, 2016

Robert S. DiPaola, MD
Dean, College of Medicine
University of Kentucky

Dear Dean DiPaola:

I strongly support the proposed creation of the Institute for Biomedical Informatics (IBI). As Director of the UK Center for Health Services Research, I am already collaborating with GQ Zhang, PhD on projects to improve care at UK HealthCare and develop research projects. The establishment of the Institute of Biomedical Informatics will provide a valuable platform to bring together campus faculty from various academic units (e.g., engineering, business, pharmacy, public health, medicine, health sciences, nursing, etc.) together to collaborate on a variety of informatics initiatives.

The IBI will facilitate opportunities for the Center for Health Services Research. I look forward to working with the IBI and Dr. Zhang.

I also agree that the proposed reporting line to the Provost and seeking the highest levels of campus approval (Senate and Board of Trustees), positions the IBI to help catalyze the interdisciplinary UK vision for biomedical informatics. Therefore, on behalf of the Center for Health Services Research, I am pleased to offer this letter of support for the creation of IBI as a campuswide Center/Institute.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Mark V. Williams, MD, FACP, MHM
Professor & Vice-Chair, Department of Medicine
Director, Center for Health Services Research
Chief Transformation & Learning Officer, UK HealthCare

April 18, 2016

Dr. GQ Zhang
Director of the Institute of Biomedical Informatics
University of Kentucky
725 Rose Street
Lexington, KY 40506
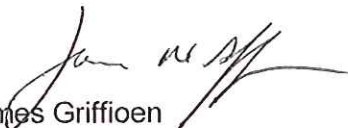
Dear Dr. Zhang,

I am writing to enthusiastically offer my support for your Institute for Biomedical Informatics (IBI). Biomedical Informatics is a growing and critical area of data science, big data analytics and computational science.

The mission of the UK Center for Computational Sciences (CCS) is to provide computational support, expertise, and education to researchers across campus including computational challenges that occur at the interface of the life, physical, and statistical sciences. Interdisciplinary understanding is key to computational research that crosses multiple science domains. CCS is a logical collaborator with IBI, and I look forward to pursuing joint research opportunities. Together we can effectively bridge biomedical, statistical, mathematical, and computational disciplines while utilizing and translating biomedical big data with our latest high performance computing resources.

As the Director for CCS, I strongly support the proposed Institute for Biomedical Informatics.

Sincerely,

James Griffioen
Director, Center for Computational Science

James N. MacLeod, VMD, PhD
John and Elizabeth Knight Chair
Professor of Veterinary Science
Gluck Equine Research Center
Lexington, KY 40546-0099
(859) 257-4757, ext 81140
Fax: (859) 257-8542
Email: jnmacleod@uky.edu

April 15, 2016

GQ Zhang, Ph.D.
Chief, Division of Biomedical Informatics
Department of Internal Medicine
University of Kentucky

Dear Dr. Zhang:

I am writing to indicate my very strong support for establishing the Institute of Biomedical Informatics (IBI). My laboratory utilizes computational strategies to analyze the transcriptome and investigate genome to phenome relationships. Our emphasis has been the musculoskeletal system of horses, with a focus on the growth and maturation of articular cartilage, development and progression of osteoarthritis, and the repair of articular lesions. Over the past 7 years, I have collaborated with Dr. Jinze Liu in the Department of Computer Science. Productivity from our efforts have included co-authorship on the equine genome sequencing paper published in Science (PMID 19892987) and a total of eight other manuscripts. One of these papers, published in Nucleic Acids Research (PMID 20802226), has now been cited 343 times. In addition, we have been successful securing extramural funding, including grants from the National Science Foundation (EF-0850237) and National Institutes of Health (RO1 HG006272). Our collaboration continues, generating new and very large transcrtiptome datasets, the analyses of which will be greatly enhanced by the university's investment in biomedical informatics.

I am also excited to work with the Institute of Biomedical Informatics in connection with the new Equine Sports Science Initiative in the College of Agriculture, Food and Environment. I am the director of this program. We are developing medical informatic databases of injuries in equine athletes to empower scientific discovery related to several of the major catastrophic injuries suffered by racehorses. Horses and the equine industry hold a strong historical, social, and economic position in Kentucky, indeed representing a defining symbol of our state that is recognized and appreciated on both a national and international level. Improving the medical ontologies of equine athlete injuries and expanding both the amount of data available and our ability (through informatics) to analyze these data will greatly enhance our biomedical research efforts.

Thank you very much for the opportunity to both support and participate in the IBI.

Sincerely,

James N. MacLeod, VMD, PhD
John and Elizabeth Knight Chair
Professor of Veterinary Science
Director, Equine Sports Science Initiative

Michael Kilgore, Ph.D.
Associate Professor
Department of Molecular and
Biomedical Pharmacology
College of Medicine
MS-305 UKMC
Lexington, KY 40536-0298
Office: 859.323.1821
Lab: 859.323.2604
M.Kilgore@uky.edu
www.mc.uky.edu/pharmacology/

Dr. GQ Zhang
Co-Director, Bioinformatics Core
Department of Internal Medicine,

April 13, 2016

Dear Dr. Zhang,

The Faculty Council has reviewed the proposal to establish an Institute for Bioinformatics and offer our full support. The IBI will help bring together expertise and resources from across campus that will help to address critical needs for the College of Medicine and the University as a whole. We look forward to working with you on this important program.

Sincerely,

Michael Kilgore, PhD
College of Medicine Faculty Council, Chair
Molecular and Biomedical Pharmacology
University of Kentucky College of Medicine

Department of Statistics
311 Multidisciplinary Science Building
725 Rose Street
Lexington, KY 40536-0082

859 257-6115
fax 859 323-1973
www.statistics.uky.edu

April 15, 2016

To Whom It May Concern,

As a member of the Executive Steering Committee of the proposed Institute for Biomedical Informatics (IBI) and on behalf of the Department of Statistics, I fully support its being established.

The IBI will coordinate collaborative bioinformatics grant proposals bringing together researchers from all over campus. Currently UK researchers from the Colleges of Arts and Sciences, Medicine, Pharmacy, and Engineering will soon submit a NIH T15 (Big Data) training grant that would be strengthened if the IBI is established. The grant would support post doctoral training in bioinformatics that would benefit many researchers

Sincerely,

Dr. Arnold J. Stromberg
Professor and Chair
Department of Statistics
University of Kentucky

**College of Agriculture,
Food and Environment**
*Department of Plant Pathology
201F Plant Science Bldg
Lexington, KY 40546-0312
Phone: (859) 218-0728
Fax: (859) 323-1961
http://www.ca.uky.edu/agcollege/
plantpathology/index.html*

Aril 15th, 2016

Dear Dr. Bailey,

As a faculty member of the College of Agriculture, and Associate Director for UK-Healthcare Genomics, I am in strong support of the establishment of the University of Kentucky Institute of Biomedical Informatics. The creation of this Institute will provide a valuable platform to bring together campus faculty from various academic units to collaborate on a variety of informatics initiatives.

As an example, the recent recruitment of Dr. Jin Chen, a talented faculty member from the DOE-Plant Research Laboratory at Michigan State University, was possible because he was impressed by the idea of being a part of an institutional entity geared toward developing campus-wide collaborations. The proposed Institutional resources would greatly facilitate his ability to collaborate with faculty from the College of Agriculture and College of Medicine.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Mark L. Farman

Professor, Department of Plant Pathology

Associate Director, UK Healthcare Genomics

April 25, 2016

Ernest Bailey, PhD
Professor
Chair of SAOSC

Re: Addendium to the proposal for the Institute for Biomedical Informatics

Dear Dr. Bailey,

Thank you and the Senate Academic Organization and Structure Committe (SAOSC) for your review and feedback on the proposal to establish the Institute for Biomedical Informatics.

We would like to submit the appended addendum (next page) for consideration by SAOSC, together with the other materials that have already been submitted. The plan is, after SAOSC's approval, to incorporate the items listed in the addendum for an updated proposal for review and approval by the Senate Council.

We look forward to working with SAOSC to address any additional questions or concerns.

Sincerely,

GQ Zhang, PhD
Chief, Division of Biomedical Informatics
College of Medicine

Addendium to the Proposal for the Institute for Biomedical Informatics
April 25, 2016

The purpose of the Institute is to catalyze interdisciplinary research and training on bio- and medical informatics across the UK campus. The initial proposal was developed almost a year ago. The purpose of this addenedium is to summarize a list of updates to be reflected in the next version for Faculty Senate Council, based on feedbacks and additional acitivities and changes that have taken place since then:

- **New Faculty Recruits Related to Biomedical Informatics**
  - The Division of Biomedical Informatics recruited Jin Chen, PhD (starting 8/1/16)
  - The Department of Computer Science recruited Licong Cui, PhD (starting 8/1/16)
  - Markey Cancer Center, College of Pharmacy, Computer Science, and Biomedical Informatics have ongoing searches intersecting the area of biomedical informatics

- **Interdisciplinary Biomedical Informatics Related Grant Proposals Submitted (in the last 6 months; the number of colleges involved are also indicated)**
  - The UK CCTS renewal to NIH, (6 Colleges, $27 million)
  - The Major Research Instrument proposal to NSF, (4 Colleges, $4 million)
  - Big Data proposal to NSF, (4 Colleges, $1.5 million)
  - National Library of Medicine T15 training grant, (5 Colleges, $2 million)

- **Additional Colleges, Centers, and Investigators Participating in the Institute Proposal (some of these faculty may serve in the Institute's executive steering committee)**
  - College of Agriculture
    - Mark Farman, PhD
    - Jamie MacLeod, PhD
  - College of Dentistry
    - Jeff Ebersole, PhD
    - Gregory Zeller, PhD
  - James Griffioen, the new Director for the Center for Computational Sciences, is expected to play the role that Vince Kellen played wrt the Institute

- **Ongoing Interdisciplinary Biomedical Informatics Related Seminars and Workshops**
  - System Biology Omics Integration (SBOI, coordinated by *Hunter Moseley*, PhD)
  - Biomedical Informatics Research Seminar

- **Updated External Advisory Board**
  - Philip Payne, PhD, Washington University
  - Justin Starren, MD, PhD, Northwestern
  - James Cimeno, MD, PhD, UAB
  - Genevieve Melton-Meaux, MD, PhD, Minnesota

From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, April 01, 2016 2:36 PM
To:	Hippisley, Andrew R; Brothers, Sheila C
Cc:	Bradley, Kelly D; Sampson, Shannon O
Subject:	MS in Research Methods in Education

Proposed New MS: Research Methods in Education

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MS degree: 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

1. *This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.*

2. *The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE's pre-proposal process. The CPE's full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK's Board of Trustees.*

3. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or GC) for review and approval. 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 placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE			
1. Basic Information: Program Background and Overview			
1a	Date of contact with Institutional Effectiveness[1]:	*10/19/15*	
	☒ 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 (school, department, college[2]): *Educational Policy and Evaluation*		
1d*	Degree Type (Master's of Science, Master's of Business Administration, etc.): *M.S.*		
1e*	Program Name (Biology, Finance, etc.): Research Methods in Education (RMinE)		
1f*	CIP Code (provided by Institutional Effectiveness): *13.0603*		
1g	Is there a specialized accrediting agency related to this program?		Yes ☐ No ☒
	If "Yes," name:		
1h	Was this particular program ever previously offered at UK but subsequently suspended?		Yes ☐ No ☒
	If "Yes," describe. (*300 word limit*)		

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[1] You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).
[2] Only interdisciplinary graduate degrees may be homed at the college level.

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

1j	Anticipated date for granting first degree(s): *May 2018*		

1k*	Contact person name: *Kelly D. Bradley, Ph.D.*	Email: *kdbrad2@uky.edu*	Phone: *(859) 257-4923*

2. Program Overview

2a*	Provide a brief description of the proposed program. *(300 word limit)*

The Master's of Science in Research Methods in Education (RMinE), offered by the Department of Educational Policy Studies and Evaluation, will provide students training for careers in settings such as academic institutions, school districts, state and federal agencies, healthcare, and certification, licensing and testing organizations. Developing research knowledge and skills within a problem-of-practice framework, enrolled students will learn to apply research methods, techniques and constructs to real world education settings, issues, and data sets. The M.S. degree requires students to complete 36-credit hours and the program will be available entirely online, asynchronous. It is anticipated that all required courses will be available for on-line delivery by summer 2016, as they have been developed with support of 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*).

Students enrolled in the program will develop a foundation in basic research methods in education, while completing a focused area of emphasis: quantitative methods, evaluation, or research design. The inter-disciplinary program will cross fields of study within education, drawing from perspectives in policy, psychology, pedagogy and history. This unique approach should attract those wanting to develop academic and applied research skills, undertake commissioned research or evaluations, or progress to doctoral study, as well as those already working as a researcher or evaluator. Components of the program will also support undergraduate education core in quantitative inferential reasoning and offer content to many existing graduate programs across UK.

2b	What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (*300 word limit*)

There are presently no similar programs in the state. There is a strong desire for quantitative analytical skills and especially for evaluators, as evaluation has become crucial in the public and private sectors. The program provides a valuable skillset that meets student and employer needs. Furthermore, the availability of the program on-line allows for access to students throughout the state, nation, and world.

According to the Online College Students 2014 report, online teaching and learning is growing in higher education in the United States. The most important criteria in student selection of an online institution include overall reputation of the college or university (25%), no set class meeting times (19%), recognized in your field as a high-quality college or university (14%) and students never have to visit campus during their study (13%) (p.14). (Clinefelter, D. L. & Aslanian, C. B., (2014). Online college students 2014: Comprehensive data on demands and preferences. Louisville, KY: The Learning House, Inc. Retrieved from http://www.learninghouse.com/wp-content/uploads/2014/06/2014-Online-College-Students-Final.pdf. The University of Kentucky is recognized in the field, and this program offers the flexibility and features students tend to seek in an online program. The University of Kentucky awarded the Department of Educational Policy Studies and Evaluation an eLII grant to develop courses in this format and the program.

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[3] Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

	This degree prepares individuals for work in many careers listed in the U.S. Department of Labor's Top 50 Fastest Growing Occupations with a Master's degree or higher level of education Mathematician (20[th]), Survey Researcher (30[th]), and Postsecondary Education Administrator (48[th]). Postsecondary Education Administrators are also among the top 50 occupations with the most openings (Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. *State and national employment trends.* Retrieved from http://www.careerinfonet.org).
2c*	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*
	There are three primary program objectives. The first objective is to establish a high-quality graduate degree that fills an important academic gap in higher education. The need for quantitative data and quality evaluation services is continuing to grow as data-driven decision making and accountability become increasingly important in the public and private sectors. The number of individuals who have the skillset to meet this demand, however, is small, with even many highly educated individuals lacking the full range of quantitative reasoning and research method skills needed to meet employer demands. This program will focus on providing the quantitative reasoning and research methods skills that employers are seeking without requiring students to commit to a full Ph.D. program. Few programs such as this currently exist and development at this stage allows the University of Kentucky to be at the forefront of innovation in the field.

The second objective is to develop a research based program which can be accessed by both traditional and non-traditional students throughout the state, country, and internationally, who are interested in education research methods but may not have physical access to the Lexington campus. This master's program helps to make the university more diverse and inclusive, and provides educational access to groups, such as working individuals and those living in rural areas, who have historically had higher-education access issues.

Finally, this program seeks to serve as an income-generating program for the department. The on-line nature of the program allows for widespread access and ideally large enrollment with little strain on present department resources. Additional income would allow for the department to offer more scholarships, assistantships, hire new faculty, and take on new projects without the need to request additional funds from the state, university or private donors. |
2d*	List the student learning outcomes (SLOs) for the proposed program. (*300 word limit) (More detailed information will be addressed in Section A, part 5.)*
	A series of intended student learning outcomes has been developed in collaboration with the college, department, and stakeholder groups, related to specialized knowledge, intellectual skills, and applied learning. Specialized knowledge is reflected in the outcome that students leave the program with advanced ability and knowledge of quantitative methods, evaluation/assessment, or research design. Furthermore, students are expected to have the ability to demonstrate these specialized skills through the evaluation of others' work and the production of their own work. Quantitative methods, evaluation/assessment, and research design are all specialized as they require specific knowledge of advanced theoretical and analytical techniques which go beyond what the average individual can learn on their own or through work experience. Intellectual skills are reflected in the student learning outcome which reflects the ability of students to develop research questions and apply appropriate quantitative techniques. In addition, it is expected that students will leave the program with the ability to develop research plans and studies which address stated research questions, further demonstrating they have refined, applicable, intellectual skills. Finally, the program is largely rooted in the applied learning principle with student learning objectives being focused on skill-based competency. Students at

	the end of the program are expected to be able to implement an evaluation, create and test an assessment, or design and conduct an advanced quantitative research study. Furthermore, it is expected that students leaving the program will be able to identify needs in their respective fields where they could apply their specialized skills. Given the methods focus of this program, students are expected to develop their specialized skillset and be able to apply it when appropriate.
2e	Provide the rationale and motivation for the program. Give reference to national context, including equivalents at benchmark institutions. *(150 word limit)*
	The RMinE program 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.
2f	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	The RMinE was developed to be both highly practical and applicable in real-world settings, and accessible to students who are traditionally hard to reach, such as working professionals, students with families, students without transportation, those who are located in remote areas, and international students. This degree was designed for individuals working in the education field, among other fields, who need research methods skills to better conduct their work in geographic areas where it may be challenging to recruit highly skilled educational researchers or evaluators. Students can complete the program entirely asynchronously on-line. The RMinE degree allows students at the University to specialize in quantitative, qualitative, psychometric, assessment and evaluation research methods useful in education and social science research. Thus, students focus on methods, rather than content. The RMinE degree is an opportunity for the College of Education to capitalize on its strengths in the range of educational research methods.
2g	Describe the target audience. *(150 word limit)*
	Three types of students will be targeted. The quantitative methods concentration is aimed at those interested in developing quantitative models generally for research purposes. The evaluation/assessment concentration provides is targeted to students planning to continue with higher education, who are planning on starting evaluation firms, who are planning to work as evaluators or plan on applying evaluations to their current work. The research design area is appropriate for students interested in continuing in higher education, who would like to work in educational testing and assessment firms, who are interested in survey firms, or those already in the field of education who are looking at ways to develop better instruments. The target audience is also students who are traditionally hard to reach, such as working professionals, students with families, students without transportation, those who are located in remote areas, and students who live outside the U.S.
2h*	Does the program allow for any concentrations? Yes ☒ No ☐
	If "Yes," name the concentration(s). *(Specific course requirements will be described in Section A, part 7.)*
	Concentration #1: *Quantitative Methods*
	Concentration #2: *Evaluation/Assessment*

	Concentration #3: *Research Design*		
2j	Are necessary resources available for the proposed new program? *(A more detailed answer is requested in Section A, part 4.)*	Yes ☒	No ☐
2k	Describe how the proposed program 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 Student Handbook and the specific policies of the Department of Educational Policy Studies & Evaluation's Graduate Student Handbook. Applications for the program will be accepted for Summer/Fall and Spring admission. A sub-committee of faculty will review applications and make recommendations to the full faculty, who will arrive at an admissions decision for each case. Students from a variety of backgrounds will be encouraged to apply to the program. To remain in good standing with the program, students must show they are making acceptable progress towards completion of the degree and remain continuously enrolled in the program. Students who are not making successful progress to completing their degree will be contacted by their advisor (or the DGS) to develop a plan for improvement.		
2l	Are multiple units/programs collaborating to offer this program?	Yes ☒	No ☐
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* *(Letters of support will be addressed in Part A, section 7.)*		
	Many of the courses that make up the program are cross-listed with EDP, and the program electives contain classes from EDP, EDC, and ELS. By using faculty and courses from other departments, student enrolled in the program gain perspectives and skills from a range of educational fields. In determining committees and designing research projects, the varied experiences of these faculty will provide insight in ways for students to have the most positive and expansive experience. In addition, the program will rely on the support of the College of Education's Online Teaching and Learning Support Team, its Next Generation Learning Strategic Team and its Information Technology Center to provide guidance for faculty and students in dealing with technological issues.		
2m	Are there any UK programs which the proposed program could be perceived as replicating?	Yes ☐	No ☒
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. *(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 the unit chair/director who may perceive this program as a replicate. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has agreement from the faculty members of the unit. This typically takes the form of meeting minutes.		
2n	Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?	Yes ☒	No ☐

	If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?	
2o	Will the program have an advisory board[4]?	Yes ☐ No ☒
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*	
	n/a	
	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.
		Students who are currently in the program.
		Students who recently graduated from the program.
		Members of industry.
		Community volunteers.
		Other. Please explain:
		Total Number of Advisory Board Members

3. Delivery Mode	UK DLP and eLearning Office [5]

3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[6]?	Yes ☒ No ☐
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.	

(check one)	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☒

	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*
3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.
☒	Distance learning.
☒	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.
☐	Technology-enhanced instruction.
☐	Evening/weekend/early morning classes.

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

[5] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (http://www.uky.edu/DistanceLearning/).

[6] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

	☐	Accelerated courses.
	☐	Instruction at nontraditional locations, such as employer worksite.
	☐	Courses with multiple entry, exit, and reentry points.
	☐	Modularized courses.
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.	
	While the majority of the courses in the Master's program are offered in a face-to-face format, all coursework is available online, and it is structured such that a student can complete the RMinE degree without a campus visit. This gives students the flexibility to take courses in either format, but it does not limit participation by geographical location. Students located on-campus have the added benefit of being able to take the course in the format best suited for their education needs. In addition, the online portion of the program is offered asynchronously. This takes into account student learning differences, allowing students to revisit material as necessary and to progress through the content at their own pace.	

4. UK Resources			
4a*	Will the program's home educational unit require new or additional faculty?	Yes ☐	No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*		
	Course rotations have been carefully planned to enable the department to rotate courses in online and face-to-face formats to meet the course scheduling requirements. Deans and Chairs across the College are in support of moving the designated research courses to both formats and anticipate increased enrollment as these courses become accessible in a variety of delivery modes. The success and sustainability of the new degree will be supported by the multiple functions served by its individual course components. As it grows, funds generated by the program will support graduate teaching assistants and/or lecturers. This has the potential to strengthen doctoral degree programs as well since the TA positions can be used to recruit high caliber students.		
	If "Yes," when will the faculty be appointed? *(150 word limit)*		
	n/a		
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☐	No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*		
	Given that there are no new faculty hires needed for the creation of this program, and that the program is being housed in an established department which currently has space to accommodate staff and graduate assistant, no new facilities are needed. Furthermore, the online nature of this program makes it so there is not an additional need for classroom facilities. As part of the program, students will have the ability to come in for lab hours in a computer classroom, however, this is similar to the format many professors in the EPE department have and should not require any additional classroom resources. Any equipment needed to support the development of online courses will be purchased through the 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)		
4c	Will the program include courses from another educational unit(s)?	Yes ☒	No ☐
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*		
	The entire degree can be completed within EPE, however, the program is supported by several other programs within the College of Education, and each supporting department has written a letter of support (see Appendix		

	B). By using faculty and courses from other departments, student enrolled in the program gain perspectives and skills from a range of educational fields.
	
	Courses to be included that are not cross-listed in the Department of Educational Policy Studies and Evaluation are:
	    - EDC 726: Curriculum Inquiry Mixed Methods Research
	    - EDL 669: Leadership for Creative Problem Solving
	    - EDP 656: Research Design and Analysis in Education
	
	Furthermore, students are required to take a contextual course of their choice (e.g., EPE 661: Sociology of Education, EPE 670: Policy Issues in Higher Education) that will enhance their capacity for research in a specific context. The contextual course may be from within the RMinE course offerings, but from a different concentration.

	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 from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[7] 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.

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[7] Show evidence of detailed collaborative consultation with such units early in the process.

4d	*(similar to question 19)* Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed new master's program.		

NAME List name & identify faculty member as FT (full-time) or PT (part-time).	FACULTY CIP CODE[8] List the applicable CIP Code for the faculty member.	MAJOR CORE COURSES IN THE PROGRAM List the major core courses in the program that the faculty member will teach and the frequency of the offering (e.g. "every spring")	OTHER QUALIFICATIONS *If applicable,* list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. *If not applicable*, mark with "n/a."
Bradley, Kelly (FT)	*130101 Education, General* *130406 Higher Education/Higher Education Administration* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation and Research, Other*	EPE/EDP 522 – Measurement and Assessment (online once a year) 571 – Writing seminar (online once every year and a half) 557-Gathering, Using and Analyzing Educational Data I (taught online at least every fall) 558 – Gathering, Using and Analyzing Educational Data II (taught online once a year online) 601 – Proseminar (DGS or program director will teach at least once a year) 619- Survey Research (at least one online offering every third term) 620- Introduction to Evaluation (online every spring)	*Teaches many online courses, many also asynchronous.*
Toland, Michael (FT)	*131101 Counselor Education/ School Counseling and Guidance Services* *420101 Psychology, General* *422703 Developmental and Child Psychology* *422707 Social Psychology* *422801 Clinical Psychology* *422803 Counseling*	EPE/EDP 571- Writing Seminar (online once every year and a half) 557- Gathering, Using and Analyzing Educational Data I (online at least every fall) 558 – Gathering, Using and Analyzing Educational Data II (once a year online) EDP 656 Methodology of Educational Research (once a year online) EPE 660 Research Design and Analysis in Education (once a year online)	*Has taught many asynchronous courses*

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[8] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

	Psychology *422805 School* *Psychology* *422810 Health/Medical* *Psychology* *422811 Family* *Psychology*		
Goldstein, Beth (FT)	*130101 Education,* *General* *130601 Educational* *Evaluation and* *Research* *130603 Educational* *Statistics and Research* *Methods* *130699 Educational* *Assessment, Evaluation*	EPE 663- Field Studies in Educational Settings (once a year online)	*n/a*
Ferrare, Joseph (FT)	*130101 Education,* *General* *130601 Educational* *Evaluation and* *Research* *130603 Educational* *Statistics and Research* *Methods* *130699 Educational* *Assessment, Evaluation* *and Research, Other*	EPE/EDP 557- Gathering, Using and Analyzing Educational Data I (online every fall) 558 – Gathering, Using and Analyzing Educational Data II (once a year online) 619 – Survey Research (online at least every third term)	*n/a*
Lee, Jungmin (FT)	*130101 Education,* *General* *130601 Educational* *Evaluation and* *Research* *130603 Educational* *Statistics and Research* *Methods* *130699 Educational* *Assessment, Evaluation*	EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (online every fall) 558- Gathering, Using and Analyzing Educational Data II (online every spring)	*n/a*
Jensen, Jane (FT)	*130101 Education,* *General* *130406 Higher* *Education/Higher* *Education* *Administration* *130603 Educational*	EPE 571 – Writing Seminar (online once every year and a half) 663- Field Studies in Educational Settings (online every fall and spring)	*n/a*

	Statistics and Research Methods *130699 Educational Assessment, Evaluation*		
Waddington, Joseph (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation*	EPE/EDP 571 – Writing Seminar (online once every year and a half) 557 – Gathering, Using and Analyzing Educational Data (online every fall) 558 – Gathering, Using and Analyzing Educational Data (online every Spring)	*n/a*
Hearn, Jessica (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation*	EPE/EDP 620- Introduction to Evaluation (online every spring) 621 Advanced Topics and Methods of Evaluation	*Director of Evaluation Center at UK*
Thelin, John (F)	*130101 Education, General* *130404 Educational, Instructional and Curriculum Supervision* *130408 Elementary and Middle School Administration/Principalship* *130409 Secondary School Administration/ Principalship* *130410 Urban Education and Leadership* *130499 Educational Administration and Supervision, Other* *130501 Educational/Instructional*	EPE 797 Historical Research on Education	

	131202 Elementary *131203 Junior* *High/Intermediate/Mid* *dle School Education* *and Teaching* *Education and* *Teaching Technology* *131205 Secondary* *Education and* *Teaching* *131299 Teacher* *Education and* *Professional* *Development, Specific* *Lev* *131303 Business* *Teacher Education* *131305* *English/Language* *131306 Foreign* *Language Teacher* *Education Arts Teacher* *Education* *131308 Family and* *Consumer* *Sciences/Home* *131311 Mathematics* *Teacher Education* *Economics Teacher* *Education* *131315 Reading* *Teacher Education* *131316 Science* *Teacher* *Education/General* *Science Teacher* *Education* *131317 Social Science* *Teacher Education* *131318 Social Studies* *Teacher Education* *131321 Computer* *Teacher Education* *131322 Biology* *Teacher Education*		

	131323 Chemistry Teacher Education *131325 French Language Teacher Education* *131326 German Language Teacher Education* *131328 History Teacher Education* *131329 Physics Teacher Education*		
Perry, Kristin	*130501 Educational/Instructional Technology* *131202 Elementary Education and Teaching* *131203 Junior High/Intermediate/Middle School Education and Teaching* *131205 Secondary Education and Teaching* *131299 Teacher Education and Professional Development, Specific Lev* *131303 Business Teacher Education* *131305 English/Language Arts Teacher Education* *131306 Foreign Language Teacher Education* *131308 Family and Consumer Sciences/Home Economics Teacher Education* *131311 Mathematics Teacher Education*	663- Field Studies in Educational Settings (online every fall and spring)	

	131315 Reading Teacher Education		
	131316 Science Teacher Education/General Science Teacher Education		
	131317 Social Science Teacher Education		
	131318 Social Studies Teacher Education		
	131321 Computer Teacher Education		
	131323 Chemistry Teacher Education		
	131325 French Language Teacher Education		
	131326 German Language Teacher Education		
	131328 History Teacher Education		
	131329 Physics Teacher Education		
	131330 Spanish Language Teacher Education		

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)	
5a	Referring to program objectives, student benefits, and the target audience (questions 2c and 2g), explain how the *program* will be assessed, which is different from assessing student learning outcomes. 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)*
	For the programmatic assessment, student evaluations of the program, an examination of revenue generated, and an examination of student academic and professional outcomes after graduation will be examined. The benchmarks are as follows: - Program course evaluations by students are reported are consistent with or above other programs in the college. - Over one-half of all participants in the program are on-line participants. - The program recoups its costs and generates a positive income. - Graduates of the program who were seeking work found jobs and were employed. - Graduates of the program who were planning to enter doctoral programs found sufficient programs. - Program evaluations demonstrate student success within the program. - Examination of final projects by students demonstrates students are meeting expected learning outcomes. - Students completed their program in the time-period they planned on at the beginning of entering the program Data related to these benchmarks 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. In addition, program faculty and staff will work to assure that students are aware of employment opportunities and academic opportunities. If the program is not meeting the expectation of having out-of-state and non-campus student enrollment, additional marketing efforts will be made. Finally, if revenue expectations are unsatisfactory financial alterations will be made with costs (depending on where the excess is identified) to assure the program becomes generating
5b	*(related to 2d and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's course map[9] to the end of this form. *(Click ==HERE== for a sample curricular map.)*
5c	Append an assessment plan[10] for the SLOs to the end of this form. *(Click ==HERE== for a sample assessment plan.)*

6. Non-Course Requirements			
6a	Will the program require completion of a bachelor's degree from a fully accredited institution of higher learning?	Yes ☒	No ☐
	If "No," explain below. (*150 word limit*)		

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[9] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[10] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

6b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
6c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes ☒	No ☐
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (*150 word limit*)		
	The GRE is required for admission, but no minimum score is required. The requirements include, but do not exceed, requirements for admission to The Graduate School.		
6d	Will the program have a world language requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
6e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (*150 word limit*)		
	Admitted students will be allowed to transfer in 9 credit hours, per The Graduate School's requirement, however, the Director of Graduate Studies must approve of the credits.		
6f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes ☐	No ☒
6g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h)	Yes ☒	No ☐
	If "Yes," explain the requirements below.		
	To complete the program and receive their degrees, students will be required to complete a project based scholarly paper. Possible projects include preparing an evaluation report, preparing a technical report for a research project, or completing a research manuscript. The type and scope of project that a student completes will be dependent upon the students' interests and career aspirations, and will be approved by students' program committee.		
6h	Provide the final examination criteria?	Yes ☐	No ☒
	The final examination will be an oral exam for the scholarly paper and can be virtual.		
6i	Describe termination criteria.	Yes ☒	No ☐
	Termination criteria is in accordance with the Graduate Bulletin. Termination criteria are: -Scholastic probation for 3 enrolled semesters (students are placed on scholastic probation when they fail to maintain a GPA of at least 3.0. Students on scholastic probation have one semester, 9 hours, to remove		

	scholastic probation by attaining a cumulative GPA of 3.0.) -having failed twice the final master's exams

7. Course Requirements.

7a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.
	400G-level: - 500-level: 12 600-level: 19 700-level: 5

7b	What is the total number of credit hours required for the degree?[11] (e.g. 24, 32)	*36*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	
	Students will be required to take over half of their courses at the 600-level and above. Only four 500-level courses are offered as course options. The majority of students will take about 75% of their courses above the 600-level and above. The division between 600 and 700-level courses will vary by student, but be largely guided by the students emphasis in the program.	

Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

7c*	**Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite". (Click here for a template with additional rows for courses.)

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[12]
EPE 571	*Seminar in Research Writing*	☒ Pgm Core ☐ Prerequisite	*3*	New
EPE 601	*Proseminar*	☒ Pgm Core ☐ Prerequisite	*1*	Change
EPE/EDP 557	*Gathering, Using and Analyzing Educational Data I*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPE 619	*Survey Research*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPE/EDP 620	*Introduction to Evaluation*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPE 663	*Field Studies*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core		Select one....

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[11] A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.

[12] 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").

		☐ Prerequisite		
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….

	*Total **Core Courses** Credit Hours:*	*16 hours*	
7d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin? If "Yes," note below. (*150 word limit*)	Yes ☐	No ☒
7e	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes ☐	No ☒

	Program Guided Electives[13] (Guided electives for <u>all</u> students in the program.)

7f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)	Yes ☐	No ☒
7g*	Using the grid provided, list the guided electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[14]
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
Total Credit Hours as Guided Electives:			
7h	Is there any narrative about guided electives courses that should be included in the	Yes ☐	No ☒

[13] Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[14] 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").

	Bulletin? If "Yes," note below. (*150 word limit*)		
	Program Free Electives[15]. (Free electives for <u>all</u> students in the program.)		
7i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)	Yes ☒	No ☐
7j*	What is the total number of credit hours in free electives?	*3*	
7k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (*150 word limit*)		
	In conjunction with their committee, students will select a contextual course that will enhance their capacity for research in a specific context. The contextual course may be from within the RMinE course offerings, but from a different concentration.		
	Courses for a program's concentration(s). *(Click <mark>HERE</mark> for a template for additional concentrations[16].)*		
7l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)	Yes ☒	No ☐
7m	Concentration name: *Quantitative Methods*		

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status[17]
EDP/EPE 558	*Gathering, Using and Analyzing Educational Data II*	☒ Core ☐ Elective	*3*	No Change
EDP 660	*Research Design and Analysis in Education*	☒ Core ☐ Elective	*3*	No Change
EDC 726	*Curriculum Inquiry Mixed Methods Research*	☐ Core ☒ Elective	*3*	Change
EPE 621	*Advanced Topics and Methods of Evaluation*	☐ Core ☒ Elective	*3*	Change
EDP/EPE/EDC 522	*Psychological and Educational Tests and Measurements*	☐ Core ☒ Elective	*3*	Change
EPE 785	*Independent Studies in Educational Policy Studies and Evaluation*	☐ Core ☒ Elective	*1-3*	No Change

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[15] Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

[16] Append a PDF with each concentration's courses to the end of this form.

[17] 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").

EPE 790	*Internship in Educational Policy Studies and Evaluation*	☐ Core ☒ Elective	*3-6*	No Change

	Total Credit Hours, Concentration #1:	17	

7n	Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7o. If "No," indicate and proceed to 7p.)	Yes ☒	No ☐

7o	Concentration #2 Name:	Evaluation/ Assessment		

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status[18]
EPE 621	Advanced Topics and Methods of Evaluation	☒ Core ☐ Elective	3	No Change
EDP/EPE/ EDC 522	Psychological and Educational Tests and Measurements	☒ Core ☐ Elective	3	Change
EPE 797	Historical Research on Education	☐ Core ☒ Elective	3	No Change
EDC 726	Curriculum Inquiry Mixed Methods Research	☐ Core ☒ Elective	3	No Change
EDL 669	Leadership for Creative Problem Solving	☐ Core ☒ Elective	3	No Change
EPE 790	Internship in Educational Policy Studies and Evaluation	☐ Core ☒ Elective	3-6	No Change
EPE 785	Independent Studies in Educational Policy Studies and Evaluation	☐ Core ☒ Elective	1-3	No Change

	Total Credit Hours, Concentration #2:	*17*	

7n	Provide concentration-related language that should be included in the Graduate School Bulletin? (150 word limit)
	Elective options include, but are not limited to, courses listed. Each student's program of studies is based upon student interest and committee collaboration.
7o	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	See appendix for additional concentrations

8. Degree Plan
8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.

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[18] 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").

	YEAR 1 - FALL:	*Quantitative Methods* *EPE 601 – Proseminar (1-hour)- core* *EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (3-hours)- core* *EPE 663 – Field Studies (3 hours)- core* *EPE 620 – Introduction to Evaluation (3-hours)- core*	**YEAR 1 - SPRING:**	*Quantitative Methods* *EPE 619 – Survey Research (3-hours)- core* *EPE/EDP 558 – Gathering, Using and Analyzing Educational Data II (3-hours)- concentration core* *Contextual Course (3-hours)- free elective*
	YEAR 2 - FALL :	*Quantitative Methods* *EPE 571 – Writing for Educational Research (3-hours)- core* *EPE 522/EDP/EDC – Measurement and Assessment (3 hours)- elective* *EPE/EDP 660 – Research Design and Analysis in Education (3 hours)- concentration core*	**YEAR 2 - SPRING:**	*Quantitative Methods* *EPE 790 – Internship (5 hours)- elective* *EPE 621 Advanced Topics and Methods of Evaluation (3-hours)- elective*
	YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	The initial year has students participating in the core program courses. This will aid in giving students the foundational knowledge they need to be successful in the advanced courses. This will also aid in providing students with the range of experiences that will aid them in choosing a concentration, had they not already done so upon entering the program.

9. Approvals/Reviews

<mark>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).</mark>

		Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a		(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
9b		(Collaborating and/or Affected Units)		
		n/a		/ /
				/ /
				/ /
				/ /
				/ /
				/ /

			/	/	
			/	/	
			/	/	
9c	(Senate Academic Council)	**Date Approved**	**Contact Person Name**		
	Health Care Colleges Council (if applicable)				
	Graduate Council				

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	The UK College of Education is ranked as one of the top 100 colleges of education in the country. Faculty involved with the program are nationally-recognized speakers and authors in the field of research methods, quantitative methods, and evaluation/assessment. These faculty include: Kelly Bradley, Michael Toland, Beth Goldstein, Joe Waddington, John Thelin, Jane Jensen, Joseph Ferrare, Jungmin Lee, Jessica Hearn, and Joan Mazur. The resources of the College have been used to build a host of courses in the research methods area and provide support for the faculty teaching these courses.
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	A series of intended student learning outcomes have been developed in collaboration with the college, department, and involved groups. These intended goals relate directly to three of the five areas of learning. Specialized knowledge is reflected in the outcome that students leave the program with advanced ability and knowledge of quantitative methods, evaluation/assessment, or measurement. Furthermore, students are expected to have the ability to demonstrate these specialized skills through the evaluation of others' work and the production of their own work. Quantitative methods, evaluation/assessment, and research methods are all specialized as they require specific knowledge of advanced theoretical and analytical techniques which go beyond what the average individual can learn on their own or through work experience. Intellectual skills are reflected in the student learning outcome which reflects the ability of students to develop research questions and apply appropriate quantitative techniques. In addition, it is expected that students will leave the program with the ability to develop research plans and studies which address stated research questions, further demonstrating they have refined, applicable, intellectual skills. Finally, the program is largely rooted in the applied learning principle with student learning objectives being focused on skill-based competency. Students at the end of the program are expected to be able to implement an evaluation, create and test an assessment, or design and conduct an advanced quantitative research study. Furthermore, it is expected that students leaving the program will be able to identify needs in their respective fields where they could apply their specialized skills. Given the methods focus of this program, students are expected to develop their specialized skillset and be able to apply it when appropriate.
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	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 Department of Educational Policy Studies & Evaluation's Graduate Student Handbook. Applications for the program will be accepted for Summer/Fall and Spring admission. A sub-committee of faculty will review applications and make recommendations to the full faculty, who will then review the recommendations and application folders and arrive at an admissions decision for each case. Students will be required to submit GRE scores, although there is no minimum GRE requirement. Students from a variety of backgrounds will be encouraged to apply to the program and ideally the program will include many students from outside the field of education who are interested in research methods. No minimum GPA is required for student admission. Admitted students will be allowed to transfer in 9 credit hours, however, the Director of Graduate Studies must approve of the credits. As with all EPE graduate degree programs, students admitted to the program must also be admitted into the University of Kentucky's Graduate School.

	To remain in good standing with program students must show they are making acceptable progress towards completion of the degree and remain continuously enrolled in the program. Students are placed on scholastic probation when they fail to maintain a GPA of at least 3.0, and they then have one semester, 9 hours, to attain a cumulative GPA of 3.0. Students who are not making successful progress to completing their degree will be contacted by their advisor (or the DGS) to develop a plan for improvement. Failure to remain in good standing or complete satisfactory progress towards completion of the degree may result in a student's termination from the program.
10d	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	No other program such as this one exists within the state, and as such, no transfer agreements have been made.
10e	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	The applicant pool will be individuals interested, or currently working, in settings such as academic institutions; school districts; state and federal agencies; healthcare; and certification, licensing and testing organizations. It includes individuals wanting to develop academic and applied research skills; undertake commissioned research or evaluations; progress to doctoral study; as well those already working as a researcher or evaluator. Components of the program will also be useful to undergraduate education students requiring coursework in quantitative inferential reasoning, and to many existing graduate programs across the University of Kentucky. Department instructors and administrators will reach out to other institutions throughout the country where this program is not available. The department will use its professional connections to locate potential students and contact them directly. Departments who express they have students interested will be sent promotional materials, and visits from individuals associated with the program will be facilitated when possible.

11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals

11a*	*(similar to question 2c)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	There are three primary program objectives. The first objective is to establish a high-quality graduate degree that fills an important academic gap in higher education. The need for quantitative skills and quality evaluation services is continuing to grow as data-driven decision making and accountability become increasingly important in the public and private sectors. The number of individuals who have the skillset to meet this demand, however, is small, with even many highly educated individuals lacking the full range of quantitative reasoning and research method skills needed to meet employer demands. This program will focus on providing the quantitative reasoning and research methods skills that employers are seeking without requiring students to commit to a full Ph.D. program. Few programs such as this currently exist and development at this stage allows the University of Kentucky to be at the forefront of innovation in the field. The second objective is to develop a research based program which can be accessed by both traditional and non-traditional students throughout the state, country, and internationally, who are interested in education research methods but may not have physical access to the Lexington campus. This master's program helps to

	make the university more diverse and inclusive, and provides educational access to groups, such as working individuals and those living in rural areas, who have historically had higher-education access issues. Finally, this program seeks to serve as an income-generating program for the department. The on-line nature of the program allows for widespread access and ideally large enrollment with little strain on present department resources. Additional income would allow for the department to offer more scholarships, assistantships, higher new faculty, and take on new projects without the need to request additional funds from the state, university or private donors.
11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? *(150 word limit)*
	This program supports Goal 1 and Goal 4 of the University of Kentucky's institutional mission. Goal 1 of the mission is focused on educating Kentucky students to be leaders in the social and economic domains. Students of the program will leave with the ability to develop and evaluate programs in their respective topic of interest. In addition, students will leave with the ability to be innovators in developing and refining new assessment instruments to measure original ideas as they are developed. Goal 4 of the mission is focused on promoting inclusion and diversity. This program is able to promote inclusion and diversity by making the program available on-line, which means the program can reach students in remote areas, students in other states, and students internationally. The income-producing goal of the program allows for more funds to be used to provide scholarships and assistantships to underrepresented students in the department.
11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	This program supports the 'research, economic, and community development,' 'student success,' and 'efficiency and innovation' aspects of the CPE strategic agenda. In the 'research, economic, and community development' aspect, this program both educates Kentuckians in a highly profitable skillset and allows for these skills to be brought to areas throughout the state. Graduates of the program would be able to work in a range of public and private organizations throughout the state, as well as establish firms in underserved areas where there is a need for evaluation, measurement and quantitative methods. Furthermore, the on-line and flexible nature of the program allows for individuals already working in the public and private sector to learn these valuable skills and begin immediately applying them to their work throughout out the state. In the 'student success' aspect, this program provides high-quality graduate-level education access to historically underserved rural communities. Many of the individuals living in these rural communities are low-income and have transportation issues which keeps them from being able to access high-quality graduate education. This program helps ensure that rural areas are having the same educational opportunities as urban and suburban areas. In the 'efficiency and innovation' aspect, this is a program unlike any other being offered in the state and one of the newest of its kind in the country. Furthermore, students will be learning a skill set that can be used as the master's work foundation for a wide range of academic fields, such as agriculture, the social sciences, and business. The program has considered the statewide implementation plan strategies. Regarding satisfactory funding, the program received a grant for program development (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).
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*

	The program is supported by several other programs within the College of Education. For example, many of the courses that make up the program are cross-listed with EDP, and the program electives contain classes from EDP, EDC, and ELS. By using faculty and courses from other departments, student enrolled in the program gain perspectives and skills from a range of educational fields. This keeps the university and college from cross-duplicating material and creating unnecessary redundancy. Students will also benefit from the research experiences that come from working with faculty in different education departments. In determining committees and designing research projects, the varied experiences of these faculty will provide insight in ways for students to have the most positive and expansive experience.
	
	     In addition, the program will rely on the support of the College of Education's Online Teaching and Learning Support Team, its Next Generation Learning Strategic Team and its Information Technology Center to provide guidance for faculty and students in dealing with technological issues. By working with other groups in the college, this program is pulling from the various strengths of each group to provide the best experience for students.
	
	     The program supports other programs by being both online and asynchronous, so the courses offer a new level of flexibility for students. This is especially helpful for students enrolled in programs that require clinical work (such as in the department of Kinesiology and Health Promotions), because the required clinical hours often conflict with the schedule of traditional course offerings. Furthermore, programs that require measurement types of courses can utilize the courses offered within this program. Thus, students can take courses from faculty with research, evaluation and measurement expertise, and other departments do not have to seek adjunct professors to teach these courses.

12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	It is anticipated the starting faculty/student ratio will be about 1 to 3, however, it is expected that this ratio will grow. Given that this is an on-line program, it is not a concern should the program have high faculty/student ratios.
12c	Describe the library resources available[19] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	The UK Libraries offers collections, services and other learning/information resources consistent with the degrees offered at the University. UK Libraries fulfills the University's educational, research, and service missions through the acquisition, organization, and preservation of relevant information resources that support the academic and research programs. The print collections are housed in the ten libraries across the campus and in the print archives. UK Libraries' resources include: • 4 million volumes

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[19] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	• Distance learning library services and a distance learning librarian • access to 100,000 current serials, including 70,000 electronic serials accessible on and off campus • access to approximately 450 licensed networked electronic resources/databases • 550,000 electronic books accessible on and off campus • 100,000 audio/visual materials In addition, full wireless capability in all campus libraries provides access to electronic resources within library facilities. The College of Education branch library also DL support to COE faculty and students; its move toward status as a Distance Commons will further ensure program sustainability. Together with course instructors, the Education Librarian will develop customized research guides and literature reserves for each course.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	No new hardware or software will need to be purchased for student use for this program. Similarly, faculty will be able to continue use of the same software and hardware already in place for the development of the degree program. All necessary quantitative packages students will use are available for free through the university or are of very low-cost on-line. The program faculty and staff will not need any additional facilities. Given that there are no new faculty hires needed for the creation of this program and the program is being housed in an established department which currently has space to accommodate staff and graduate assistants, no new facilities are needed. Furthermore, the on-line nature of this program makes it so there is not an additional need for classroom facilities. As part of the program, students will have the ability to come in for lab hours in a computer classroom, however, this is similar to the format many professors in the EPE department have and should not put any additional need on classroom resources.

13. Demand and Unnecessary Duplication

13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	According to the Bureau of Labor Statistics predicted job growth data, there is a strong need for the skills that students will learn in this program. 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 be able to enter into these two fields, which are in need of skilled and trained applicants. Articles continue to come out discussing the importance of evaluation in the public and private sector, as well as articles on the importance of making data-driven decisions. Students leaving this program will be able to gather and analyze data at levels beyond the average master's degree holder. Given that the program is geared specifically towards these skills, students will be more valued in the market than other applicants who have only a few courses in the subject with a degree primarily in another field.
13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	To complete the program and receive their degrees, students will be required to complete a project-based final. Possible projects include preparing an evaluation report, preparing a technical report for a research

	project, or completing a research manuscript. The type and scope of project that a student completes will be dependent upon the student's interests and career aspirations, and will be approved by a student's program committee.		
13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)*	Yes ☐	No ☒
	If "Yes," explain:		
13d	Identify the primary feeders for the program. *(150 word limit)*		
	The primary feeders for this program will be the bachelor's degree conferring higher education institutions within the state of Kentucky. Although these will be the initial primary feeders for the program, ideally the on-line nature of the program will allow for other institutions throughout the country, with strong quantitative foci but lack a similar degree, to become primary feeders as well.		
13e	Describe the student recruitment and selection process. *(300 word limit)*		
	Student recruitment will occur by marketing through the university and in targeted areas. The program will be added to the university, college, and department marketing materials where appropriate and a series of promotional materials specific to the program will be developed. Administrators and professionals will promote the program through professional organizations and at conferences. If funding is available, ads will be taken out in appropriate journals and other publications. Students who express interest will be sent or e-mailed additional materials on the program.		
	Applications for the program will be accepted for Summer/Fall and Spring admission. A sub-committee of faculty will review applications and make recommendations to the full faculty. The full faculty will then review the recommendations and application folders and arrive at an admissions decision for each case.		
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)*		
	The RMinE was developed to be both highly practical and applicable in real-world settings, and accessible to students who are traditionally hard to reach, such as working professionals, students with families, students without transportation, those who are located in remote areas, and international students. This degree was designed for individuals working in the education field, among other fields, who need research methods skills to better conduct their work in geographic areas where it may be challenging to recruit highly skilled educational researchers or evaluators. Students can complete it entirely asynchronously on-line.		
	There are three concentration options within the degree: quantitative methods, evaluation/assessment, and research design. Students will select an option based on their interest and personal/professional goals. In the quantitative methods concentration, students will learn how to apply quantitative models to answer research questions and then practice the skill in analyses of their own design. The evaluation/assessment concentration provides students with the theoretical, conceptual, and quantitative background needed to complete thorough evaluations of programs being implemented in the public and private sector. The research design concentration provides students with the skills to develop and refine measurement tools through a series of quantitative techniques.		
	The RMinE program is unlike any other program currently offered at the University of Kentucky, and has few comparative programs across the country. The focus on educational research methods is something that is beginning to appear at the graduate level, and the development of the RMinE at this point provides the university with the opportunity to be a leader in the field.		
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*		
	It is anticipated that the program will lead to an increase in the overall school enrollment, given that the		

		program is targeting on-line students who would likely not have enrolled in on-campus programs. There is no way to exactly state how much growth there will be but it could possibly increase student enrollment by 100 or more.

13h		Use table below to estimate student demand for the first five years following implementation.		
		Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
		2015 – 2016	0	N/A
		2016 – 2017	0	N/A
		2017 – 2018	15	N/A
		2018 – 2019	25	N/A
		2019 – 2020	35	N/A

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	There are presently no other programs similar to this program in the state. There is a strong desire for quantitative analytical skills and especially for evaluators, as evaluation has become crucial in the public and private sectors. The program provides a valuable skillset that meets student and employer needs. Students interested in continuing their education or entering the private sector will be able to do so upon leaving this program. Furthermore, the availability of the program on-line allows for access to students throughout the state, nation, and world.

13j	Has the Council on Postsecondary Education identified similar programs?[20]	Yes ☐ No ☒
	If "Yes," the following questions (5h1 – 5h5) must be answered.	

(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☐ No ☐
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.	

13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation?	Yes ☒ No ☐
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in	

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[20] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.

	addition to the one(s) currently in existence.			
13k. i*	Identify similar programs in other SREB states and in the nation.			
	M.A.E. with Major in Research and Evaluation Methods – University of Florida			
	M.Ed. with Major in Research and Evaluation Methodology - University of Florida			
	M.S. Master's in Education Policy and Evaluation – Florida State University			
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	This program is offered asynchronously on-line, while the other programs require students to be on campus.			
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	This program can reach students throughout the state, nation, and globe. In addition, this program can serve non-traditional students (e.g. working individuals) who have higher education access issues. The current programs in Florida can only serve individuals in the area and who have non-traditional work schedules.			
13k.iv*	Is access to existing programs limited?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	The nature of the existing programs requiring students to be on-campus making access limited to those in the area of the universities and those who have work schedules which accommodate attending classes during the day. Individuals not living in the area and working individuals face access issues.			
13k.v*	Is there excess demand for existing similar programs?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	The demand for these programs at the master's level by students not living in the area cannot be met with the current programs. This program at UK has the ability to meet the demands of students.			
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes ☐	No ☒	
	If "No," explain. *(300 word limit)*			
	Collaboration is not feasible given that this is the only program in the SREB with an on-line focus.			
13l	Would your institution like to make this program available through the [Academic Common Market](link)[21]?	Yes ☒	No ☐	
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*			
	There is no other degree of this kind within the state. It prepares individuals for work in many careers listed in the U.S. Department of Labor's Top 50 Fastest Growing Occupations with a Master's degree or higher level of education, including Survey Researcher (30[th]), and Postsecondary Education Administrator (48[th]).			

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[21] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	Quantitative Methodologists and Postsecondary Education Administrators are also among the top 50 occupations with the most openings, 35[th] and 8[th], respectively (Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. *State and national employment trends.* Retrieved from http://www.careerinfonet.org).
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	The following table lists projected annual job openings due to growth and net replacement. These are jobs that the graduates of this program would be specifically qualified to fill. Each position has a growth in anticipated openings over a ten year period, both for the state and the nation.

Job	Average wages	Anticipated Openings* (KY)/ %change 2012-2022	Anticipated Openings* (US)/ % change 2012-2022
Survey Researcher	$45,050	0 (+30%)	560 (+18%)
Postsecondary teacher	$68,970	40 (+15%)	6,950 (+13%)
Operations Research Analyst	$72,100	40 (+22%)	3600 (+27%)
Market Research Analyst	$60,300	70 (+23%)	18,850 (+32%)
Education Administrators, Postsecondary	$80,750	70 (+17%)	6,650 (+15%)
Education Administrators, Elementary and Secondary	$85,700	130 (+7%)	7,470 (+6%)

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. *State and national employment trends.* Retrieved from http://www.careerinfonet.org/Occ_Intro.asp?id=1&nodeid=1

14. Assessment and Oversight

14a*	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	Evaluation of the graduate program will be marked by success on measurable goals developed in four specific domains: (1) Accessibility – Accessibility will be assessed through the ease of delivery of the online courses and the enrollment of students from outside of EPE. Measures of success in this domain would include examining the success of students who did not take courses on campus and if students from outside of the College of Education are pursuing the graduate certificate. (2) Practicality – Practicality will be assessed in connection to the understanding of data driven and evidence based research, and if students can apply what they have learned to their academic and professional work. (3) Quality - Quality will be reviewed in connection to the College of Education faculty and instructors' experience and expertise in the areas and courses they teach. It will also be assessed in connection to the array of course offerings, with a target of at least 3 courses in each area of emphasis – evaluation, quantitative methods, and research design -- beyond the core. (4) Utility – Utility will be assessed in the ability of students to apply what they learned in the program immediately to their work or in the pursuit of employment.

The specific intended programmatic outcomes that will be evaluated are:
- to establish a high-quality graduate degree which fills an important academic gap in higher education.
- to establish a research based program which can be accessed by both traditional and non-traditional

	students throughout the state, country, and internationally. - to serve as an income generating program for the department. For the programmatic assessment, the following procedures will be used: - Review of program course evaluations by students - Review of generated revenue - Analysis of exit surveys administered by the department - Examination of program enrollment - Examination of final projects by students - Examination of student academic and professional outcomes after graduation - Comparison of student program plans to actual program completion
14b	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. *(300 word limit)*
	Direct methods of assessment for SLOs include grades on exams in select courses, grades on final projects for core courses, evaluation of culminating projects in the Writing course and for the final master's project according to program-level rubrics. Indirect methods include the exit survey for graduating students, and course evaluations.
14c	**Procedures for Course Mapping of SLOs** *(related to question 5b)*
14c.i	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	The intended student learning outcomes to be evaluated are: - 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)
14c.ii	When will components be evaluated? *(150 word limit)*
	Beginning in the second year, completed every three years.
14c.iii	When will the data be collected? *(150 word limit)*
	At the end of the first year.
14c.iv	How will the data be collected? *(150 word limit)*
	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.
14c.v	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*
	The benchmarks are as follows: - Program course evaluations by students are reported to be on-par or above other programs in the college. - Over one-half of all participants in the program are out-of-state participants. - The program recoups its costs and generates a positive income. - Graduates of the program who were seeking work found jobs and were employed.

	- Graduates of the program who were planning to enter doctoral programs found sufficient programs. - Program evaluations demonstrate a positive view of the program. - Examination of final projects by students demonstrates students are meeting expected learning outcomes. - Students completed their program in the time-period they planned on at the beginning of entering the program.	
14c.vi	What individuals or groups will be responsible for data collection? *(150 word limit)*	
	Faculty and staff associated with the program as well as the department's Evaluation Center.	
14c.vii	How will the data and findings be shared with faculty? *(150 word limit)*	
	Data and findings will be shared with appropriate faculty committees who will analyze and report findings to the full program faculty. Assessment data will also be shared with college wide committees. Both will occur on an annual basis.	
14c.viii	How will the data be used for making programmatic improvements? *(150 word limit)*	
	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. In addition, program faculty and staff will work to assure that students are aware of employment opportunities and academic opportunities. If the program is not meeting the expectation of having out-of-state and non-campus student enrollment, additional marketing efforts will be made. Finally, if revenue expectations are unsatisfactory financial alterations will be made with costs (depending on where the excess is identified) to assure the program becomes revenue-generating.	
14c.ix	What are the measures of teaching effectiveness? *(150 word limit)*	
	Measuring teaching effectiveness will take into account student success in the classroom and teacher course evaluations. Faculty mentors and administrators will provide additional feedback to ensure effective teaching.	
14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*	
	Workshops will be either sourced externally or developed in-house to address any appropriate issues. In addition, faculty will make use of existing university resources, such as the Center for Enhancement of Learning and Teaching (CELT).	
14c.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*	
	Surveys will be conducted with graduates and employers of graduates. The survey will focus on student's perceived success, record of employment and academic enrollment, as well as include the employer's perspective of how well the program graduate is meeting their needs. Surveys of graduating students will occur annually. Surveys of student employers will occur every three years.	

15. Cost and Funding of the Proposed Program[22]

15a	Will this program require additional resources?	Yes ☐ No ☒
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*	

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[22] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)*	Yes ☐	No ☒
	If "Yes, briefly describe.		

15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*
	The program is designed to be revenue-generating which will allow for program funding through student enrollment and allow for additional funds to be used to provide support for low-income students. Any initial costs not covered by the 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), will be recouped through a high-enrollment of students on-line.

16.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

Total Resources Available from Federal Sources (grants, earmarks, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	*n/a*				
Total Resources Available from Other Non-State Sources: (foundations, donors, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	*n/a*				
State Resources: (general fund and pass-through funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	*n/a*				
Internal[23]:	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	*0*	*0*	*0*	*0*	*0*
(Existing) Reallocated Resources	*$177,362*	*$177,362*	*$177,362*	*$177,362*	*$177,362*
Narrative/Explanation:	The current funds are available within the department. The funds come from open				

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[23] The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

sources of funding determined yearly and from a refocusing of the responsibilities of certain faculty members.

Student Tuition (describe impact on enrollment, tuition, and fees)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	$46,608	$81,564	$116,520	$116, 520	$116,520
Existing	0	$46,608	$81,564	$116,520	$116,520
Narrative/Explanation:	In the first year of the program, 3-5 students are expected to enroll, in the second, 5-7, with an expected 10 students to enroll each year after that. Since this is a 2-year program, the total number of students in the program should be about 20 by the fourth year. Graduate student tuition is $5826 per semester for 2015-2016.				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	$46,608	$81,564	$116,520	$116,520	$116,520
Total Existing	$177,362	$223,970	$258,926	$293,882	$293,882
TOTAL FUNDING SOURCES	$223,970	$305,534	$375,446	$410,404	$410,404

17. Breakdown of Program Expenses/Requirements[4]

(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)

Staff: Executive, Administrative & Managerial (include salaries)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	$17,500	$17,500	$17,500	$17,500	$17,500
Narrative/Explanation[24]:	This is based on the staff that will dedicate a portion of their time to the program.				

Other Professional (include salaries)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	n/a				

Faculty (include salaries)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$35,573	$35,573	$35,573	$35,573	$35,573
Narrative/Explanation[25]:	All faculty teaching courses in the program already teach these courses.				

Graduate Assistants[26]	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0

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[24] Discuss whether new hires will be full-time or part-time.
[25] If new hires are involved, explain whether new hires will be full-time or part-time.
[26] Identify the number of assistantships/stipends to be provided; Include the level of support for each.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Existing	$29,133	$29,133	$29,133	$29,133	$29,133
Narrative Explanation/Justification:	*Graduate assistants will be assigned to do online labs and provide support.*				

Student Employees (include salaries/stipends)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*n/a*				

Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*$26,500*	*$26,500*	*$26,500*	*$26,500*	*$26,500*
Narrative Explanation/Justification:	These expenses are to refine the on-line courses to be effective and high-quality experiences for students. These expenses include software, hardware, and access to valuable resources to be included in the course. Most are being purchased through an internal e-Learning grant.				

Library (new journal subscriptions, collections, electronic access, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	The materials for this program already exist because all coursework already exists.				

Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*n/a*				

Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	Faculty already accounted for above as they provide advising for graduate students.				

Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*We will use existing resources at the University such as CELT. No new*				

Faculty Development (travel, conference fees, consultants, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	5,000	5,000	5,000	5,000	5,000
Narrative Explanation/Justification:	In addition to college funds, there are additional professional develop funds for online coursework, already provided through the University.				
Assessment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$2,500	$2,500	$2,500	$2,500	$2,500
Narrative Explanation/Justification:	These funds are to support development and implementation of assessment materials.				
Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	n/a				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$11,157	$11,157	$11,157	$11,157	$11,157
Narrative Explanation/Justification:	These funds are to support a graduate student who is involved with the program for the academic year.				
Total Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$127,363	$127,363	$127,363	$127,363	$127,363
TOTAL Program Budgeted Expenses/Requirements:	$127,363				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL NET COST:	$127,363	$127,363	$127,363	$127,363	$127,363

18. Course Descriptions	
18a	**Program Core Courses (includes pre-major and pre-professional courses)**
Prefix & Number	**Course Description (from the Bulletin or the most recent new/change course form)**
EPE 571	Seminar in Research Writing
EPE 601	Proseminar
EPE/EDP 557	Gathering, Using and Analyzing Educational Data I
EPE 619	Survey Research Methods in Education
EPE/EDP 620	Topics and Methods of Evaluation
EPE 663	Field Studies

18b	Program Guided Electives Courses (for the major)	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	

18c	Program Free Electives Courses	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	

Students are encouraged to enroll in an elective course that will enhance their capacity for applied research. It can be from another strand, or another discipline related to their interests, per committee approval.

18d	**Courses for a Track.** (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.	
Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
EDP/EPE 558	☒ Track Core ☐ Track Elective	*Gathering, Using and Analyzing Educational Data II*
EDP 660	☒ Track Core ☐ Track Elective	*Research Design and Analysis in Education*
EDC 726	☐ Track Core ☒ Track Elective	*Curriculum Inquiry Mixed Methods Research*
EPE/EDP 621	☐ Track Core ☒ Track Elective	*Advanced Topics and Methods of Evaluation*
EPE/EDP/EDC 522	☐ Track Core ☒ Track Elective	*Psychological and Educational Tests and Measurements*
EPE 790	☐ Track Core ☒ Track Elective	*Internship in Educational Policy Studies and Evaluation*
EPE 785	☐ Track Core ☒ Track Elective	*Independent Studies in Educational Policy Studies and Evaluation*

	☐ Track Core	
	☐ Track Elective	
	☐ Track Core	
	☐ Track Elective	

19. Specific faculty involved in the degree program.				

(similar to question 4d) Fill out the SACS[27]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
Bradley, Kelly (F)	*Fall 2014, Spring 2015 EPE/EDP (G)* 557- Gathering, Using and Analyzing Educational Data I 619- Survey Research 620- Introduction to Evaluation 660-Research Design and Analysis in Education 711-Advanced Quantitative Methods 768-Residence Credit 785-Independent Study 790-Internship 3 hours for each	Ph.D.: The Ohio State University, Quantitative Research, Evaluation, & Measurement in Education M.S.: University of South Carolina, Statistics Teaching Experience: EPE 557, GATHERING, ANALYZING & USING EDUAL DATA EPE 619, SURVEY RES METHODS IN EDU: ED DATA EPE 620, TOPS & METHS OF EVALUATN EPE 660, RSRCH DESIGN & ANALYSIS IN EDUCATION EPE 767, DISSERTATION RESIDENCY CREDIT EPE 785, INDEP STDYS IN ED POLICY STDYS & EVAL EPE 790, INTERNSHIP IN EDU PLCY STDS & EVALUATION	Her research is anchored in quantitative evaluation and measurement, with a focus on Survey Research and measurement, specializing in the Rasch model. She is also actively engaged in the Midwest Educational Research Association (MWERA), American Statistical Association (ASA), and National Council of Measurement in Education (NCME)	*EPE/EDP (G)* 571 Writing Research (3 hours)
Toland, Michael (F)	*Fall 2014 EPE/EDP (G)* 522- Measurement	Ph.D.: University of Nebraska-Lincoln, Educational Psychology:	His research is focused on: 1) the development,	*EPE/EDP (G)* 571 Writing Research Seminar(3 hours)

[27] Southern Association of Colleges and Schools Commission on Colleges (SACS).

	and Assessment *660-* Research Design and Analysis in Education 3 hours for each 711-Advanced Quantitative Methods	Psychological Studies in Education Teaching Experience: EDP/EPE 660 Research Design and Analysis in Education (Intermediate Statistics): Spring, 2009, Fall, 2012, 2014, 2015+ EPE/EDC/EDP 522 Psychological & Educational Tests & Measurement: Summer, 2013+, 2014+, 2015+ (+ denotes asynchronous)	evaluation, and refinement of multi-item instruments using classical test theory, factor analytic models, and item response theory; 2) application of multilevel models to complex data structures; 3) evaluation of quantitative techniques. Has experience teaching asynchronous courses, as noted in course listings	
Goldstein, Beth (F)	*Fall 2014, Spring 2015* EPE (G) 663- Field Studies in Educational Settings 768-Residence Credit 785-Independent Study 790- Internship 3 hours for each	Ph.D.: University of Wisconsin-Madison, Educational Policy Studies Teaching Experience: EPE 663, FIELD STUDIES IN EDUCTNL INSTITUTIONS EPE 767, DISSERTATION RESIDENCY CREDIT EPE 785, INDEP STDYS IN ED POLICY STDYS & EVAL EPE 790, INTERNSHIP IN EDU PLCY STDS & EVALUATION		
Ferrare, Joseph (F)	*Fall 2014, Spring 2015* EPE/EDP (G) 619 Survey Research 557- Gathering, Using and Analyzing Educational Data I 768- Residence Credit 785- Independent	Ph.D.: University of Wisconsin-Madison, Curriculum Theory & Research	Prior to his doctoral studies at UW-Madison he spent three years as a research analyst in Seattle, WA working in the areas of education, labor, and environmental policy.	

	Study 790- Internship 3 hours for each			
Lee, Jungmin (F)	*Fall 2014, Spring 2015* EPE/EDP (G) 558- Gathering, Using and Analyzing Educational Data II 768- Residence Credit 785- Independent Study 790- Internship 3 hours for each	Ph.D.: Vanderbilt. Education Leadership and Policy Studies Teaching Experience: Issues in Higher Education Policy and Introductory Statistics	Dr. Lee is interested in higher education policy that promotes college access and success.	
Mazur, Joan (F)	*Fall 2014* EDC (G) 726- Mixed Methods 3 hours	Ph.D.: Cornell University, Curriculum and Instruction Teaching Experience: EDC 726- Mixed Methods for Curriculum Inquiry	Serves as a Director of the Digital Learning & Design P-20 Innovation Lab. Her research includes mediating technologies and inquiry.	
Jensen, Jane (F)	*Fall 2014, Spring 2015* EPE (G) 663- Field Studies in Educational Settings 768- Residence Credit 785- Independent Study 790- Internship 3 hours for each	Ph.D.: Indiana University, Anthropology and Higher Education Teaching Experience: EPE 663, FIELD STUDIES IN EDUCTNL INSTITUTIONS EPE 768, RES CR MASTERS DEGREE EPE 785, INDEP STDYS IN ED POLICY STDYS & EVAL EPE 790, INTERNSHIP IN EDU PLCY STDS & EVALUATION	Her research interests include qualitative research methodology, and issues in postcompulsary education, and the study of post-secondary education and development in rural North America	*EPE (G)* 571 Writing Research Seminar(3 hours)
Thelin, John (F)	*Fall 2014, Spring 2015* EPE (G) 797-Historical Research 768- Residence	Ph.D.: University of California, Berkeley, History of Education Teaching Experience: 797-Historical Research	His teaching and research interests focus on the history of higher education and public policy. John likes to bring historical	

	Credit 785- Independent Study 790- Internship 3 hours for each		writing and research to contemporary discussions about significant, enduring higher education issues.	
Richardson, Jayson (F)	*Fall 2014* EDL (G) 669- Action Research I (Leadership for School Problem Solving) 3 hours	Ph.D.: University of Minnestoa-Twin Cities, Education Policy and Administration Teaching Experience: Educational Leadership, Emerging Technologies, and Technology Leadership, Action Research, and Qualitative Methods	Director of Online Teaching and Learning His research focuses on how digital technologies can be used across the globe to create opportunities for individuals	

Waddington, Joseph (F)	*Fall 2015* EPE (G) 660- Research Design and Analysis in Education 3 hours	Ph.D.: University of Michigan, Quantitative Research Methods in Education Teaching Experience: EDP/EPE 660: Research Design and Analysis in Education		*EPE (G)* 571 Writing Research (3 hours)

Hearn, Jessica (F)	*2015* EPE/EDP (G) 620- Introduction to Evaluation 621- Advanced Methods of Evaluation 768- Residence Credit 785- Independent Study 790- Internship 3 hours each	University- Education/ Instructional Leadership Teaching Experience: EKU: Advanced Research Methods (EDL 910) Assessment and Evaluation (EDL 823) Change/Capstone (EAD 854) UK: Introduction to Evaluation (EPE 620)	Evaluation Center at the University of Kentucky	

Perry, Kristin	*Fall 2014, Spring 2015* EPE (G) 663- Field Studies in Educational Settings	Michigan State University, Educational Psychology with a literacy specialization		
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable	UT = undergraduate transferable G = graduate		

Appendix A

Documentation from Office of Institutional Effectiveness

Item 1a

Alexander-Snow, Mia

Actions.

To: Sampson, Shannon O
Cc: Bradley, Kelly D; Setari, Anthony P

Monday, October 19, 2015 12:49 PM

Thank you Shannon.

As presented during our meeting and after reviewing the SACSCOC Checklist, the proposed master's degree in Research Methods does not constitute substantive change as defined by SACSCOC, the university's regional accreditor.

The proposal may move forward in accordance with college, university-level, and state-level approval processes.

Please note: Program approval requires state approval, and the state approval process requires submission of the CPE pre-proposal (occurs after the program is approved at the College-level) and the CPE full-proposal (occurs after the program is approved by the UK BOT). Please contact the Office of Planning and Institutional Effectiveness immediately following College-level approval, so we can begin the state approval process.

Best,
Mia

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

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The University of Kentucky

Appendix B

Letters of Departmental and Faculty Support

Item 4c

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.

see blue.

An Equal Opportunity University

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

Support and Verification from Department Chairs

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

COLLEGE OF
EDUCATION
1nquirehnovatesp;re

Educational Leadership Studies
111 Dickey Hall
Lexington, KY 40506-0017
859 257-8921
Fax 859 257-1015
http:i/Leadership.uky.edu

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

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.

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

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 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

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 .

UK.

UNIVERSITY OF

KENTUCKY

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,

-f/1'

Kristen H. Perry, Ph.D.
Associate Professor
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Phone: 859-257-3836
Email: kristen.perry@uky.edu

Department of Educational
Leadership Studies
111 Dickey Hall
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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 I Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
Taylor Hall, Room 151G I University of Kentucky
Lexington, KY 40506-0001
P: 001.859.379.9097

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

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

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
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859.257.2628

KENTUCKY

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Educational Policy Studies & Evaluation
131 Taylor Education Building
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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

Supplemental Support Letters

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KENTUCKY)

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 | 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
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College of Education
The Evaluation Center
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859 257-2628
fax 859 257-4243

EvaluationCenter@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,

c°'

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

Appendix C

RMinE Course Map

Item 5b

Research Master's in Education (RMinE) Course Map

The focus is of this program is on educational research methods in students' respective concentrations. Each class that a student takes is intended to add additional methodological, theoretical, analytical, or applicable knowledge and capabilities. The Student Learning Outcomes are:

- Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills)
- Students will leave the program with theoretical knowledge of research design and analysis. (Theoretical Knowledge)
- Students will leave the program with ability and knowledge of statistics, evaluation/assessment, or measurement. (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)

The table below demonstrates how each course addresses the program's student learning outcomes.

Courses	Methodological Skills	Theoretical Knowledge	Analytical Ability	Application of Knowledge and Skills
EPE/EDP 557 Educational Stats I	X Introduced		X Introduced	X Introduced
EPE/EDP 558 Educational Stats II	X Introduced		X Developed	X Developed
EPE 619 Survey Research	X Developed	X Introduced	X Developed	X Developed
EPE/EDP 620 Introduction to Evaluation	X Introduced	X Introduced		X Introduced
EPE 663 Field Studies	X Introduced	X Developed	X Introduced	X Introduced

EPE 656 Research Methods	X Introduced	X Introduced	X Introduced	X Developed
CONTEXTUAL REQUIREMENT		X Developed		X Developed
EPE 571 Seminar in Research Writing	X Developed	X Developed	X Developed	X Mastered
EPE/EDP 522 Measurement and Assessment	X Introduced	X Introduced	X Developed	X Developed
EPE 797 Historical Research	X Developed	X Developed	X Developed	X Developed
EDC 726 Mixed Methods	X Developed	X Developed	X Developed	X Developed
EPE 621 Advanced Research Methods	X Developed	X Developed	X Developed	X Developed
EPE/EDP 660 Research Design and Analysis in Education	X Developed	X Introduced	X Developed	X Developed
ELS 669 Action Research I	X Introduced	X Developed	X Developed	X Developed
EPE 790				X

Internship				Mastered
EPE 601 **Proseminar**				
EPE 785 **Independent Study**	X Mastered		X Mastered	

Students' educational or professional interests and goals determine which courses they take, but as the table demonstrates, by participating in required courses and electives, students will have a range of experiences which address the program's student learning outcomes. Also, as the chart shows, most of the classes are based in the application of skills and knowledge, further demonstrating that this is a program designed to be highly applicable to students. The administrators of the program carefully selected which courses would lead to desired student learning outcomes and discussed with faculty the content of their course to ensure that course objective aligned with the program's student learning outcomes.

Appendix D

Assessment Plan

Item 5c

1. Introduction

Assessment Plan for Research Master's in Education
College of Education
Department of Educational Policy Studies and Evaluation

Unit Mission Statement:

Students will develop a foundation in basic research methods in education as well as a focused area of emphasis in quantitative methods, assessment/evaluation, or research design. They will apply research methods, techniques and constructs to real world education settings, issues, and data sets.

Basic Assessment Approach:

Assess all outcomes throughout the course of the program, using direct and indirect methods, with an emphasis on the application of knowledge to real-world settings.

Assessment Oversight

The RMinE program director will be responsible for overseeing the evaluation of how well the program is meeting its intended outcomes and goals.

Program-Level Learning Outcomes

A series of intended student learning outcomes has been developed in collaboration with the college, department, and involved groups. The focus is of this program is on educational research methods in students' respective concentrations. Each class that a student takes is intended to develop methodological, theoretical, analytical, or applied knowledge. The Student Learning Outcomes are:

Outcome 1: Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills)

Outcome 2: Students are expected to have the theoretical knowledge to appropriately frame research design and analysis. (Theoretical Knowledge)

Outcome 3: Students will leave the program with ability and knowledge of quantitative methods, evaluation/assessment, or measurement. (Analytical Ability)

Outcome 4: 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)

Curriculum Map

Courses	Methodological Skills	Theoretical Knowledge	Analytical Ability	Application of Knowledge and Skills
EPE/EDP 557 Educational Stats I	Introduced		Introduced (includes artifact)	Introduced
EPE/EDP 558 Educational Stats II	Introduced		Developed (includes artifact)	Developed
EPE 619 Survey Research	Developed (includes artifact)	Introduced	Developed	Developed
EPE/EDP 620 Introduction to Evaluation	Introduced	Introduced (includes artifact)		Introduced
EPE 663 Field Studies	Introduced	Developed	Introduced	Introduced (includes artifact)
EPE 656 Research Methods	Introduced	Introduced	Introduced	Developed
CONTEXTUAL REQUIREMENT		Developed		Developed
EPE 571 Seminar in Research Writing	Developed	Developed	Developed	Mastered
EPE/EDP 522 Measurement and Assessment	Introduced	Introduced	Developed (includes artifact)	Developed
EPE 797 Historical Research	Developed	Developed	Developed	Developed
EDC 726 Mixed Methods	Developed	Developed	Developed	Developed
EPE 621 Advanced Research Methods	Developed	Developed	Developed	Developed
EPE/EDP 660 Research Design and Analysis in Education	Developed	Introduced	Developed	Developed
ELS 669 Action Research I	Introduced	Developed	Developed	Developed
EPE 790				Mastered

Internship				
EPE 785 Independent Study	Mastered		Mastered	

Assessment Methods and Measures (Formative and Summative) (direct and indirect methods/measures used at the course and program levels)

Direct Methods:

- Exams from EPE 557, 558, 660
- Scholarly paper using program rubric (In Development)
- Project from a core course such as EPE 619, EPE 620, or EPE 663, selected by program director/ advisor and evaluated using the program rubric (examples included at end of document)

Indirect Methods:

- Graduating Student Exit Survey
- Course Evaluations

Data Collection and Review

Assessed	Student Learning Outcomes	Data 1	Data 2
Year 2	Outcome 1: Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills)	**Core Course Project (e.g., final project from EPE20, EPE663 or EPE619)** **-evaluated using the program rubric** **-gathered yearly**	**Grades, GPA** **-Processed by program director** **-Gathered Yearly**
Year 2	Outcome 2: Students are expected to have the theoretical knowledge to appropriately frame research design and	**Core Course Project (e.g., final project from EPE620 or EPE619)** **-evaluated using the program rubric** **-gathered yearly**	**Grades, GPA** **-Processed by program director** **-Gathered Yearly**

	analysis. (Theoretical Knowledge)		
Year 1	Outcome 3: Students will leave the program with ability and knowledge of quantitative techniques, evaluation/assessment, or measurement. (Analytical Ability)	**Exam Grades from 557, 558, 660** **-Processed by Program Director** **-Gathered yearly**	**Grades, GPA** **-Processed by program director** **-Gathered Yearly**
Year 3	Outcome 4: 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)	**Final Master's Project** **-Evaluated by student's committee using the program rubric** **-Gathered Yearly**	**Grades, GPA** **-Processed by program director** **-Gathered Yearly**

Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. Course rubrics are aligned to program objectives. Program faculty will be asked to maintain records of course-level assessment. The program will follow a three-year assessment cycle. Data will be gathered annually for all outcomes, with one outcome being analyzed and interpreted in year one, two in year two, and one in year three.

Results will be analyzed and interpreted at the Fall faculty retreat. Assessment reports will be completed by mid-fall and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31st of every year.

Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation process to be evaluated by their students each semester. Additionally, surveys will be developed and administered to students related to the application of coursework to their real-world settings and to the effectiveness of the instruction in the program. In addition to the College of Education faculty evaluation process already in place, the Department Chair will review the course evaluation results and provide feedback to the instructor. This will occur on an annual basis.

What are plans to evaluate students' post-graduate success?

Graduates of the program will take an exit survey. Alumni will be examined in EPE database of current employment.

Appendices
Outcomes 1 and 4 will be evaluated using program-level rubrics, which are currently under development.

-Assignments and rubrics for
- Final Master's Paper
- A piece from a course of student/committee choice, for example
    - Project for EPE 619 (example below)
    - Project for EPE 620 (example below)
    - Project for EPE 663

Survey Instrument and Methodology (EPE 619)- example from Dr. Bradley's class, to be updated as course is revised

Methodological Framework

Directions: Using your pre-approved topic, you are to construct a methodological framework for your own survey, by responding to the tasks below. Please double space and use at least 12-point font in your responses (with the exception of the question grid). Points (listed by each question) are assigned based on *accuracy and thoroughness* of your response. See me with questions. Good Luck!

1. Objectives of the survey research {5 points}
   - State the objectives of the survey clearly and concisely.

2. Target Population and Sampling Frame {10 points}
   - Define the target population.
   - Specify the sampling frame.

3. Sample Design {10 points}
   - Specify the sampling design.
     Will the design provide sufficient information for the objectives?
   - State the desired number of responses, along with the corresponding response rate.
     How will you ensure an adequate response rate?

4. Method of Measurement {10 points}
   - Specify the method of measurement (such as personal interview, mailed questionnaires).
   - List the strengths and weaknesses associated with the method?

5. Instrumentation {15 points}
   - Create a question matrix. For each question on your survey:
     1. indicate how the question relates to the literature
     2. indicate the purpose of each question, i.e., what is being gained by asking the question

6. Pretesting (Field Test) {5 points}
   - Outline the pretesting procedures.
     Will you use a sample, experts, etc? Is there a defense of this choice?

7. Organization of Data Management {5 points}
   - Outline how each piece of datum is to be handled for all stages of the survey.
     This should include steps for processing data from the time a measurement is taken until the final analysis is completed.

8. Data analysis {15 points}
   - Outline the data analyses.
     - This should include detailed specification of what analyses are to be performed.

Final Project for EPE 620
Dr. Hearn

Prepare an evaluation plan. Specifics follow.

Introduction:

This section provides information about the purpose of the evaluation, and what stakeholders are—or need to be—involved in the evaluation. This gets to the relevance, need, and context.

Connects topic to a national (or state) or theoretical context. This is the big picture. Rationale and magnitude addressed by the program to be evaluated (who is affected) should be clearly stated. Show why the topic is important. Show the need. If there are national/state statistics they go here.

Move into the local context: tie the big picture into the local. For example, I might say "*Similar to national trends, the reading scores for African American males at ABC middle school are lower than others in the same school. The school is comprised of……*" and go on to describe the school, demographics, SES, etc. Then I would shift to the program being evaluated by saying "*To address this need, ABC middle school implemented the A+ Reading program in 2011.* "

The program: (this could also go down in the description of what is being evaluated)
Fully describe the program. Things to include might be:
- Program purpose
- What are the specific goals of the program? [Just a note, as an evaluator it is usually easiest to start with the goals for the evaluation. Did they reach their goals?].
- How is the program implemented?
- What are the components? Who does it? When?

There needs to be enough information here to explain the program.

Evaluation Purpose (you may choose to move this based on how your paper flows.)

- What does this evaluation strive to achieve?
- What is the purpose of this evaluation?
- How will findings from the evaluation be used?

Address Stakeholders somewhere (you may choose to move this based on how your paper flows.)
- Who are the stakeholders for this evaluation?
- How do you plan to engage these stakeholders when implementing the individual evaluation plan (e.g., participate in collecting data, help to interpret findings)?

[Cite at least two sources in your introduction]

Rubric goals for introduction:

- Connects topic to a national or theoretical context. Rationale and magnitude addressed by the program to be evaluated (who is affected) clearly stated.
- Program named and major components succinctly described in particular theory, objectives, type of interventions.
- Relevance of evaluation clearly specified including value for field, and potential for application beyond this specific program.
- Used at least 2 references.

Review of literature/review of other evaluations

[use at least three **(3) references** in here as a solid foundation.]

What have others found before? Have there been evaluations of the program or similar programs? Is there theory behind the program? How have they approached finding their answers? If there aren't evaluations, then what does scholarly research indicate should be done? Basically, you need to discover "best practices" as a benchmark so you can compare your program against that or be able to argue that the components are different which would impact the results of your evaluation.

For example, if a school developed their own reading program (never been evaluated before), I would have to go to the literature to see what things *should* happen in a good reading program to serve as mirror for the new program. This information will help explain results and determine the best approach to evaluation and guide your recommendations if you were to actually do the evaluation.

Rubric Goals for Review of literature/review of evaluations
- Inclusion of relevant reports of evaluations of similar programs.
- Thorough systematic review of evaluations including description of program evaluated, assessment of quality of reviews, findings and strengths and weaknesses of evaluations
- Clear and convincing explanation of extent of relevance of literature to this program evaluation; systematic discussion of similarities and dissimilarities.
- Used at least 3 references.

Description of What is Being Evaluated

This can be a standalone section or woven into the introduction. This section provides detailed information about what you are evaluating. In this section describe the need, context, target population, and stage of development of what is being evaluated. You will also provide information on inputs, activities, outputs, and outcomes and will develop a logic model (graphical depiction) of what you are evaluating.

Need
- What is the need for what you are evaluating?

Context

- What context/environment exists for what is being evaluated?
  (i.e., what environmental factors may affect the performance of what is being evaluated)

Target Population or sample

- Who is the target population? (if applicable)

Stage of Development (this helps guide and justify your approach)

- How long has what is being evaluated been in place?

- Can you tell how it got started? Any historical information?

Insert a logic model and narratively describe your logic model. [OUTCOME 2]

EVALUATION DESIGN

This section provides information on how you will design your evaluation. Provide information on evaluation questions, stakeholder information needs emerging from the evaluation, and the evaluation design.

Evaluation Questions [OUTCOME 1]

- What specific questions do you intend to answer through this evaluation?

Evaluation Design   [OUTCOME 2]

- What will be the evaluation approach/model (process, outcomes, economic, client satisfaction, impact, needs assessment, etc.)? Explain why it is appropriate and cite.
- Will the evaluation be quantitative, qualitative, or mixed-methods? Explain why it is appropriate and cite.

Data Collection

This section provides information on how you will collect/compile data for your evaluation. Provide information on methods by which you will collect/compile data, and how those methods are related to the evaluation questions you identified.

Data Collection Methods [OUTCOME 1,3]

- Will new data be collected/compiled to answer the evaluation questions or will secondary data be used?

- What methods will be used to collect or acquire the data? Will you be conducting interviews, focus groups, using existing surveys, developing a survey (online or paper?), observations, artifact review, etc. (Each method has its own protocols and specific training. *Be familiar with them here, but in order to DO the evaluation, you would need more in-depth training.*).

- Will a sample be used? If so, how will the sample be selected?

- From whom or from what will data be collected (source of data)?

Data Collection Method – Evaluation Question Link [OUTCOME 1,3]

- How does each data collection method relate to the evaluation questions proposed?

Table F.3: Evaluation Questions and Associated Data Collection Methods

Evaluation Question	Data Collection Method	Source of Data
1.		
2.		

Rubric Goals for Data section
- Data collection clearly address the evaluation questions
- Data are clearly linked to outputs, outcomes or impact being measured
- All data sources and sample information are provided.
- Data collection techniques are clearly and fully described

Evaluation Management

This section provides information about how the individual evaluation will be managed and implemented and who will participate in what capacity. It will also provide a timeline for conducting activities related to this evaluation. You may find that some of the tables suggested here fit better in other sections of the plan. Regardless of how you structure your plan, it is important that you carefully think about each of these implementation steps and who is responsible for doing what by when.

Develop a timeline:

Task	Who's responsible	Start	Due
	Example: evaluator or internal person		

| | | | |
| | | | |

Timeline

- When will planning and administrative tasks occur?
- When will any pilot testing occur?
- When will formal data collection and analysis tasks occur?
- When will information dissemination tasks occur?
- Upon mapping all of the above are there any foreseeable bottlenecks or sequencing issues?

Appendix E

Additional Concentrations

Item 7

7	Concentration #3 Name:	Research Design			
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")			Credit Hrs	Course Status[1]
EDP 656	Research Methods	☒ Core ☐ Elective		3	No Change
EPE 797	Historical Research on Education	☒ Core ☐ Elective		3	No Change
EPE/EDP 558	Gathering, Using, and Analyzing Educational Data II	☐ Core ☒ Elective		3	No Change
EDL 669	Leadership for Creative Problem Solving	☐ Core ☒ Elective		3	No Change
EDC 726	Curriculum Inquiry Mixed Methods Research	☐ Core ☒ Elective		3	No Change
EPE 790	Internship in Educational Policy Studies and Evaluation	☐ Core ☒ Elective		3-6	No Change
EPE 785	Independent Studies in Educational Policy Studies and Evaluation	☐ Core ☒ Elective		1-3	No Change
		Total Credit Hours, Concentration #3:		17	

---

[1] 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").

Appendix F

Semester-by-Semester Program of Study
Additional Concentrations

Item 8a

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	*Evaluation/Assessment* *EPE 601 – Proseminar (1-hour)- core* *EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (3-hours)- core* *EPE 663 – Field Studies (3 hours)- core* *EPE 620 – Topics and Methods of Evaluation (3-hours)- core*	**YEAR 1 - SPRING:**	*Evaluation/Assessment* *EPE 619 – Survey Research (3-hours)- core* *EPE/EDP 522-Psychological and Educational Tests and Measurements (3-hours)- concentration core* *Contextual Course (3 hours)- free elective*
	YEAR 2 - FALL :	*Evaluation/Assessment* *EPE 571 –Seminar in Research Writing (3-hours)- core* *EPE 621 – Advanced Topics and Methods of Evaluation (3 hours)- concentration core* *EPE 797 – Historical Research on Education (3 hours)- elective*	**YEAR 2 - SPRING:**	*Evaluation/Assessment* *EPE 790 – Internship (5 hours)- elective* *EDL 669- Leadership for Creative Problem Solving (3 hours)- elective*
	YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.

YEAR 1 - FALL:	*Research Design* *EPE 601 – Proseminar (1-hour)* *EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (3-hours)-core* *EPE 620-Introduction to Evaluation (3-hours)-core* *EPE 663 – Field Studies (3 hours)- core*	**YEAR 1 - SPRING:**	*Research Design* *EPE 619-Survey Research (3-hours)- core* *EPE 797 – Historical Research on Education (3 hours)- concentration core* *Contextual Course (3 hours)- free elective*
YEAR 2 - FALL :	*Research Design* *EPE 656 – Research Methods (3-hours)-concentration core* *EPE 785- Independent Studies in Educational Policy Studies and Evaluation (3-hours)- elective* *EPE 571 –Seminar on Research Writing (3-hours)- core*	**YEAR 2 - SPRING:**	*Research Design* *EPE 790 – Internship (5 hours)* *EDL 669 – Curriculum Inquiry Mixed Methods Research (3 hours)- elective*
YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

Appendix G

Other Tracks

Item 18d

Evaluation/Assessment Track

18d	**Courses for a Track.** (If multiple tracks are available, click <u>HERE</u> for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.	
Prefix & Number	**Course Type**	**Course Description (from the Bulletin or the most recent new/change course form)**
EDP/EPE 621	☒ Track Core ☐ Track Elective	*Advanced Topics and Methods of Evaluation*
EDP/EPE/ EDC 522	☒ Track Core ☐ Track Elective	*Psychological and Educational Tests and Measurements*
EPE 797	☐ Track Core ☒ Track Elective	*Historical Research on Education*
EDC 726	☐ Track Core ☒ Track Elective	*Curriculum Inquiry Mixed Methods Research*
EDL 669	☐ Track Core ☒ Track Elective	*Leadership for Creative Problem Solving*
EPE 785	☐ Track Core ☒ Track Elective	*Independent Studies in Educational Policy Studies and Evaluation*
EPE 790	☐ Track Core ☒ Track Elective	*Internship in Educational Policy Studies and Evaluation*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

Research Design Track

<table>
<tr><td rowspan="2">18d</td><td colspan="2">Courses for a Track. (If multiple tracks are available, click <u>HERE</u> for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.</td></tr>
<tr><td>Prefix & Number</td><td>Course Type</td><td>Course Description (from the Bulletin or the most recent new/change course form)</td></tr>
</table>

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
EDP 656	☒ Track Core ☐ Track Elective	*Research Methods*
EPE 797	☒ Track Core ☐ Track Elective	*Historical Research on Education*
EDP/EPE 558	☐ Track Core ☒ Track Elective	*Gathering, Analyzing, and Using Educational Data II*
EDL 669	☐ Track Core ☒ Track Elective	*Leadership for Creative Problem Solving*
EDC 726	☐ Track Core ☒ Track Elective	*Curriculum Inquiry Mixed Methods Research*
EPE 790	☐ Track Core ☒ Track Elective	*Internship in Educational Policy Studies and Evaluation*
EPE 785	☐ Track Core ☒ Track Elective	*Independent Studies in Educational Policy Studies and Evaluation*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

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 – [Master's of Science in Research Methods in Education](#) (RMinE)
New Certificate Proposal – [Research Methods in Education Graduate Certificate](#) (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>
859.257.2795
FAX:859.257.4243

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6K

From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Thursday, April 21, 2016 9:23 PM
To:	Brothers, Sheila C; Hippisley, Andrew R
Subject:	Proposed BS Liberal Studies
Attachments:	BLS Proposal, 4_11_16 reduced size.pdf

Proposed New BLS: Liberal Studies

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BLS degree: Liberal Studies, in the College of Arts & Sciences.

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

RESPONSES TO QUESTIONS POSED BY SHEILA BROTHERS

April 11, 2016

1. There are various references throughout to "see proposal" or "see full proposal" (Q2b, 2d, 4d) but I'm not sure what that refers to.

Our proposal includes several parts, including both the required Senate Form and a separate document entitled Bachelor of Liberal Studies degree (Overview). We included the longer prose document because the committee felt that the Senate Form alone did not leave us the space or the opportunity to explain the rationale behind this proposal. References to "see proposal" usually refer to the attached document, and not the form itself.

2. As currently proposed, a student earning the degree will have a diploma that shows the student earned a Bachelor of Liberal Studies with a major in Bachelor of Liberal Studies. That is permissible, but also redundant.

We looked into this, as we agree, it does appear more than a little redundant. However, the architecture of record-keeping at UK appears to require something like this. Although the previous Bachelor of General Studies was listed in the bulletin as "Bachelor of General Studies" (and no major), it was awarded as "Bachelor of General Studies with a major in General Studies". So for bureaucratic, record-keeping purposes we may have to have to list the Bachelor of Liberal Studies as LIST-BLS, as below (that is, Liberal Studies – Bachelor of Liberal Studies). The previous BGS degree was listed in UK records as below: (GEST-BGS means "General Studies – Bachelor of General Studies").

Degree Primary Major College	Degree	Degree Primary Major	Degree Primary Major Abbr
Arts and Scienc..	Bachelor of General Studies	General Studies	GEST-BGS

We also compared current degrees offered in the College of Agriculture, Food, and Environment. These degrees are listed in a similar manner: for example, the Landscape Architecture degree is awarded as "Bachelor of Science in Landscape Architecture with a major in Landscape Architecture":

Degree Primary Major College	Degree	Degree Primary Major	Degree Primary Major Abbr
Ag, Food and Environment	BS in Landscape Architecture	Landscape Architecture	LAAR-BSLA

3. Question 2e refers to A&S's topical studies program (https://www.as.uky.edu/topical-studies). Given the breadth of subjects covered in topical studies (e.g. Community Development; Film, Television & Digital Media; International Law; and Rural Health Studies), it is not clear why a liberal arts degree cannot be included under topical studies. (Both topical studies and the proposed BLS are intended to be flexible programs.)

No, there are significant differences between the proposed BLS degree and the existing Topical Studies major. The BLS program will be unique within UK. The most similar program within the College of Arts

and Sciences would be the Topical Studies major. However, the BLS is proposed as a generalist degree, while in contrast the Topical Studies major, while interdisciplinary, is actually a highly focused major. Although we considered the option of creating a degree program under the umbrella of Topical Studies, the faculty committee ultimately determined that such a solution is unworkable. Topical Studies is the only selective admissions program in the College of Arts and Sciences; our faculty rejected the proposal that Topical Studies should eliminate its selective admissions policy, and faculty also agreed that it would be against the principles of the new degree to require selective admissions. Additional contrasts with the Topical Studies major are: TS is focused on a specific area of studies (e.g. Middle Eastern Studies; Film Studies; Folklore and Mythology), designed by the student in consultation with a faculty advisor, while the BLS will permit a wide range of course options for the student. Within TS, all of the student's coursework for the chosen topic (42 credit hours) must relate to the chosen topic; the BLS only requires focus within a wide range: Humanities, Social Science, Natural Science. The Topical Studies major requires that at least 30 hours must be completed after acceptance into the Topical Studies major; this criteria alone would eliminate many returning students from completing the Topics Studies major if we created the BLS under the Topical umbrella. Finally, the TS major requires a focused senior research project, quite different from the graduation portfolio required for the BLS. In summary, the BLS degree differs from Topical Studies, as it does not require a focused area of study; students are not required to elect this major more than a year in advance of graduation; it does not require a senior research project; and it is not based on selective admissions.

4. Question 2b discusses the objective of providing students with a broad-based knowledge in the liberal arts, but I was unable to find evidence of collaboration with other colleges, such as Fine Arts, Communication and Information, or Agriculture, Food and Environment.

It is typical across higher education for Colleges of Arts and Sciences to represent the home of what is known as the Liberal Arts, especially in large universities that also offer professionalized or pre-professional education in diverse colleges such as Colleges of Engineering, Education, Social Work, and so on. As stated in the UK Bulletin, "The College of Arts and Sciences embodies the liberal arts: the natural science and mathematics, the social sciences, and the humanities. Students augment their knowledge in all three areas by exploring the interconnections among them" (Bulletin p. 128). The College of Arts and Sciences proposes to extend this education in the liberal arts to students pursuing a Bachelors of Liberal Studies degree. This does not imply that students majoring in other colleges cannot pursue a degree understood as a "liberal arts" degree; far from it. Our colleagues in Art History, Communication, Economics, Computer Science, and elsewhere across campus provide strong foundations also in the Liberal Arts. This is recognized indirectly in the requirements for any degree in the College of Arts and Sciences, which include a requirement "Complete at least 90 credit hours in Arts and Sciences courses" (Bulletin p. 131). The footnote on the following page explicitly includes courses from other colleges as acceptable to meeting this requirement[1]. Finally, the proposed degree program

---

[1] "3. Courses classified as Arts and Sciences courses for purposes of the 90-hour requirement include all courses offered by the College of Arts and Sciences; all art history courses; all courses in music and theatre appreciation and ART 100 plus the history of music and theatre; ARC 820, ARC 822; TAD 370; all economics courses; all undergraduate courses in the Department of Computer Sciences (CS); all undergraduate courses in the Department of Communication (COM); and all American Sign Language courses officially transferred to the student's UK record." (Bulletin p. 132)

will be housed in the College of Arts and Sciences and does not require any courses from outside the College.

5. Question 2m indicates that the faculty of record will be "Scenario 2," in which the default faculty of record vote to make a subset of its members serve as the faculty of record for a particular degree homed in a particular unit. However, it is not clear in the proposal who the default faculty of record are. There also needs to be explicit mention of how members are added and deleted.

According to the senate definitions, the "The default faculty of record for an undergraduate degree program is the voting faculty body of the educational unit that is homing the program. The default program director is the director of undergraduate studies."
http://www.uky.edu/Faculty/Senate/files/Forms/UNDG_DegPgm/facultyofrecord1.html

Since the program is an interdisciplinary degree housed within the College of Arts and Sciences and drawing from all its departments, we understood this definition to mean that the entire faculty of the College of Arts and Sciences would be by default the faculty of record for this program. As this is obviously unworkable for a College of our size, the committee determined that the working group of the combined Directors of Undergraduate Studies of the College of Arts and Sciences should serve as the designated faculty of record as described in Scenario 2. The DUS group discussed and voted in favor of taking on this responsibility, see signed document dated 11/17/2015. Each DUS is appointed by the chair of their department for a 3 or 4 year term; in addition, the program Director of each degree-granting interdisciplinary program (e.g. International Studies, etc.) also serves as DUS for that degree program and serves on the DUS committee. Program directors, like a DUS, are appointed to a 4 year term by the Dean of the college.

Once the degree is approved, the Dean of the College will form a search committee to advise the Dean on appointing a director of the Bachelor of Liberal Studies. Upon advice of the committee, the Dean will appoint a director for a four year term, to serve at the pleasure of the Dean.

6. Question 5b requests a course map, but I could not find one in the proposal.

This was inadvertently omitted from the proposal, please see document now attached as part of the Assessment Plan in the proposal document.

7. Question 5c requests an assessment plan for the SLOs, but I could not find one in the proposal.

The Assessment plan for the program is found on page 15 of the prose document; page 48/62 in the combined pdf file.

8. Questions 7j and 7p, combined, refer to a minimum of 21 credits at the 300-level or above. I acknowledge having trouble understanding this proposal but it appears that a student could graduate with the BLS without having taken any course(s) at the 400-level or 500-level, which is somewhat unusual from the standpoint of progression of rigor.

This is a misinterpretation of the degree requirements; in fact the degree requires 9 credit hours at the 400-level or above. The question of upper-level course requirements was addressed in a letter to Karen Badger on February 17, 2016. The letter is on page 4 in the combined pdf file. This is also reflected in question 7s and 8b on the Senate form. The answer to 7j has been revised for clarity.

Quoting from that letter:

Concerns were noted about the rigor of the proposed curriculum and degree requirements. To help address these concerns, we have made a change to the proposal. We now require that 30 credit hours be taken at the 300 level or above and 9 credit hours be taken at the 400 level or above. This is consistent with (and often more rigorous than) many majors at the university (e.g., ANT, HSP, HIS, and MCL only specifically require 3 credit hours at 400 level or above; ENG, ENS, GWS, SOC require 6 credit hours at 400 level or above).

For your comparison, we also attach a chart detailing the number of credits at the 400+ level required by a number of different majors across various colleges. You will see from that chart that the required coursework at or above the 400 level is quite variable, but 3 or fewer is not unusual, and 9 or fewer is common indeed. The total number of required credit hours at or above the 300 level is set at 39 (30 at 300- level plus 9 at 400-level) because this is a requirement of the College of Arts and Sciences requirement for all A&S degrees.

9. The Signature Routing Log is blank, which makes it difficult to know which departments and programs inside the college have agreed to participate.

Please see attached document, signed by all current chairs of A&S departments. This was inadvertently omitted by the UGC.

College	Major	400-Level Hours	
AS	PS	0	
CI	MAS	0	
FA	MUS	0	
AS	ANT	3	capstone
AS	HSP	3	capstone
AS	HIS	3	capstone
AS	INSD	3	capstone
AS	MCL	3	capstone
AG	AGECO	3	
AG	CLD	3	capstone; additional 3 practicum hours
AG	FAM	3	additional 3 internship hours
BE	MKT	3	
AS	ENG	6	
AS	ENS	6	
AS	GWS	6	
AS	SOC	6	
BE	MGT	6	
AS	ECO	9	
AS	GEO	9	
CI	COM	9	
PH	PH	9	
FA	ARTHIS	9	
BE	ECO	9	
BE	FIN	9	
AS	PSY	10	
AS	FLIE	12	
AS	SPA	12	
AS	WRD	12	
BE	ACC	12	
AS	PHI	15	
CI	ISC	15	
HS	HHS	16	
FA	ARTED	17	
AS	LIN	18	
CI	JOU	18	
AG	MAT	18	
SW	SW	27	additional 18 practicum hours

UK Program 400-Level Requirements

Friday, December 4, 2015

Dear Education Policy Committee and Undergraduate Council,
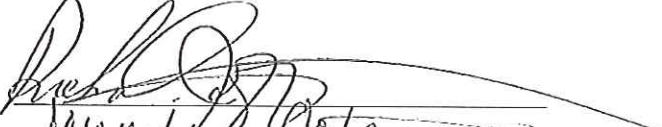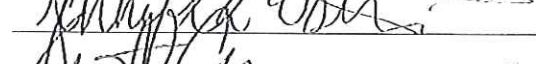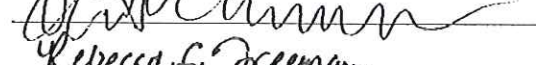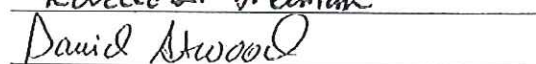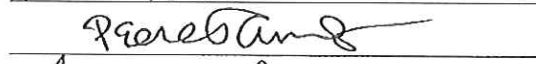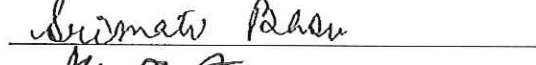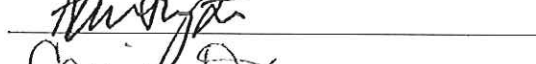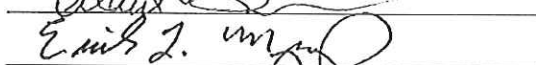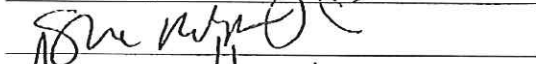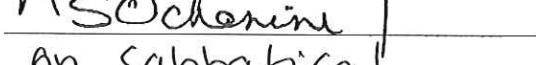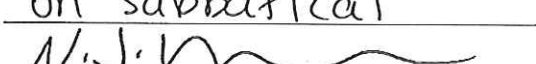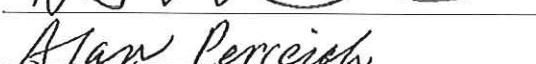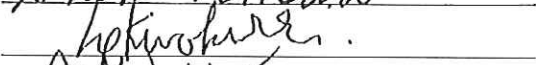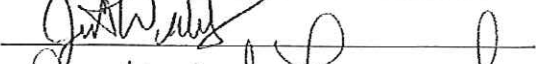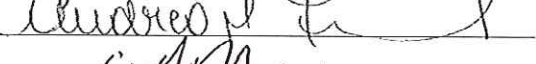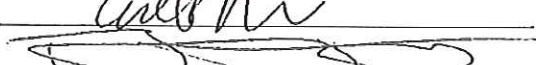
As Department Chair and/or Program Director, I approve the creation of a Bachelor of Liberal Studies in the College of Arts and Sciences. I understand that our classes may be used to satisfy the requirements of the BLS degree.

Anthropology	Chris Pool
Biological Sciences	Vinnie Cassone
Chemistry	Mark Meier
Earth & Environmental Sci.	Dave Moecher
English	Jeff Clymer
Gender & Women's Studies	Carol Mason
Geography	Rich Schein
Hispanic Studies	Yanira Paz
History	Tracy Campbell
International Studies	Sue Roberts
Linguistics	Andrew Hippisley
Mathematics	Russell Brown
MCLLC and FLIE	David Hunter
Philosophy	Brandon Look
Physics & Astronomy	Sumit Das
Political Science	Ernie Yanarella
Psychology	Bob Lorch
Sociology	Claire Renzetti
Writing, Rhet. & Digital Media	Jeff Rice

Tuesday, November 17, 2015

Dear Education Policy Committee and Undergraduate Council,

As Director of Undergraduate Studies in the College of Arts and Sciences, I agree to serve as faculty of record for the Bachelor of Liberal Studies.

Anthropology	Richard Jeffries	
Biological Sciences	Jennifer Osterhage	
Chemistry	Arthur Cammers	
Earth & Environmental Sci.	Rebecca Freeman	
Environmental & Sus. Stds.*	David Atwood	
English	Pearl James	
Gender & Women's Studies	Srimati Basu	
Geography	Alice Turkington	
Health Society Pop.*	Carrie Oser/Erin Koch	
Hispanic Studies	Alan Brown	
History	Erik Myrup	
International Studies*	Sue Roberts	
Linguistics*	Andrew Hippisley	
Mathematics	Serge Ochanine	
~~Mathematical Economics*~~	~~Robert Molzon~~	On sabbatical
MCLLC and FLIE*	N. Jeff Rogers	
Philosophy	Alan Perreiah	
Physics & Astronomy	Kwok-wai Ng	
Political Science	Justin Wedeking	
Psychology	Andrea Friedrich	
Sociology	Ed Morris	
Writing, Rhet. & Digital Media*	Brian McNely	

To: Andrew Hippisley, Senate Council Chair

From: Karen Badger, Undergraduate Council Chair

Date: March 31, 2016

Re: Bachelor of Liberal Studies proposal

_____

The Undergraduate Council is forwarding a proposal for the Bachelor of Liberal Studies degree to Senate Council for continued review. This proposal was approved by the UGC on March 29th with agreement that it would move forward with a memo outlining two areas of reservations. As part of the UGC review process, two council discussions took place that resulted in requests for revision that were communicated to the proposers, to which they responded (these letters are attached).

We appreciated the proposers' responses to these queries and requests and the UGC was sufficiently satisfied with the resulting proposal to approve it with the agreement to pass along two areas of concern for additional clarification/discussion.

First, concerns were expressed about the dual purpose of the proposed degree and the two planned student audiences: (1) students who declare this major from the onset at 45 credit hours, and (2) those who return to UK to complete a degree or declare the major with many accumulated earned credit hours. The information provided in the proposal was thought to adequately explain how the integration of material and achievement of student learning outcomes and collection of artifacts (degree portfolio) and reflection would occur for the group of students who declare the major and then progress through required coursework. However, this was thought to not be as clear for those students who declare this major late in their undergraduate careers. These students would be blended with the other targeted group of students and would rely heavily on the WRD capstone course to pull all of the work together and meet graduation requirements (e.g., passing of WRD course and submitting a Degree Portfolio with a reflection tied to Student Learning Outcomes).

Secondly, challenges concerning advising of students in this major was also voiced as an area that could benefit from additional clarification.

Please let us know if you would like to also receive minutes from the discussion that occurred in Council to assist with continued vetting of the proposal.

Dear Anna and Christia,

Thank you for submitting a revision of the BLS proposal and for attending the Undergraduate Council meeting this past Tuesday to answer questions about it. I have outlined key points of the discussions and concerns/recommendations below to assist you in this process.

(1) The Undergraduate Council made the recommendation to include Economics courses among those listed as options for inclusion in the Social Sciences track. We made note that this appeared to be agreeable to you.

(2) The UGC has asked that you include an articulated conceptualization (or mapping) of how studying multiple disciplines can promote students' in learning critical thinking skills and how learning across diverse disciplines is integrated.

(3) The revised proposal clarifies the purpose of the portfolio of artifacts that will be collected from each student and used for program assessment. How students will meet this requirement if they enroll in the BLS degree program later in their academic careers was discussed. The revised proposal stipulates that the WRD 430 instructor will be responsible for working with the students to collect and/or produce artifacts for the portfolio.

    a. Please provide more detail on how this would be accomplished.

    b. Given that the WRD 430 course refers to a portfolio as part of the course the suggestion was made to use a different term in reference to the program level one—UGC members suggested something like an "exit" portfolio or a "degree" portfolio. The proposers and colleagues may also have another term in mind that they find more suitable.

(4) Concerns were expressed by UGC that the proposal appeared to perhaps be overselling the degree (e.g., some of the programs listed at other universities weren't comparable to this one with much focus on what employers desired). In response, you clarified that the proposal represented multiple perspectives within the College regarding the motivation for offering the program and was written in such a way to distinguish this degree from the Bachelor of General Studies degree that had previously been offered at UK. We include this portion of the discussion in case you wish to address this in the proposal in some way for future levels of review.

Thank you again for submitting the revised proposal and for attending the UGC meeting to answer members' questions. Please let me know if you have any questions about these recommendations.

Sincerely,

Karen

From:	Ett, Joanie M
Sent:	Friday, March 04, 2016 4:29 PM
To:	Ett, Joanie M
Subject:	FW: BLS proposal - revised documents

Begin forwarded message:

> **From:** "Bosch, Anna" <anna.bosch@uky.edu>
> **Date:** February 26, 2016 at 1:54:22 PM EST
> **To:** "Badger, Karen" <karen.badger@uky.edu>
> **Cc:** "Brown, Christia S" <christia.brown@uky.edu>
> **Subject: BLS proposal - revised documents**
>
> Dear Karen,
> Thanks for meeting with us on February 11 to discuss the revisions to the proposal for a Bachelor of Liberal Studies degree. That conversation was very productive and helpful, and we believe we have taken all your recommendations into consideration as we amended the proposal – please let us know if we have omitted anything!
>
> We hope that you will be able to review these documents, and (again) let us know about any areas of concern, prior to the next Undergraduate Council meeting. Please also let us know how you would like to schedule the next discussions. We certainly understand that the committee would wish to discuss the proposal as a committee; we are happy to attend a future meeting if our presence would be helpful to respond to any outstanding questions.
>
> Attached please find:
> 1. the revised BLS proposal, incorporating many of the committee's recommendations
> 2. the revised Senate FORM
> 3. a letter summarizing our reply to the committee's questions (--probably the most useful document!)
> 4. an excel sheet providing a sample of majors at UK and the REQUIRED number of credits at or above the 400 level, for comparison
> 5. a copy of "Graduates' Satisfaction with Bachelor of General Studies Degree" (McKinney 1991) for your reference.
> 6. a sample syllabus for WRD 430
>
> The summary letter is probably the main document that you will be interested to read before we meet. We look forward to a productive discussion, and we hope to leave that meeting with some confidence that the proposal – as amended - will be supported by the Undergraduate Council.
>
> Thanks again for your help with this important project,
> Anna
>
> ·····································
> Anna Bosch / Associate Dean for Undergraduate Programs / College of Arts & Sciences
> 241 Patterson Office Tower / University of Kentucky / Lexington, KY 40506-0027 USA
> tel: 859-257-1584 / email: bosch@uky.edu

February 17, 2016

Dear Dr. Badger and Undergraduate Council,

We appreciate your feedback regarding our proposal for the Bachelor of liberal Studies degree. We have taken a careful look at the proposal and tried to address your concerns in a revised proposal. Below, let me detail some of the changes we have made.

1. As requested, we have included a syllabus from WRD 430 Advanced Workshop. This should help clarify what exactly students will be doing in their capstone course, although the class materials are purposefully fluid as described by the WRD instructor. In addition, as suggested, a separate section of WRD 430 will be offered for the BLS students. When enrollment is low, other students may be allowed to enroll (to ensure that the class meets minimum enrollment), but the target audience will always be the BLS students. We also now clarify in the proposal that the WRD 430 instructor will collect and grade the portfolios. The WRD 430 instructor will work with the students to create a coherent portfolio.

2. Concerns were noted about the rigor of the proposed curriculum and degree requirements. To help address these concerns, we have made a change to the proposal. We now require that 30 credit hours be taken at the 300 level or above *and* 9 credit hours be taken at the 400 level or above. This is very consistent (and often more rigorous) than many of the majors at the university (e.g., ANT, HSP, HIS, and MCL only require 3 credit hours at 400 level or above; ENG, ENS, GWS, SOC require 6 credit hours at 400 level or above). For your comparison, we also attach a chart detailing the number of credits at the 400+ level required by a number of different majors across various colleges. You will see from that chart that the required coursework at or above the 400 level is quite variable, but 3 or fewer is not unusual, and 9 or fewer is common indeed. The total number of required credit hours about the 300 level is set at 39 (30 at 300- level + 9 at 400-level) because this is the College of Arts and Sciences requirement for their other degrees.

3. The concern about which portfolio was being discussed has been clarified in the text. This was a function of WRD using the term portfolio in their syllabus for a different requirement.

4. The intended audience of students for the BLS is purposefully broad. We expect that the majority of students electing to pursue this degree will be students who have earned many credits and are strategically choosing this means of completing their college degree in a timely manner, or who are returning non-traditional students who elect the BLS as a way to finish the degree somewhat expeditiously. However, the faculty curriculum committee also argued eloquently for the availability of this degree for any student who genuinely prefers to pursue a more generalist path towards a bachelor's degree. We believe the curriculum allows for, and supports, both options. We attach, for your information, a published study reviewing "Graduates' Satisfaction with Bachelor of General Studies Degree" (McKinney 1991; published online 2011), focusing on graduates of a comparable degree from the University of Rhode Island. The study concludes that "the Bachelor of General Studies degree works well for those who choose it. They are satisfied with the degree, and it has allowed them to accomplish their goals" (p.18). It's worthwhile noting that, among the graduates, thirteen students had applied to graduate school and twelve had been accepted and/or were attending.

5. As suggested, and to ensure that students have ample time to explore options for various majors, we have changed the proposal to state that 45 credit hours of coursework must be completed prior to declaring the BLS.

6. We encourage the council to read the sections on Page 2 about the marketability of the degree, already included in the proposal. We also attach links here to several reports. First, here is a link to a recent Brookings study which reviews student debt burdens compared with employment opportunities of graduates. One part of the study reviews the financial benefits of a similar degree, a bachelors of "Liberal Arts and Sciences", compared with a degree in Electrical Engineering for Texas residents and 2004 graduates from Texas public colleges. "Both majors clearly offer a significant average rate of return across all institutions (12 for Liberal Arts and 20 for Electrical Engineering), but depending on which major they choose the student will face a different level of risk in their future earnings." This study concludes that – unsurprisingly – a student's "return on investment" is a factor of both the chosen institution and the chosen major, but overall "on average, this student will face a positive return on her investment, wherever she chooses to go".

In addition, numerous studies produced through the Kentucky Council on Postsecondary Education point to the value of a college degree – particularly as opposed to "some college" or High School/GED diploma; see:
CPE Policy Brief "College Still Pays" (2013)
http://www.cpe.ky.gov/NR/rdonlyres/8DE2CF1E-51A2-4C27-8C2B-41FB126252FE/0/CollegeStillPayspolicybrief.pdf

Comparing college graduates, we know that, on average, a degree in the Humanities or Arts fields may result in lower earnings immediately post-college, but ten years after graduation "majors earning graduates the lowest salaries, such as arts and humanities[1] and social and behavioral sciences, saw the fastest rates of growth ten years after graduation (94 percent growth for majors in liberal arts and humanities and 81 percent growth for majors in social and behavioral sciences)."   This same study indicates that college debt is not overly burdensome for Humanities graduates: "while these majors' starting wages may be relatively low initially, they rapidly rise and allow for manageable loan service over time." See: CPE report "Student Loan Debt in Kentucky" (Oct 2015)
http://www.cpe.ky.gov/NR/rdonlyres/D0F42A2C-0ACA-4291-BCDF-61AD61BCBC9E/0/StudentLoanDebtinKentucky.pdf

Thanks again for allowing us the opportunity to improve this proposal; we look forward to the next conversations.

Sincerely,
Christia Spears Brown
Anna Bosch

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[1] The CIP code for a Liberal Arts degree (24) is categorized in CPE publications with other Arts and Humanities degrees, see page 5 of this report: https://kcews.ky.gov/Reports/PSFeedBack/PSFR14_TechnicalNotes.pdf

1. *This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.*

2. *The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. More information about the CPE's pre-proposal process can be obtained by emailing institutionaleffectiveness@uky.edu.*

3. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. 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 placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with the Director of Institutional Effectiveness (IE): (institutionaleffectiveness@uky.edu)	*1/13/2015*
1b	Home College: *Arts & Sciences*	
1c	Home Educational Unit (school, department, college[1]): *Arts & Sciences*	
1d*	Degree Type (BA, BS, etc.): *BLS*	
1e*	Program Name (Interior Design, Social Work, etc.): *Liberal Studies*	
1f*	CIP Code (provided by Undergraduate Council chair or Institutional Effectiveness): *24.0101*	
1g	Is there a specialized accrediting agency related to this program?	Yes ☐ No ☒
	If "Yes," name:	
1h*	Requested effective date: ☒ Semester after approval. OR ☐ Specific Date[2]: _____	
1i	Anticipated date for granting first degree(s): *2018*	
1j*	Individual responsible for submission of, completion of, and answering questions about the proposal ("contact person"):	
	Name: *Christia Spears Brown*	Email: *christia.brown@uky.edu*	Phone: *257-6827*

2. Program Overview

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[1] Only interdisciplinary undergraduate degrees may be homed at the college level.
[2] Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

2a*	Provide a brief description of the proposed program. *(300 word limit)*
	A BLS degree will allow students to design individualized programs of study in the humanities, social sciences, and natural and mathematical sciences; to develop a breadth of knowledge reflective of a true liberal arts education which the hallmark of the College of Arts & Sciences; to develop critical thinking and writing skills; and to synthesize problem-solving strategies. This degree will be beneficial for a wide range of students: students who plan to work in business, technological, cultural, community, and human-service settings; students for whom a highly specialized, structured major is not ideal; and students who have accumulated a substantial number of credit hours across a range of departments. To graduate with a BLS degree, students will complete rigorous upper-division courses with the College of Arts & Science and complete a capstone writing intensive course in which they synthesize and evaluate their previous coursework. Students will also be required to take at least one course that includes laboratory or field experience. Along with the completion of UK Core courses, and the College of Arts and Sciences requirements, students will complete at least 24 credit hours in a specific track: Humanities, Social Sciences, and Natural/Physical/Mathematical Sciences. The overall result is a classic liberal arts education that meets the needs of 21st century students.

2b*	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*
	The program objectives are to: • *Provide students with broad-based knowledge in the liberal arts, reflecting the breadth of the College of Arts & Sciences, that results in their becoming more articulate, analytical, culturally informed, and well-rounded.* • *Prepare students to contribute to the modern work environment and the larger society (in which both value diversity of perspectives and innovation) and to achieve personal and professional advancement.* • *Foster in students analytical and decision-making skills, advanced communication skills, and a global perspective.* • *Meet academic needs of students who wish to pursue a baccalaureate degree in liberal studies and provide a solid foundation for those preparing to pursue further education.* *Graduates with Liberal Studies degrees or majors have better earning potential than many other majors in the Humanities and Social Sciences (see full proposal). In a 2013 survey of employers, nearly all surveyed (93%) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major." In addition, although many students are prepared and equipped for higher education, they are better served by a generalist, liberal arts education than a specialized major. BLS programs are popular with students, ranking as the 8th most popular of all majors in surveys. For students who do not yet know what they want to specialize in, a BLS degree allows them to develop a breadth of knowledge that will serve their life-long learning goals. For students who have already acquired a substantial number of credit hours, this can also facilitate graduation.* *See the full proposal for more details.*

2c*	List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). *(300 word limit)* *(More detailed information will be addressed in a subsequent question.)*
	Students completing the BLS degree will be able to: *1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (the three primary fields within the College of Arts & Sciences).* *2. Think critically and analytically, and draw conclusions from complex information.* *3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society* *4. Work effectively to solve complex problems using solid research methodologies and ethics.*

	5. *Communicate effectively in both written and oral formats.*	
2d	Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. *(150 word limit)*	
	As described above, there are many benefits for students to pursue a Bachelor of Liberal Studies degree. These degrees are increasingly valued by employers and allow many students to graduate who have accumulated a substantial number of credit hours across the College. We currently do not offer a general, liberal studies degree option. Most of our national benchmarks, as well as most of the universities in Kentucky, offer a similar degree to great success. Data from these benchmarks shows the high student demand for similar degrees. For example, WKU has more than 250 students graduate with this degree per year, and EKU has approximately 230 students per year. See proposal for tables of enrollment at benchmarks. See full proposal for more details.	
2e	Describe the proposed program's uniqueness within UK. *(250 word limit)*	
	This program is unique within UK. The only other seemingly similar program would be the Topical Studies major. However, Topical Studies is a selective admissions program that is focused on a specific major, albeit a major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. In addition, the Topical Studies major requires that at least 30 hours must be completed after acceptance into the Topical Studies major. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major (although they do focus 24 of their credit hours in a track), and it is not based on a selective admissions program. The BLS major is designed to be flexible and broad, and this is unique within UK.	
2f	Describe the target audience. *(150 word limit)*	
	We expect the target audience to be diverse. Many may be non-traditional students (over age 25) and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements.	
2g*	Does the program allow for any tracks (a.k.a. options)?	Yes ☐ No ☒
	If "Yes," name the track(s). *(Specific course requirements will be described in a subsequent section.)*	
	Track #1:	
	Track #2:	
	Track #3:	
	Track #4:	
	Track #5:	
	Track #6:	
2h	Does the program require a minor?	Yes[3] ☐ No ☒
	If "Yes," what is the name of the minor?	

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[3] If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

2i	Are necessary resources available for the proposed new program?	Yes [X]	No
	(A more detailed answer is requested in Section A, part 4.)		

2j	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	Students must have complete at least 45 credit hours before declaring this major. Students cannot double or triple major/degree with the BLS degree. Students must maintain an overall GPA of 2.0. Students will have advisors from the College of Arts and Sciences.

2k	Are multiple units/programs collaborating to offer this program?	Yes [ ]	No [X]
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* (Letters of support will be addressed in subsequent sections.)		

2l	List all UK programs[4] which the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. *(250 word limit)*
	The BLS program would not be duplicting any other program at UK. There may be some perceived overlap with Topical Studies. However, as mentioned above, Topical Studies is a selective admissions program that is focused on a specific major, albeit a specific major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major, and it is not based on a selective admissions program.

2m	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's *faculty of record* by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.
	[ ] Scenario 1
	OR
	[X] Scenario 2
	OR
	[ ] Scenario 3
	OR
	[ ] Scenario 4
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. *(150 word limit)* : See detailed response in letter dated 4/11/16 (question #5)
	The faculty of record will be the members of the Director of Undergraduate Studies committee. They will have equal voting rights and control over changes and/or additions to the curriculum. The Program Director will be appointed by the Dean of College of A & S, in consultation with the program's advisory board. The Program Director will be appointed for a three-year term, beginning upon final approval of the program.

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[4] You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

2n	Will the program have an advisory board[5]?	Yes ☒	No ☐

	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*
	The advisory board will be elected for three-year terms by the faculty of record from a slate of candidates nominated by the Dean and that faculty. The two faculty members on the board will be the Associate Dean for Undergraduate Programs and one faculty member from the department offering the required capstone (currently WRD). The outside faculty member will be a faculty member from a benchmark university who serves as Director of their Bachelor of Liberal Studies program. Removal from the board will only occur if the elected official resigns and/or fails to regularly attend/participate in board meetings. In these cases, an election will be held to fill the vacated board seat. The advisory board will meet one time per year.
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.

	2	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.
	1	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.
		Students who are currently in the program.
		Students who recently graduated from the program.
	2	Members of industry.
		Community volunteers.
	2	Other. Please explain: *Successful alumni of UK's previous General Studies Degree programs.*
	7	**Total Number of Advisory Board Members**

3. Delivery Mode		**UK DLP and eLearning Office [6]**	
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[7]?	Yes ☐	No ☒

	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☐

	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*

3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.	
	☐	Distance learning.
	☐	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.
	☐	Technology-enhanced instruction.
	☐	Evening/weekend/early morning classes.

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

[6] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

[7] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

	☐	Accelerated courses.
	☐	Instruction at nontraditional locations, such as employer worksite.
	☐	Courses with multiple entry, exit, and reentry points.
	☐	Modularized courses.
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.	
	not applicable	

4. UK Resources		
4a*	Will the program's home educational unit require new or additional faculty?	Yes ☐ No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*	
	The courses will be existing courses currently taught.	
	If "Yes," when will the faculty be appointed? *(150 word limit)*	
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☐ No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*	
	The students will not need additional resources beyond what is currently being offered in their existing courses.	
4c	Will the program include courses from another educational unit(s)?	Yes ☐ No ☒
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*	
	If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following: • Demonstration of true collaboration between multiple units[8]; • Impact on the course's use on the home educational unit; and • Verification that the chair/director has consent from the faculty members of the unit.	

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[8] Show evidence of detailed collaborative consultation with such units early in the process.

PROPOSAL FOR NEW <u>UNDERGRADUATE</u> DEGREE PROGRAM

4d	(similar to question 19) Fill out the faculty roster below for full-time and part-time faculty teaching in the proposed program.		
NAME	**FACULTY CIP CODE[9]**	**COURSES IN THE PROGRAM**	**OTHER QUALIFICATIONS**
List name & identify faculty member as FT (full-time) or PT (part-time).	List the applicable CIP Code for the faculty member.	List the courses in the program that the faculty member will teach.	If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with "n/a."
examples:	To be updated by PIE	example courses:	Given the program's cross disciplinary approach, the CIP code assignments will be the CIP code currently assigned to the faculty member based on faculty member's home assignment and not program assignment.
This is a sample only. All A&S faculty are included in this roster.			
Patricia Cooper (FT)		GWS 300	N/A
Ana Rueda (FT)		SPA 262	N/A
Joanne Melish (FT)		HIS 260	N/A
Monica Diaz (FT)		LAS 395	N/A
Jennifer Cramer(FT)		LIN 317	N/A
Joseph O'Neil(FT)		MCL 200	N/A
Jacqueline Couti(FT)		FR 350	N/A
Hillary Herzog(FT)		GER 312	N/A
Cynthia Ruder(FT)		RUS 201	N/A
Ghadir Zannoun (FT)		AIS 311	N/A
Ioana Raluca Larco (FT)		ITA 300	N/A
Arnold Farr (FT)		PHI 335	N/A
Matthew Giancarlo (FT)		ENG 241	N/A
Jeffrey Rice (FT)		WRD 204	N/A

[9] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. 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)*
	There will be an assessment committee consisting of a subgroup of the faculty of record. The program assessment will be conduced similarly to the Topical Studies major. The assessment committee will assess the BLS program once a year. First, they will look at the senior capstone projects and portfolios of all seniors and examine a different student learning outcome each year, following guidelines from a nationally published rubric. Second, the committee will also assess students' responses to the College Learning Assessment (CLA; collected by the Office of University Assessment). The committee will then write a report summarizing how well the projects and CLA indicate achievement of that particular SLO. The report will be circulated to the College faculty and will be discussed by the advisory board. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.
5b	*(related to 2c and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's course map[10] to the end of this form. *(Click HERE for a sample curricular map.)* : PLEASE SEE ATTACHMENT
5c	Append an assessment plan[11] for the SLOs to the end of this form. *(Click HERE for a sample assessment plan.)*

6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	Students will be required to submit a senior capstone project and create a portfolio of previous work (selected by the student) as part of the course requirements for WRD 430. Included in the portfolio, there must also be a reflection essay that explains each artifact and describes how each artifact documents achievement of the SLOs. This is a requirement for graduation. The portofolio will be created by students to document achievement of the SLOs. The instructor of WRD 430 will evaluate the capstone project and the portfolio to ensure that the SLOs have been met. If a returning student does not have the required artifacts from previous coursework (e.g., if they have no saved papers), the WRD 430 instructor will help the student gather acceptable artifacts (e.g., assignments completed while taking WRD 430).

7. Specific Course Requirements. [S, R]

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[10] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[11] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

		Course Prefix and Number	Number of Credit Hours
UK Core Requirements			
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	*Any on approved list*	*3*
	Humanities	*Any on approved list*	*3*
	Social Sciences	*Any on approved listy*	*3*
	Natural/Physical/Mathematical	*Any on approved list*	*3*
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 111	3
	Composition and Communication II	CIS or WRD 111	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	*Any on approved list*	*3*
	Statistical Inferential Reasoning	*Any on approved list*	*3*
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	*Any on approved list*	*3*
	Global Dynamics	*Any on approved list*	*3*
7e		**Total UK Core Hours:**	*30*

		Graduation Composition and Communication Requirement (GCCR)	
7f			
7f.i	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).		
	☒ Single course within the program's home unit.		*WRD 430*
	☐ Multiple courses within the program's home unit.		
	☐ Single course from outside[12] the program's home unit.		
	☐ Multiple courses from outside[11] the program's home unit.		
	☐ Combination of course(s) from inside and outside[11] the program's home unit.		

7f.ii	Course	Prefix & Number	Course Status[13]
	Course #1	*WRD430*	Existing (needs change)
	Course #2 (☒ Not applicable.)		Existing
	Course #3 (☒ Not applicable.)		Existing
	Course #4 (☒ Not applicable.)		Select one....

7f.iii	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.

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[12] You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

[13] 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.

| | Students will complete a capstone project under the direction of the WRD 430 instructor. The three possible Senior Projects are 1) a senior thesis, 2) a digital installation, and 3) a compilation of work (in print or online) suitable for employers. Note: this senior project is distinct from the BLS Portfolio required for the degree. |

| 7g | **College-level Requirements** |
| | How will college-level requirements be satisfied? |

	☒ Standard University college requirement	List course(s): *As with B.A.: (a) 6-19 hrs for Foreign Language, (b) 6 hrs EACH: Natural Sciences/Math, Social Sciences, and Humanities, (c) 6 hrs free electives, (d) GCCR. See attached.*
	OR	
	☐ Specific course(s)	List course(s):

Use the grids below to list core courses, electives, courses for a track, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

| 7h* | **Program Major Core Courses. (Required for all students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)** |

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[13]
WRD430	*Advanced Workshop: BLS Senior Project Capstone*	☒ Pgm Core ☐ Pre-major/prof	*3*	Existing (needs change)
See below	*Humanties (ENG, WRD, GWS, SPA, HIS, LAS, LIN, MCL, FR, GER, RUS, AIS, ITA, PHI, CHI, CLA, HJS, JPN)*	☒ Pgm Core ☐ Pre-major/prof	*24*	Existing
See below	*Social Sciences (PCE, ANT, APP, ENS, GEO, PS, PSY, SOC, IAS, ST, HSP, EASC)*	☒ Pgm Core ☐ Pre-major/prof		Existing
See below	*Natural/Physical/Mathematical Sciences (BIO, CHE, EES, GLY, MA, PHY, AST, STA)*	☒ Pgm Core ☐ Pre-major/prof		Existing
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....

	Students will complete a capstone project under the direction of the WRD 430 instructor. The three possible Senior Projects are 1) a senior thesis, 2) a digital installation, and 3) a compilation of work (in print or online) suitable for employers. Note: this senior project is distinct from the BLS Portfolio required for the degree.

7g	**College-level Requirements**
	How will college-level requirements be satisfied?

	☒ Standard University college requirement	List course(s): *As with B.A.: (a) 6-19 hrs for Foreign Language, (b) 6 hrs EACH: Natural Sciences/Math, Social Sciences, and Humanities, (c) 6 hrs free electives, (d) GCCR. See attached.*
	OR	
	☐ Specific course(s)	List course(s):

Use the grids below to list core courses, electives, courses for a track, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

7h*	**Program Major Core Courses. (Required for all students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)**

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[13]
WRD430	*Advanced Workshop: BLS Senior Project Capstone*	☒ Pgm Core ☐ Pre-major/prof	3	Existing (needs change)
See below	*Humanities (ENG, WRD, GWS, SPA, HIS, LAS, LIN, MCL, FR, GER, RUS, AIS, ITA, PHI, CHI, CLA, HJS, JPN)*	☒ Pgm Core ☐ Pre-major/prof	24	Existing
See below	*Social Sciences (PCE, ANT, APP, ENS, GEO, PS, PSY, SOC, IAS, ST, HSP, EASC)*	☒ Pgm Core ☐ Pre-major/prof		Existing
See below	*Natural/Physical/Mathematical Sciences (BIO, CHE, EES, GLY, MA, PHY, AST, STA)*	☒ Pgm Core ☐ Pre-major/prof		Existing
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....

		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
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		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
		☐ Pgm Core ☐ Pre-major/prof		Select one....
	Total Core Courses Credit Hours:		27	

7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes ☒	No ☐

Students must take 24 credit hours within ONE of the Major Areas: Humanities, Social Sciences, or Natural/Physical/ Mathematical Sciences. At least 12 of these credit hours must be at 300-level or above and another 6 credit hours must be at the 400 level or above. In addition, All BLS students must also take the WRD 430 for BLS students, which serves as the senior capstone course. This will help students synthesize and evaluate their previous coursework and lead to the production of a final project that will be required for graduation. Students will also submit their final portfolio to their WRD 430 instructor. Courses used to satisfy UKCore requirements cannot be used to satisfy major requirements.

	Program Guided Electives[14] (Guided electives for all students in the program.)		☐ Not Applicable	
7k*	Does the program include any guided electives? (If "No," indicate & proceed to 7n.)		Yes ☒	No[15] ☐

7l	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)		Yes ☒	No ☐
	Students must take at least 12 credit hours in ANY of the three Major Areas: Humanities, Social Sciences, or Natural/Physical/Mathematical Sciences. At least 3 of these hours must be at 300-level or above. Courses used to satisfy UKCore requirements cannot be used to satisfy major requirements.			

7m*	Using the grid provided, list the guided electives below.			

Prefix & Number	Course Title	Credit Hrs	Course Status
	Any courses in A&S that meet the above criteria (at least 3 hrs must be 300-level or above).	*12*	Existing
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
Total Credit Hours as Guided Electives:		*12*	

7n*	Program Free Electives[16]. (Free electives for all students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)		☐ Not Applicable

7o*	What is the total number of credit hours in free electives?	*14-27*

7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)	
	Students may take a total of 14-27 free electives to bring the total number of credit hours to 120. Free electives may not be counted toward the UK Core or A & S requirements.	

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[14] Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[15] If "No," proceed to question 7n.

[16] Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as "student must take three courses at the 400-level or above."

7q	Courses for a program's track(s). Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track." (Click HERE for a template for additional tracks[17].)	☒ Not Applicable

Track name:

Prefix & Number	Course Title		Credit Hrs	Course Status
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....

Total Credit Hours Track:

7r	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒

7s	Total Credit Hours Required by Level. (below)				
	100-level: *6*	200-level:	300-level: *30*	400-level: *9*	500-level:

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	*120*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	

8. Degree Plan

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[17] Append a PDF with each track's courses to the end of this form.

7q	Courses for a program's track(s). Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track." (Click HERE for a template for additional tracks[17].)	☒ Not Applicable

Track name:			

Prefix & Number	Course Title		Credit Hrs	Course Status
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
		☐ Track Core ☐ Track Elective		Select one....
	Total Credit Hours Track:			

7r	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒

7s	Total Credit Hours Required by Level. (below)				
	100-level: *6*	200-level:	300-level: *30*	400-level: *9*	500-level:

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	*120*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	

8. Degree Plan

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[17] Append a PDF with each track's courses to the end of this form.

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track's semester-by-semester program of study to the end of this form.				
	YEAR 1 - FALL:	*variable*		YEAR 1 - SPRING:	
	YEAR 2 - FALL :			YEAR 2 - SPRING:	
	YEAR 3 - FALL:			YEAR 3 - SPRING:	
	YEAR 4 - FALL:			YEAR 4 - SPRING:	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	Students are required to complete at least 30 credit hours at 300 level or above and 9 credit hours at 400 level or above (which includes WRD 430). They must complete at least 18 credit hours at or above 300-level in their specific track. Because prerequisites for each course must be met prior to completion of the 300-level courses, this will ensure that courses will become increasingly rigorous.

9. Approvals/Reviews

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College)		
	EPC	4/15/15	Stephen Testa / testa@uky.edu
	A&S Associate Dean	4/15/15	Anna Bosch /Anna.bosch@uky.edu
			/ /
			/ /
9b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

	(Senate Academic Council)	Date Approved	Contact Person Name
9c			
	Undergraduate Council	3-29-16	Joanie Ett-Mims
	Health Care Colleges Council (if applicable)		

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	This degree will build upon the strengths of the faculty of the College of Arts & Sciences. Because students are allowed to complete courses across the entire College, students will be exposed to the breadth of expertise at UK. The College of Arts & Sciences is the largest college at UK with 18 departments and more than 400 faculty members. The faculty within the College of Arts & Sciences are among the university's most celebrated, garnering praise for their contributions to research, education and service, and the students often win top awards. Indeed, 50 percent of the University Research Professors at UK are Arts & Sciences faculty and the College has 4 programs within the top 20 programs among public institutions: Clinical Psychology, English, Geography and Hispanic Studies. Students earning a BLS degree are able to benefit from this high quality instruction.
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	Students completing the BLS degree will be able to: *1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.* *2. Think critically and analytically, and draw conclusions from complex information.* *3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society* *4. Work effectively to solve complex problems using solid research methodologies and ethics.* *5. Communicate effectively in both written and oral formats.* *The SLOs described above directly address the need for a broad, integrative knowledge base. Breadth is an inherent part of the degree. The SLOs proposed additionally address the development of intellectual skills. Students are required to apply the breadth of their knowledge to a senior capstone project, which will require critical and analytical intellectual skills.*
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	1. Students must complete at least 120 credit hours acceptable to the College of Arts & Sciences. *2. Students must complete at least 90 credit hours in A & S Courses.* *3. Students must complete at least 39 credit hours numbered 300 level or above, of which 9 credit hours must be at 400 level evel or above.* *4. Students must complete at least one course that includes some laboratory or field experience.* *5. Students must complete the GCCR requirement (to be completed with the Senior Capstone).* *5. Students must maintain an overall GPA of at least 2.0.* *6. Students must satisfy the residence requirements.* *7. Students may not double major with BLS and another degree program.* *8. Students may declare this major after completion of at least 45 credit hours.* *9. Students must submit a portfolio of previous work (including senior capstone project, 4 additional artifacts, and reflective essay) that documents achievement of the 5 student learning outcomes. They will submit this to the WRD 430 instructor.*
10d	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft

	articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	The BLS follows UK and CPE policies regarding transfer of academic credit from other accredited institutions.
	According to the UK Bulletin: The General Education Transfer Policy facilitates the transfer of credits earned in general education and twelve hours of course work in a major for students moving from one Kentucky public college or university to another Kentucky public college or university. The general education core transfer component reflects the distribution of discipline areas universally included in university-wide lower division general education requirements for the baccalaureate degree. Under this agreement, a student may satisfy the general education discipline requirements at their current college and have that requirement completion accepted at the university or college to which they may transfer. In addition, the Baccalaureate Program Transfer Frameworks identify 12 hours of course work in a major which may be successfully transferred. Each framework represents a specific guide to the exact courses a student needs; therefore, students who plan to transfer from one public institution to another to complete their Baccalaureate degree should work closely with their advisor to take full advantage of the Policy.
	See UK's transfer policies for further details: http://www.uky.edu/registrar/policy.htm .
10e	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	We expect the target audience to be diverse. Many may be non-traditional students (over age 25) and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements. There will not be active recruitment to this degree, but will be an option that students can discuss with their academic advisor.

11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals

11a*	*(similar to question 2b)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	The program objectives are to: • *Provide students with broad-based knowledge in the liberal arts (reflective of courses in the College of Arts & Sciences) that results in their becoming more articulate, analytical, culturally informed, and well-rounded.* • *Prepare students to contribute to the modern work environment and the larger society and to achieve personal and professional advancement.* • *Foster in students analytical and decision-making skills, advanced communication skills, and a global perspective.* • *Meet academic needs of students who wish to pursue a baccalaureate degree in liberal studies and provide a solid foundation for those preparing to pursue further education.*
11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? *(150 word limit)*
	The program addresses the broad goal of UK's institutional mission to prepare students for leading roles in an innovation-driven economy and global society (Goal 1). Broad, liberal arts degrees allow students to be flexible in an innovative economy. Employers at innovate companies recognize the value of a generalist degree, summed up nicely by the President of Xerox (2002), "The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility--precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time." Further, this degree allows students to graduate with a range of possible completed coursework. This flexibility, without the rigid structure of a typical major, will improve student success by reducing attrition and time-to-degree (Objective 1.2).

11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	The objectives described above support several aspects of the CPE's Strategic Agenda and statewide implementation plan, particularly with regard to the improvement of "student success." This program will (a) increase completion rates and (b) decrease the financial barriers to completion. Specifically, by allowing students to funnel a diverse range of courses into this degree, instead of restricting them to a tightly constrained, hierarchical traditional major, students who might typically leave college will be able to complete their degree and move successfully into the workforce. Further, because they are able to graduate in a more timely manner, the costs of college will be lessened. The objectives, because they can increase completion rates and facilitate more students graduating with degrees, also aid in community development by enhancing quality of life by raising the educational attainment level of the Commonwealth specifically, and the national community, generally.
	The Bachelor of Liberal Studies degree will further the statewide implementation plan by facilitating a more rapid completion to degree, thus keeping tuition costs low and protecting college access for low- and moderate-income students and families. This program puts UK more in line with our benchmarks and will produce tangible performance metrics (both for student and program).
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	This degree will rely on existing courses as they are currently taught. The only specific course will be WRD 430, which will be focused on BLS students. There will be no additional supports needed.
12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	not applicable for this degree
12c	Describe the library resources available[18] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	The University of Kentucky Library System includes the main William T. Young Library which maintains humanities, social sciences and life sciences collection, as well as eleven other libraries including a Science Library. Collections and information resources include 4,023,142 volumes, 588,428 electronic books, well over 400 commercial databases, approximately 27,000 linear feet of manuscripts and archives, and a broad collection of computer files, microforms, maps, film/video, audio and graphics. Annual collections expenditures total more than $11.1 million. In FY12, 6.6 million searches were conducted in licensed databases and 2.8 million full-text articles were downloaded. UK serves as the Regional Depository for Kentucky as part of the Federal Depository Library Program. UK is also a depository for European Union publications and Canadian government publications. British Parliamentary Papers, Kentucky government publications, and technical reports from federal agencies are selectively collected.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	No additional physical facilities are needed beyond the classrooms used for current course offerings.

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[18] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

13. Demand and Unnecessary Duplication	
13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	There is economic and employment benefits and needs of a BLS degree. More jobs are appearing and more professions are emerging for which the generalist is advantaged. Google, Apple, and many other high-tech, digital-age companies are searching for broadly educated minds, with much less attention placed on any specialty. *According to a recent survey by College Factual, graduates with general Liberal Science majors "forge their own career path, and they can end up in many different fields, including business, law, education, journalism, and entrepreneurship." Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences. See proposal for full data. In a 2013 survey of employers at private sector and nonprofit organizations (by Association of American Colleges and Universities), nearly all those surveyed (93%) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major." Further, 80% of employers agree that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." As the President of Xerox stated (2002), "narrow specialization condemns us to inflexibility--precisely what we do not need."* *In addition, a BLS is increasingly popular with otherwise traditional students. The survey by College Factual found that a general Liberal Arts and Sciences major is the 8th most popular of all majors.* *Most of our national benchmark universities offer a similar degree program, as well as most of the universities and colleges in Kentucky. Data from these benchmarks shows the high student demand for similar degrees. For example, WKU has more than 250 students graduate with this degree per year, and EKU has approximately 230 students per year. See proposal for tables of enrollment at benchmarks.*
13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	Awarding of the BLS degree is dependent upon the completion of the UK Core, University graduation requirements, and College of A&S requirements consistent with B.A. They must also complete 24 credit hours within ONE of the College's major areas and another 12 credit hours within one of the major areas: Humanities, Social Sciences, or Natematical Sciences. Overall, students must complete at least 120 credit hours acceptable to the College of Arts & Sciences; at least 90 credit hours in A & S Courses; with at least 30 credit hours numbered 300 level or above and another 9 credit hours numbered 400 level and above; at least one course that includes some laboratory or field experience; a Senior Capstone project; and a portfolio of previous work (including senior capstone project, 4 additional artifacts, and reflective essay) that documents achievement of the 5 student learning outcomes.
13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)* — Yes ☐ No ☒
	If "Yes," explain:
13d	Identify the primary feeders for the program. *(150 word limit)*
	Students will come from across all of the College of Arts and Sciences.
13e	Describe the student recruitment and selection process. *(300 word limit)*

	Students may declare this major after completion of at least 45 credit hours. They must maintain an overall GPA of at least 2.0 and satisfy the residence requirements. Students may not double major with BLS and another degree program. They will work with their College academic advisor to make sure they are meeting the requirements.
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)*
	There is no other degree that is this flexible at the University of Kentucky. This program allows students to draw from a broad range of courses across the College of Arts & Sciences, yet still offers enough structure and rigor to maintain our high educational standards. Students will graduate with a portfolio of their work and a senior capstone project that they can show to future employers as tangible documention of their education. There may be some perceived overlap with Topical Studies. However, as mentioned above, Topical Studies is a selective admissions program that is focused on a specific major, albeit a specific major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major, and it is not based on a selective admissions program.
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*
	This program will not likely increase student enrollment significantly. It will likely increase the graduation rate, however, and lower the attrition rate. For example, based on an analysis of data from UK's Fall 2008 cohort of students that had begun in Arts & Sciences and had earned between 80 and 140 total hours without a resulting degree conferred, if a program like this was offered, 113 students (71% of 160) could have graduated by May 2014. This would have resulted in a UK 6 year graduation rate of 62.4% (an increase of 2.8%).
13h	Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
2016 - 2017	*50*	*50*
2017 - 2018	*200*	*200*
2018 - 2019	*200*	*200*
2019 - 2020	*200*	*250*
2020 - 2021	*200*	*250*

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	"As knowledge, technology and global impacts escalate at dizzying rates, so too will the value and significance of the liberal education framework increase. Virtually all occupational endeavors require a working appreciation of the historical, cultural, ethical and global environments that surround the application of skilled work." (Robert Jones, President of Education and Workforce Policy, LLC, in Liberal Education). Indeed, more jobs are appearing and more professions are emerging for which the generalist is advantaged. Google, Apple, and many other high-tech, digital-age companies are searching for broadly educated minds, with much less attention placed on any specialty. Because of the focus on critical thinking skills, communication skills, and breadth of education, these degrees are increasingly sought after by employers in this ever-changing, quickly evolving economy. In a recent survey of CEOs in the US, 74% said they would recommend a liberal arts education to students.
	According to a recent survey by College Factual, graduates with general Liberal Science majors "forge their own career path, and they can end up in many different fields, including business, law, education, journalism, and entrepreneurship." Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences.

13j	Has the Council on Postsecondary Education identified similar programs?	Yes ☒	No ☐
	(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.).		
	If "Yes," the following questions (5h1 – 5h5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *This program would capitalize on the award-winning, internationally recognized faculty in the largest college at the flagship research university in the state of Kentucky. No other liberal studies program has similar access to the caliber of faculty and wide range of diverse courses.*		
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *This program may appeal to non-traditional students and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements.*		
(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐	No ☒
	If "Yes," explain:		
(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☐	No ☒
	If "Yes," explain:		
(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☐	No ☒
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.		
	There are no existing programs that are relevant for "collaboration" with this degree. This is, in part, because the program is by definition interdisciplinary. Students can draw from any faculty within the College of Arts & Sciences, and thus the entire degree is collaborative in its truest sense.		
13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation? *(300 word limit)*	Yes ☒	No ☐
13l	Would your institution like to make this program available through the Academic Common Market[14]?	Yes ☒	No ☐
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*		
	In a 2013 survey of employers at private sector and nonprofit organizations (by Association of American Colleges and Universities), nearly all those surveyed (93%) say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major." Further, 80% of employers agree that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." In a recent survey of CEOs in the U.S., 74% said they would recommend a liberal arts education to students.		

13n*[C]	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	This is an extremely flexible degree in terms of jobs available. Students can end up in many different fields, including business, law, education, technology, advertising, marketing, government, journalism, and entrepreneurship. Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences, with the average starting salary of $42,400.

14. Assessment and Oversight

14a	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	There will be an assessment committee consisting of a subgroup of the faculty of record. The program assessment will be conduced similarly to the Topical Studies major. The assessment committee will assess the BLS program once a year. First, they will look at the (a) senior capstone projects and (b) portfolios of all seniors and examine a different student learning outcome each year, following guidelines from a nationally published rubric (from Association of American Colleges & Universities). For example, in Year 1, the assessment committee will examine whether all of the capstone projects completed that year demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (SLO 1). Second, the committee will also assess (c) students' responses to the College Learning Assessment (CLA; collected by the Office of University Assessment). The committee will then write a report summarizing how well the projects and CLA indicate achievement of that particular SLO. The report will be circulated to the College faculty and will be discussed by the advisory board. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.

14b*[C]	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. *(300 word limit)*
	A Senior Capstone Project will be completed as part of the required WRD 430 course. The project will be graded and will satisfy the GCCR requirement. Only students who pass the capstone course (as assessed by the instructor) and complete a passing capstone project will be eligible for the BLS degree. The portfolio must contain 5 artifacts (the senior capstone project, 4 additional artifacts, and reflective essay) collected from previous work that documents achievement of the 5 SLOs. The instructor of WRD 430 will evaluate this completed portfolio to ensure adequate achievement of the SLOs.

14c	**Procedures for Course Mapping of SLOs *(related to question 5b)***
14c.i[C]	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	The Senior Capstone Project (Completed As Part Of Wrd 430) And The Portfolio (Must Contain 4 Additional Artifacts From Completed Coursework Documenting Achievement Of Each Of The Slos) Will Both Be Evaluated For Each Of The 5 Slos: *1. Demonstrate Sound Understanding Of Content And Methodology Within The Natural Sciences, Social Sciences, And Humanities.* *2. Think Critically And Analytically, And Draw Conclusions From Complex Information.* *3. Integrate And Synthesize A Breadth Of Knowledge, Across Disciplinary Boundaries, And Apply That Knowledge To A Diverse, Multicultural Society* *4. Work Effectively To Solve Complex Problems Using Solid Research Methodologies And Ethics.*

	5.	*Communicate Effectively In Both Written And Oral Formats*

14c.ii	When will components be evaluated? *(150 word limit)*
	A formalized evaluation of outcomes will be conducted after the completion of each academic year and will include a review of SLO rubric and rubrics developed for each specific component to be assessed, in preparation for an annual report to the University Office of Assessment no later than Oct. 31st of each year.

14c.iii	When will the data be collected? *(150 word limit)*
	The senior capstone project and portfolio will be evaluated during the students' completion of WRD 430 (tpyically the last semester prior to graduation).

14c.iv	How will the data be collected? *(150 word limit)*
	The senior capstone project and portfolio will be submitted to the instructor of WRD 430. .

14c.v	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*
	The targeted grade point average reflecting satisfactory progress in the program will be a 2.00 cumulative G.P.A., as this is the University benchmark for successful completion of major courseswork. With regard rubric assessment, we have a targeted a mean rubric score for individual SLOs of 1.5 or greater. Targets for "time-to-degree" will reflect common Federal standards for adequate academic progress and will include a student body mean time of 150% of the required major credits hours of 120 (eg. 180 credit hours taken) and a completed (earned) credit ration of 67%, the Federal requirment reflecting adequate academic progress.

14c.vi	What individuals or groups will be responsible for data collection? *(150 word limit)*
	As stated above, the instructor of WRD 430 will collect and grade the senior capston project and the portfolio.

14c.vii	How will the data and findings be shared with faculty? *(150 word limit)*
	The faculty of record and advisory board will receive a summary document detailing the specific, mean numerical outcomes (based on our rubric for assessments of each SLO) for each assessment of 2 SLOs per year. This will be an electronic communication. If areas of concern are noted (for example, if mean numerical assessments are lower than "2" on the "0-3" assessment scale of the rubric), a meeting of all relevant faculty of record will be convened and a plan of remediation will be designed and subsequently implemented.

14c.viii	How will the data be used for making programmatic improvements? *(150 word limit)*
	If targets described above in 14c.v are not achieved (eg. a mean evaluation score of lower than 1.5 is not realized on any given assessment measure), the Director will initiate a review of the relevant SLO(s) to identify areas of strength and potential weakness. If clear corrective measures or revisions are not readily identified, the Director will convene a meeting of the faculty of record and advisory board to initiate a collaborative discussion with regard to designing a remediation plan.

14c.ix	What are the measures of teaching effectiveness? *(150 word limit)*
	All faculty of record will be evaluated using University Teacher Course Evaluations (TCEs) completed by their student each term. All TCEs are public record and accessed via the University website.

14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*
	Areas of concern will be summarized and communicated to the individual faculty member and a request for a plan of remediation will be made. Additional options aimed at improving teaching, if needed, include

	providing College-level support to promote scholarly activities in the area of teaching at the undergraduate level and may include support for attendance at relevant conferences and symposia, such as the "Conference on Higher Education Pedagogy" offered by the Center for Instructional Development and Educational Research at Virginia Polytechnic Institute and State University.
14c.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*
	The program director will obtain data from the Alumni Survey annually and will additionally create a separate and brief web-based survey of educational and career outcomes to be communicated to all alumni electronically on an annual basis.

15. Cost and Funding of the Proposed Program[19]

15a	Will this program require additional resources?	Yes ☐	No ☒
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*		
15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)* If "Yes, briefly describe.	Yes ☐	No ☒
15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*		
	N/A		

16.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE's pre-proposal form.)

Total Resources Available from Federal Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing					
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Total Resources Available from Other Non-State Sources:	0				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

State Resources	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0

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[19] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Internal	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	*0*	*0*	*0*	*0*	*0*
(Existing) Reallocated Resources	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Student Tuition	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*162138*	*449553*	*509233*	*585669*
Existing	*739785*	*689086*	*494509*	*560157*	*644235*
Narrative/Explanation:	*0*				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	*0*	*162138*	*449553*	*509233*	*585669*
Total Existing	*739785*	*689086*	*494509*	*560157*	*644235*

17. Breakdown of Program Expenses/Requirements[4]
(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)

Staff: Executive, Administrative & Managerial	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*00*
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Faculty	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*206928*	*213136*	*219530*	*226116*	*232899*
Narrative/Explanation:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Student Employees	1st Year	2nd Year	3rd Year	4th Year	5th Year
New		*0*	*0*	*0*	*0*
Existing	*49323*	*.49816*	*50314*	*50817*	*51326*
Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*

	Narrative Explanation/Justification:	*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Library		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Narrative Explanation/Justification:		*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Contractual Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Narrative Explanation/Justification:		*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Academic and/or Student Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Narrative Explanation/Justification:		*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Other Support Services		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Narrative Explanation/Justification:		*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Faculty Development		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Narrative Explanation/Justification:		*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Assessment		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0
Narrative Explanation/Justification:		*No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.*				

Other		1st Year	2nd Year	3rd Year	4th Year	5th Year
	New	0	0	0	0	0
	Existing	0	0	0	0	0

Narrative Explanation/Justification:	No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.				

Total Program Budgeted Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	00	0	0
Existing	0	0	0	0	0
TOTAL Program Budgeted Expenses/Requirements:	No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.				

GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL NET COST:	217452	222989	228682	234536	240556

18. Course Descriptions

18a Program Core Courses (includes pre-major and pre-professional courses)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
WRD430	Advanced Workshop: Senior Project Capstone
	At least 24 credit hours within ONE of the major areas below (Humanities, Social Sciences, Natural/Physical/Math Sciences), with at least 18 hours at 300-level or above:
	Humanties (ENG, WRD, GWS, SPA, HIS, LAS, LIN, MCL, FR, GER, RUS, AIS, ITA, PHI, CHI, CLA, HJS, JPN)
	Social Sciences (PCE, ANT, APP, ENS, GEO, PS, PSY, SOC, IAS, ST, HSP, EASC)
	Natural/Physical/Mathematical Sciences (BIO, CHE, EES, GLY, MA, PHY, AST, STA

18b Program Guided Electives Courses (for the major)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	Any courses in A&S that meet the above criteria (at least 3 hrs must be 300-level or above).

18c Program Free Electives Courses

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	14-27 credit hours of free electives to bring the total number of credit hours to 120. Free electives may not be counted toward the UK Core or A & S requirements.

18d	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS[20]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & Identify faculty member as FT or PT.	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
see proposal for complete list-			
All A&S instructional faculty are included in the faculty roster. All A&S courses currently taught will count towards the program.			
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

[20] Southern Association of Colleges and Schools Commission on Colleges (SACS).

Bachelor of Liberal Studies Degree (B.L.S.)

Overview of Bachelor of Liberal Studies degree

2a. Brief description of the degree

A BLS degree will allow students to design individualized programs of study in the humanities, social sciences, and natural and mathematical sciences; to develop a breadth of knowledge reflective of a true liberal arts education that is the hallmark of the College of Arts and Sciences; to develop critical thinking and writing skills; and to synthesize problem-solving strategies. This degree will be beneficial for a wide range of A & S students: students who plan to work in business, technological, cultural, community, and human-service settings; students for whom a highly specialized, structured major is not ideal; and students who have accumulated a substantial number of diverse credit hours across a range of departments within the College. To graduate with a BLS degree, students will complete rigorous upper-division courses, complete a capstone writing intensive course in which they synthesize and evaluate their previous coursework, and submit a final degree portfolio of previous work. Students will also be required to take at least one course that includes laboratory or field experience. Along with the completion of UK Core courses, and the College of Arts and Sciences requirements, students will complete at least 24 credit hours in a specific major area: Humanities, Social Sciences, and Natural/Physical/Mathematical Sciences. The overall result is a classic liberal arts education, capturing the strengths of the College of Arts & Sciences, which meets the needs of 21st century students.

2b. Program Objectives: How Do Students Benefit from the Program

According to the Association of American Colleges and Universities, in discussing bachelor's degree in liberal studies, "This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."

The program objectives are to:
- Provide students with broad-based knowledge in the liberal arts (reflective of courses in the College of Arts & Sciences) that results in their becoming more articulate, analytical, culturally informed, and well-rounded.
- Prepare students to contribute to the modern work environment and the larger society and to achieve personal and professional advancement.
- Foster in students analytical and decision-making skills, advanced communication skills, greater capacity for creativity, and a global perspective.
- Meet academic needs of students who wish to pursue a baccalaureate degree in liberal studies and provide a solid foundation for those preparing to pursue further education.

Although there are many benefits to a degree with a traditional major, there are some students who could benefit from a Bachelor's of Liberal Studies degree. For those students, there are three specific types of benefits afforded by a Bachelor's of Liberal Studies degree:

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1. **There is *economic and employment benefits* of a BLS degree.** More jobs are appearing and more professions are emerging for which the generalist is advantaged. Google, Apple, and many other high-tech, digital-age companies are searching for broadly educated minds, with much less attention placed on any specialty.

According to a recent survey by College Factual, graduates with general Liberal Science majors "forge their own career path, and they can end up in many different fields, including business, law, education, journalism, and entrepreneurship." Graduates with Liberal Studies degrees (also referred to as General Studies or Liberals Arts majors) have better earning potential than many other majors in the Humanities and Social Sciences. See Table 1.

Table 1. Average starting salaries for graduates with Bachelor's degrees.

Bachelor degree major	Average starting salary
Liberal Studies	$ 42,400
English	$ 40,100
History	$ 39,400
Criminal Justice	$ 38,800
Social Work	$ 37,100
Psychology	$ 36,900
Sociology	$ 36,800
Visual & Performing Arts	$ 35,600

Source: September 2014 Salary Survey from National Association of Colleges and Employers

In a 2013 survey of employers at private sector and nonprofit organizations (by Association of American Colleges and Universities), nearly all those surveyed (93%) say that "a demonstrated capacity to **think critically, communicate clearly, and solve complex problems** is <u>more important</u> than [a candidate's] undergraduate major." Further, 80% of employers agree that, "regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences." As the President of Xerox stated (2002), "The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility--precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time."

Liberal Arts may be the most relevant learning model for business, said Roger Smith, the former chief executive officer of General Motors. "People trained in the Liberal Arts learn to tolerate ambiguity and to bring order out of apparent confusion. They have the kind of sideways thinking and cross-classifying habit of mind that comes from learning, among other things, the many different ways of looking at literary works, social systems, chemical processes or languages."

2. **There is *educational and developmental benefits* of a BLS degree.** There are many students who can excel in college, but do not yet want to specialize in one topic. For many students between ages 18 and 25, in the emerging adulthood period of development, they are still exploring their career choices and identity. This is normal and developmentally appropriate. Many students report not knowing what they want to do with their lives. For these students who are developing specific interests later than other students, a degree system that forces them into one specialization they may not be ready for limits their future career options and necessitates post-graduate work. These students need breadth

in their knowledge before they can establish more specific career goals. According to the leading expert on this developmental period,

"In [emerging adults'] educational paths, they try out various possibilities that would prepare them for different kinds of future work. College students often change majors more than once, especially in their first two years, as they try on possible occupational futures, discard them, and pursue others. With graduate school becoming an increasingly common choice after an undergraduate degree is obtained, emerging adults' educational explorations often continue through their early twenties and midtwenties. Graduate school allows emerging adults to switch directions again from the path of occupational preparation they had chosen as undergraduates." (Arnett, 2000)

The value of the BLS is that it allows students to pursue their varied interests without having to "discard" previous ones. It also allows students to obtain a more personally valuable degree instead of relying on graduate school to complete their education.

Indeed, the idea of a BLS is increasingly popular with otherwise traditional students. The survey by College Factual found **that a general Liberal Arts and Sciences major is the 8ᵗʰ most popular of all majors.** It "allows students to study many different subjects of interest to them, including biology, environmental science, political theory, math, art, communications and more. This purpose of this major is to give students a broad understanding of many different subjects and teach them to make connections and draw conclusions through research and study."

3. **There are also *pragmatic benefits* of a BLS degree.** Many students complete many credit hours toward graduation without completing a major. Yet, many students who have left college without completing a major are within striking range of completing a generalist degree. The BLS degree offers them an opportunity to turn years' worth of valuable college education into a tangible degree. Considering that a new study by the Pew Research Center found that, today, **Millennials with only a high school diploma earn only 62% of what the typical college graduate earns, it is critical that these students are able to complete their long-awaited college degrees.**

In an era in which there is increasing pressure to improve **retention**, degrees that can help students graduate are ever important. Based on an analysis of data from UK's Fall 2008 cohort of students that had begun in Arts & Sciences and had earned between 80 and 140 total hours without a resulting degree conferred, if a program like this was offered, 113 students (71% of 160) could have graduated by May 2014. This would have resulted in a UK 6 year graduation rate of 62.4% (an increase of 2.8%). In other words, this degree will serve to improve the graduation rates of the University. Many of these potential UK graduates are going to our smaller, regional universities nearby. Data from these benchmarks shows the high student demand for such degrees. For example, WKU has more than 250 students graduate with this degree per year, and EKU has approximately 230 students per year. In other words, a program like a BLS degree will benefit students who want to graduate and will benefit UK's retention and graduation rates.

2c. Student Learning Outcomes (SLOS) for the BLS degree

Students completing the BLS degree will be able to:

1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.
2. Think critically and analytically, and draw conclusions from complex information.
3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society
4. Work effectively to solve complex problems using solid research methodologies and ethics.
5. Communicate effectively in both written and oral formats.

A university education is about learning to ask and answer complex questions. The Bachelor of Liberal Studies degree allows a student to pursue integrated studies across more than one subject area, allowing students to explore various combinations of topics and find connections and relations between them; for example a student may combing courses in writing, sociology, and political science; or medieval English literature, medieval History, and anthropology. The pursuit of a BLS degree – like any degree in the liberal arts - will provide the student with the opportunity to explore questions, solve problems, and examine social issues from multiple perspectives. Upper-level courses in the Humanities and Social Science disciplines typically require students to develop skills in close reading and critical thinking; they often require extensive written work, team-based learning, and public presentations of student research. Upper-level courses in the sciences typically require the student to develop skills in critical thinking, and to understand how to employ appropriate scientific approaches to problem-solving, based on sound evidence and reasoning. The BLS student will have the opportunity to develop written communication skills, versatility of thought, and intellectual pursuits beyond the boundaries of traditional majors.

Curriculum.Map:

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Because interdisciplinary approaches are increasingly valued across the liberal arts and sciences, faculty in the College of Arts and Sciences are increasingly adopting interdisciplinary approaches to a variety of subject areas, and the BLS student with a varied intellectual background will find a welcome home in nearly all upper-level courses in Arts and Sciences. This is especially true within the Humanities and Social Sciences, although perhaps somewhat less the case for natural science fields (though see for example existing interdisciplinary majors such as Environmental and Sustainability Studies; or Health, Society, and Populations). Given the increasing interdisciplinarity of many subject areas in A&S, the BLS degree satisfies this emphasis in providing the opportunity for a student to combine skills, knowledge, and experience across departments and academic disciplines. In addition, the student will develop self-efficacy and self-knowledge in the context of planning her or his own undergraduate program.

The student learning outcomes for the Bachelor of Liberal Studies degree will be introduced, reinforced, and emphasized as follows:

1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities:
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S foreign language requirement; A&S lab requirement
   c. Emphasized in: upper-level courses for major

2. Think critically and analytically, and draw conclusions from complex information.
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S lab requirement; 200-300 level courses for major
   c. Emphasized in: upper- level courses for major

3. By taking an interdisciplinary perspective, integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society.
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S foreign language requirement; electives
   c. Emphasized in: upper-level courses for major; WRD 430

4. Work effectively to solve complex problems using solid research methodologies and ethics.
   a. Introduced in: UK Core
   b. Reinforced in: A&S area requirements; A&S lab requirement; 200-300 level courses for major
   c. Emphasized in: upper-level courses for major

5. Communicate effectively in both written and oral formats.
   a. Introduced in: UK Core
   b. Reinforced in: upper-level courses for major
   c. Emphasized in: GCCR (WRD 430)

2d. Rationale for the creation of Bachelor of Liberal Studies degree

Traditional majors serve as a cornerstone for the University of Kentucky. They serve a variety of functions. Some majors prepare students for specific jobs and professions (e.g., Nursing, Architecture, Engineering, Teaching, Business programs, etc.). Some majors directly prepare students for professional schools (e.g., Political Science prepares students for Law School; Biology prepares students for Medical or Dental School).

There are, however, many exceptions to this direct preparatory major, particularly within the College of Arts & Sciences. Some majors indirectly prepare students for professional schools (e.g., Psychology prepares students for Law and Medical School). Some majors prepare students for jobs in various fields but for which the major is not explicitly required (e.g., Programs in Psychology, Sociology, Political Science, and many others prepare students to seek employment in government positions, e.g., FBI, State Department, etc.). Some majors provide students the means to obtain a college degree that enables them to find employment in areas in which a college credential is valued but expertise of an explicit major is of little relevance. For example, Google is looking for smart, broadly educated students who they can train to do specific jobs and for which a college degree merely certifies a level of educational attainment not a specialization. The online gaming industry is looking for creativity regardless of major (i.e., more emphasis on skills, knowledge, and talent than credentials).

For all of these exceptions, it is beneficial to have a generalist degree. Instead of specializing in a field that they do not intend to pursue, a liberal studies degree would allow students to show a level of breadth of knowledge and skills.

The BLS degree is an articulation of the stated mission of the College of Arts & Sciences. The mission statement of the College reads:

"The college is dedicated to the idea that every university-educated person should have an informed familiarity with the diversity of fields of knowledge about the human and natural worlds and their operations in time and space, the diversity of ways of organizing knowledge, and the diversity of modes of expression. Moreover, the college seeks to provide students with the advanced literacy and mathematical and scientific skills that will best prepare them for today's dynamic job market. More broadly, the college's mission is to challenge students to think for themselves, and to think critically. On a practical level, critical thinking means the habitual use of the analytical skills, organizational ability, creativity and imagination that students will need to become productive members of an increasingly better educated work force."

The BLS degree epitomizes these goals.

Most of our national benchmark universities offer a similar degree program, as well as most of the universities and colleges in Kentucky. See Tables 2 and 3. Georgetown University in Washington, DC describes their Liberal Studies program:

"An education in liberal studies is learning for life, work and citizenship. Liberal studies is not a one-size-fits-all curriculum, but a combination of many different programs of study. It provides broad views of the world to help students fully develop their individual capabilities and contributions. According to the Association of American Colleges and Universities [1]*: "Liberal education is a philosophy of education that empowers individuals, liberates the mind from ignorance and cultivates social responsibility." Georgetown further argues for an education in liberal studies: "Why a liberal studies degree versus a more specialized course of study grounded in a specific vocation or business practice? For passionate students and proponents of liberal arts, the answer is: Don't learn a single specialty. Learn the art of inquiry and innovation. Learn to think your way through any problem or challenge that will come your way. Pull from a deeper understanding of past and present human behavior – in all its interconnected complexity."*

Liberal studies degrees at our benchmarks are diverse in their requirements. Our program is similar to many other programs throughout the country.

For example, our proposed BLS is similar to Indiana University's BLS. From their website, "The basic structure of the BLS is comprised of:

- "College of Arts and Sciences Education (CASE) requirements" that include English Composition, Intensive Writing, Math, etc.
- Breadth of Inquiry, which is study in each of the three primary divisions of the liberal arts (Arts and Humanities, Social and Historical Studies, and the Natural and Mathematical Sciences)
- A concentration in one of the Breadth of Inquiry areas above

Specifically, IU's program requires students to complete a core curriculum (CASE), similar to UK Core. To ensure a breadth of inquiry, they require students to take at least 6 credit hours in each primary area with the College of Arts & Sciences: Humanities, Social Sciences, and Natural/Mathematical Sciences. They must also have a concentration within one of the three primary divisions by completing at least 42 hours within one division, but across at least two departments. Our proposed BLS degree follows this model.

6

We also follow benchmark models by requiring a senior capstone course. Specifically, the University of Missouri, Texas A & M, University of California at Berkeley, University of Florida, and Arizona State University all require one senior capstone course (sometimes referred to as Senior thesis course). University of Virginia requires two capstones; however, Penn State University, University of Michigan, UNC-Chapel Hill, University of Pittsburgh, and Indiana University require no capstones for students. **Therefore, by requiring one capstone, we are either more rigorous or equally rigorous to almost all of our benchmark universities.**

Table 2. 10 National Benchmark BLS Programs

School	Degree Label	# of Degree Awarded/Yr	COLLEGE/SCHOOL
Pennsylvania State University	Integrative Arts		Arts & Architecture
Texas A&M University	University Studies		All colleges
University of California - Berkeley	Interdisciplinary Studies	240	Letters & Sciences
University of Florida	Interdisciplinary Studies	20-25	Liberal Arts & Sciences
University of Michigan - Ann Arbor	General Studies	69 (in 2012)	Literature, Science, & the Arts
University of North Carolina - Chapel Hill	Interdisciplinary Studies	6-8	Arts & Sciences
University of Missouri	General Studies		Arts & Sciences
University of Virginia	Interdisciplinary Studies		Continuing & Professional Studies
Arizona State University	General Studies, BGS	100-500 (depending on campus)	Letters & Sciences
Indiana University	BLS		Arts & Sciences

Table 3. 12 BLS (or similar) Programs in Kentucky

School	Degree Label/Program Title	# of Degree Awarded/Yr	Years to completion	COLLEGE
Bellarmine University	Liberal Studies			Arts & Sciences
Eastern Kentucky University	BA in General Studies	230		All colleges
Georgetown College	Liberal Studies			Continuing Studies
Morehead State University	University Studies	142	6.7	University College
Murray State University	Liberal Arts	148	4	Humanities & Fine Arts
Northern Kentucky University	Integrative Studies	44		Arts & Sciences
Thomas More College	Liberal Arts			Liberal Arts
University of Cumberlands	General Studies	5	4	
University of Louisville	Liberal Studies	17	4.6	Arts & Sciences
Western Kentucky University	General Studies	270	9.87	University College

2e. Program's Uniqueness at UK

This program is unique within UK. The most similar program would be the Topical Studies major. However, Topical Studies is a selective admissions program that is focused on a specific major, albeit a specific major designed by the student in consultation with a faculty advisor. Except for the electives, all of the student's work must be related to the chosen topic. In addition, the Topical Studies major requires that at least 30 hours must be completed after acceptance into the Topical Studies major. The BLS degree differs from this, as it is not as specific as a Topical Studies major, students are not required to design a major, and it is not based on a selective admissions program.

There are several other interdisciplinary majors within the College of A & S, however, that do show that there is precedent, and student interest, in non-traditional majors. For example, we have majors in (a) Health, Society, and Populations, (b) International Studies, and (c) Environmental and Sustainability Studies. Like the proposed BLS degree, these majors bridge the three primary areas of study with the College: Social Sciences, Natural Sciences, and/or the Humanities.

2f. Target Audience

We expect the target audience to be diverse. Many may be non-traditional students (over age 25) and students returning to college following an absence. Students who have switched majors multiple times are able to utilize past credit while pursuing courses that correspond to changed interests or goals. This degree will have major appeal to students who want to complete their degree but have diverse credits that don't follow the curricula of a traditional major. This degree may also motivate students to come back to school with the knowledge they will be able to graduate after completing the specific requirements.

4d. FACULTY

This is a sample of eligible courses/faculty. This is NOT an all-inclusive list:

Name	CIP Code	Course	Degrees & Coursework	Qualifications
Jeffrey Rice (FT)		WRD 204		N/A
Patricia Cooper (FT)		GWS 300		N/A
Ana Rueda (FT)		SPA 262		N/A
Melissa.Q..Pittard.		**STA.296.**		N/A
Monica Diaz (FT)		LAS 395		N/A
Jennifer Cramer(FT)		LIN 317		N/A
Joseph O'Neil(FT)		MCL 200		N/A
Jacqueline Couti(FT)		FR 350		N/A
Hillary Herzog(FT)		GER 312		N/A
Cynthia Ruder(FT)		RUS 201		N/A
Ghadir Zannoun (FT)		AIS 311		N/A
Ioana Raluca Larco (FT)		ITA 300		N/A
Arnold Farr (FT)		PHI 335		N/A
Michael Giancarlo (FT)		ENG 241		N/A
Matthew Wells (FT)		CHI 330		N/A
Terence Tunberg (FT)		CLA 211		N/A
David Olster (FT)		HJS 324		N/A
Doug Slaymaker (FT)		JPN 320		N/A
Clayton L. Thyne (FT)		PCE 201		N/A
Monica Udvardy (FT)		ANT 220		N/A
Tad Mutersbaugh (FT)		ENS 201		N/A
Jon Anthony Stallins (FT)		GEO 162		N/A
Jesse C. Johnson (FT)		PS 235		N/A
Christia Kearns (FT)		PSY 223		N/A
Shaunna L Scott (FT)		SOC 101		N/A
Mairead Eastin Moloney (FT)		HSP 255		N/A
Peter M Mirabito (FT)		BIO 148		N/A
Stephen Testa (FT)		CHE 109		N/A

Kent Ratajeski		*EES 220*		*N/A*
Russell Carden (FT)		*MA 113*		*N/A*
Keh-Fei Liu (FT)		*PHY 211*		*N/A*
Gary Ferland (FT)		*AST 192*		*N/A*

Curricula and Degree Requirements

UK Core	
I. Intellectual Inquiry (one course in each area)	
Natural/Physical/Mathematical Sciences	3
Social Sciences	3
Humanities	3
Arts and Creativity	3
II. Communication	
Composition and Communication I (CIS/WRD 111)	3
Composition and Communication II (WRD 110)	3
III. Quantitative Reasoning	
Quantitative Foundations	3
Statistical Inferential Reasoning	3
IV. Citizenship/Diversity	
Community, Culture, and Citizenship in USA	3
Global Dynamics	3
Total UK Core Credit Hours	30

College of A & S Requirements (consistent with B.A.)	
I. Foreign Language Requirements (complete either a or b)	6-19
a. Satisfy third and fourth semester of a college-level sequence in one language OR	
b. Successfully complete three college-level semester courses in one language and two college-level semester courses in a second language	
II. Natural Sciences	6
III. Social Sciences	6
IV. Humanities	6
V. Free electives (not to be counted towards UK Core or A & S requirements)	6
Subtotal with A & S Credit Hours	60-73

BLS Specific Requirements (courses used to satisfy UK Core cannot be used here)	
I. At least 24 credit hours in one of the tracks/areas below (at least 18 of these hours must be at 300 level or above,.of.which.6.must.be.from.400.level.or.above.)**:**	24
a. Natural Sciences	
b. Social Sciences	
c. Humanities	
II. At least 12 credit hours in *any* of the areas below (at least 3 of these hours must be at 300 level or above)**:**	12
a. Natural Sciences	
b. Social Sciences	
c. Humanities	
III. Senior Capstone: WRD 430 (WRD 430 Satisfies the GCCR)	3
V. Additional free electives to bring total to 120 (not to be counted towards UK Core or A & S requirements)	8-21
TOTAL HOURS	120

Overall BLS Requirements:

1. Complete at least 120 credit hours acceptable to the College of Arts & Sciences.
2. Complete at least 90 credit hours in A & S Courses.
3. Complete at least 30 credit hours numbered 300 level or above and 9 credit hours numbered 400 level or above.
4. Complete at least one course that includes some laboratory or field experience.
5. Complete the GCCR requirement (can be completed with the Senior Capstone or another course).
5. Maintain an overall GPA of at least 2.0.
6. Satisfy the residence requirements.
7. Students may not double major with BLS and another degree program.
8. Students may declare this major after completion of at least 45 credit hours.
9. As part of their completion of WRD 430, students must submit a degree portfolio of previous work (including the senior capstone project and 4 additional artifacts) that documents achievement of the 5 student learning outcomes (SLOs). The students will submit this completed degree portfolio to the instructor of the WRD 430 course, who will evaluate the achievement of the SLOs. If a returning student does not have the required number of artifacts, the WRD 430 instructor will work with the student to create the degree portfolio with new artifacts created during the semester.

Assessment:
Program and Student

5a. Program Assessment

There will be an assessment committee consisting of a subgroup of the faculty of record. The program assessment will be conduced similarly to the Topical Studies major. The assessment committee will assess the BLS program once a year. First, they will look at the (a) senior capstone projects and (b) degree portfolios of all seniors and examine a different student learning outcome each year, following guidelines from a nationally published rubric (from Association of American Colleges & Universities). Second, the committee will also assess (c) students' responses to the College Learning Assessment (CLA; collected by the Office of University Assessment). The committee will then write a report summarizing how well the projects and CLA indicate achievement of that particular SLO. The report will be circulated to the College faculty and will be discussed by the advisory board. The Program Director will also examine data provided by the Alumni Survey to assess students' post-graduate success. Further, a benchmark for "time-to-degree" of no more than 150% of required credits will be an indicator of sufficient programmatic structure. Thus, a benchmark reference for adequate programmatic structure will be reflected as a mean "time-to-degree" of 180 credit hours. This standard is similar to that required by Federal regulations for full-time students to receive financial aid, and is a common reference point for programmatic assessment. Failure to meet these benchmarks will initiate a review of the curriculum, by the faculty of record as a whole, to identify specific courses or programmatic experiences (eg. advising) that may be hindering progress of the student body. A plan of remediation will be generated by the Director following drafting and a review by all faculty of record.

Artifacts used to Assess Program:
1. **Senior Capstone Project** (completed as part of WRD 430): This project will also be examined by the assessment committee to evaluate the success of the program. A different SLO will be examined each year to ensure students are mastering the SLOs. For example, in Year 1, the assessment committee will examine whether all of the capstone projects completed that year demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (SLO 1). In Year 2, the assessment committee will examine whether all of the capstone projects demonstrate that students can think critically and analytically, and draw conclusions from complex information (SLO 2). Etc.

2. **Degree Portfolio** (completed as part of WRD 430 and must contain 4 additional artifacts, in addition to capstone project, from completed coursework documenting achievement of each of the SLOs): Along with the capstone projects, the degree portfolio will also be examined by the assessment committee to evaluate the success of the program. Along with the capstone projects, a different SLO will be examined each year to ensure students are mastering the SLOs. For example, in Year 1, the assessment committee will examine whether all of the degree portfolios completed that year demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities (SLO 1), etc..

3. **College Learning Assessment** (as collected by the Office of University Assessment): This is administered by the Office of University Assessment. Responses will be examined by the assessment committee to ensure that the program objectives are met:
   - Provide students with broad-based knowledge in the liberal arts that results in their becoming more articulate, analytical, culturally informed, and well-rounded.

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- Prepare students to contribute to the modern work environment and the larger society and to achieve personal and professional advancement.
- Foster in students analytical and decision-making skills, advanced communication skills, and a global perspective.

Below is an example question:

Scenario

You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.

Document Library

Newspaper article about the accident

Federal Accident Report on in-flight breakups in single-engine planes

Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)

Charts relating to SwiftAir's performance characteristics

Excerpt from magazine article comparing SwiftAir 235 to similar planes

Pictures and descriptions of SwiftAir Models 180 and 235

Questions

1. Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups?

2. What is the basis for your conclusion?

3. What other factors might have contributed to the accident and should be taken into account?

4. What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

Assessment Plan for SLOs Based on 3 Primary Artifacts (Based on 5 years)

Student Learning Outcome		Senior Capstone	Degree Portfolio	CLA
1.	Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.	Program Assessment (Yr1)	Program Assessment (Yr1)	
2.	Think critically and analytically, and draw conclusions from complex information.	Program Assessment (Yr2)	Program Assessment (Yr2)	Program Assessment (every year administered)
3.	Integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society	Program Assessment (Yr3)	Program Assessment (Yr3)	Program Assessment (every year administered)
4.	Work effectively to solve complex problems using solid research methodologies and ethics.	Program Assessment (Yr4)	Program Assessment (Yr4)	Program Assessment (every year administered)

5.	Communicate effectively in both written and oral formats.	Program Assessment (Yr 5)	Program Assessment (Yr 5)	

5c. Student Learning Outcomes (SLOs) and Student Assessment

SLOs:
1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.
2. Think critically and analytically, and draw conclusions from complex information.
3. Integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society
4. Work effectively to solve complex problems using solid research methodologies and ethics.
5. Communicate effectively in both written and oral formats

Artifacts used to Assess Students:
Students' attainment of the SLOs will be evaluated by the WRD 430 instructor. These SLOs will be part of the curriculum of the course.

1. **Senior Capstone Project** (completed as part of WRD 430): This will be will be completed as part of the required WRD 430 course. The project will be graded by the instructor of record for the course and will satisfy the GCCR requirement. Only students who pass the capstone course and complete a passing capstone project that indicates achievement of the SLOs will be eligible for the BLS degree.

2. **Degree Portfolio** (completed as part of WRD 430): The degree portfolio must contain 4 additional artifacts, in addition to capstone project, from completed coursework documenting achievement of each of the 5 SLOs. Included in the degree portfolio, there must also be a reflective essay that explains each artifact and describes how each artifact documents achievement of the SLOs. This will be submitted to the WRD 430 instructor as part of the course requirements. Only students who show achievement of each SLO, as assessed by the WRD 430 instructor, will be eligible for the BLS degree. If a returning student does not have the required artifacts from previous coursework (e.g., if they have no saved papers), the WRD 430 instructor will help the student gather acceptable artifacts (e.g., assignments completed while taking WRD 430). This will be determined on a case-by-case basis, and may involve students creating the artifacts while simultaneously taking WRD 430.
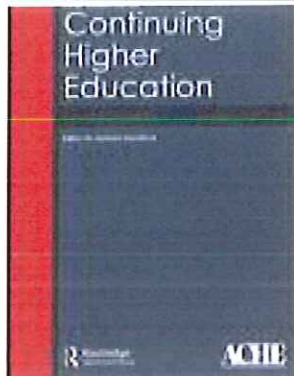
Graduates' Satisfaction with Bachelor of General Stu Degree

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PLEASE SCROLL DOWN FOR ARTICLE

Graduates' Satisfaction with Bachelor of General Studies Degree

by
Wm. Lynn McKinney

Perceptions about the credibility of the University of Rhode Island's Bachelor of General Studies (B.G.S.) degree program have been proven wrong by a survey of its graduates. Persistent perceptions among both staff and students (even some who had chosen the B.G.S. as their major) were:

- The general public does not understand what the degree is; the name sounds like that of the general studies curriculum taken by high school students who are not college-bound.

- Graduate schools are less likely to admit applicants with a B.G.S. than with a B.A. or B.S. degree.

- Employers think that a B.G.S. is less credible than a more traditional degree, so other job applicants are thought to be more qualified and are offered jobs first.

Those working with the B.G.S. program at the University of Rhode Island's College of Continuing Education have heard all of these explanations from students, both those who have chosen a different major and those who have stayed in the B.G.S. program but felt dissatisfied and somewhat trapped there.

A literature search did not help response to these fears; it revealed only one related study. In 1978 the University of Minnesota surveyed graduates of their individualized baccalaureate programs at the General College (Hansen, 1979). Because only 32 percent of their respondents held the B.G.S. (others held the Bachelor of Applied Studies), and because the results were not separated by degree held, their results were not useful for this study.

The fears of University of Rhode Island students made it hard to market the B.G.S., a degree which the university believes is the best choice for many returning adult students. To determine the validity of these fears, in the spring, 1988 University of Rhode Island conducted a survey of all B.G.S. graduates.

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Purpose of the Study

University of Rhode Island wanted to know if B.G.S. graduates were satisfied with their degrees. To what extent did having the degree allow them to accomplish their own goals? They knew that some students had begun their undergraduate study wanting to change jobs, while others had wanted promotions without changing employers. A few were planning to attend graduate school. Many were only seeking personal satisfaction. In the face of all their fears and concerns, why had they chosen the B.G.S.?

Did people get promotions? Did they get jobs they wanted? Were they accepted into the graduate programs of their choice? Were they satisfied with their degrees? How did they explain to people what their major was? Were their initial fears—about the general lack of understanding about the degree—grounded? Do people know what a B.G.S. is? Do graduates freely admit to having a B.G.S.?

The Program

The Bachelor of General Studies degree at the University of Rhode Island began in 1975 as a 100-credit degree designed for adult students (defined as those who had been away from formal schooling for at least five years). Offering two majors—Human Studies and Business Institutions—the B.G.S. degree is composed of a required four-credit re-entry course; University general education requirements; six-credit interdisciplinary senior seminars, one each in social sciences, in natural sciences, and in humanities; forty-five credits which make up the major; a three-credit senior project; and electives. In 1983 the degree was lengthened to 118 credits to give it more credibility.

To make the degree attractive to adult students, the B.G.S. major required students to take College Level Examination Program (CLEP) examinations; accepted credits earned up to twenty years or more ago, depending on the field; offered performance-based admission with no entrance examinations required; and was interdisciplinary. Enrollment in the three interdisciplinary seminars and in the re-entry course was held to sixteen students so that instructor and class could enjoy a seminar environment.

> The fears of University of Rhode Island students made it hard to market the Bachelor of General Studies, a degree which the university believes is the best choice for many returning adult students.

Results

Demographics

Since the first three degrees were granted in 1979, exactly 100 people have received a B.G.S. from the University of Rhode Island. Forty-five of these people returned a completed questionnaire. Twenty-eight of the respondents were Human Studies majors, and seventeen had chosen Business Institutions, reflecting the balance of total graduates choosing the two majors. Age at graduation ranged from twenty-eight to seventy-five, with a median and mode of forty-one and a mean of forty-three.

Returning to School

One of the perceived advantages of the B.G.S. degree at the time it was first offered was that it was shorter than other programs—100 credits instead of traditional 120 for a B.A. or even more for a B.S. For more than half (n = 27) of the B.G.S. graduates responding, this time-shortened aspect was the primary reason the degree was chosen. However, nearly half cited other reasons: flexibility (10), interdisciplinary (3), personally useful (3), accepted older credits (2), and was a program designed for adult students (2). No one suggested that the B.G.S. was chosen because it would make changing jobs or getting a promotion easier.

Effect of B.G.S. Degree on Jobs

Thirty-five respondents were working at the time they completed their degrees. Twelve of these were happy with their jobs while thirteen were seeking different jobs or promotions; six were planning to go directly to graduate school. Of the ten who were not working, half were seeking employment.

At the time of the survey all respondents but one were working (37) and/or in graduate school (8), or unemployed and looking (2). Two were new hires; six had been promoted; eleven had better jobs with different employers; two had stayed in the same job but with more responsibility, better pay, and better benefits; and one had changed careers. Ten had made no effort to change jobs, and none had tried unsuccessfully to change employers. However, four had been unsuccessful in their efforts to get promoted. Thus, of the forty-five graduates in the survey, thirty-five had attempted a job move, and all but four (who hadn't gotten sought-after promotions) had been successful; this is nearly a 90 percent success rate.

Perceived Effect of Degree on Career

Whatever their fortunes in changing jobs or getting promoted, most significant were the B.G.S. graduates' perceptions that the B.G.S. degree had affected their lives positively, or that the effect was the same as it would have

been had they received a B.A. or B.S. degree instead. No one thought that holding the B.G.S. degree had hampered their careers.

Of the thirty-six who answered this question, fifteen felt that the B.G.S. had neither particularly helped nor hindered the development of their careers. Six were convinced that they had been promoted because of the B.G.S., and seven thought that the degree had helped them get a different job. Eight (all of them Human Studies majors) offered other responses: two said that the degree gave them more confidence, the degree had opened new opportunities for one, and another indicated that it had prepared her for a better career. The others felt more secure and competent in their current jobs.

Graduate Study

Thirteen graduates had applied to graduate school; twelve had been accepted and/or were attending. Nine had applied to only one school and had been accepted. One graduate had been accepted at both schools to which he/she had applied, one had been accepted at one school but turned down at another, and one had been accepted at two out of three schools. The final graduate needed to take the Miller Analogies Test before his/her application could be acted on, but already had completed twelve graduate credits. These results are better than those of the Minnesota study a decade earlier, in which nine B.G.S. graduates had filed a total of twenty-two graduate school applications, of which ten received resulted in acceptances.

> Whatever their fortunes in changing jobs or getting promoted, most significant were the Bachelor of General Studies graduates' perceptions that the Bachelor of General Studies degree had affected their lives positively, or that the effect was the same as it would have been had they received a B.A. or B.S. degree instead.

Satisfaction with Choice of Degree

A strong majority of graduates are happy with their degrees. Seventeen of eighteen Business Institutions majors and twenty-one of twenty-seven Human Studies majors said they were happy they had chosen to pursue a B.G.S degree. Three were somewhat satisfied, three did not answer, and only one expressed dissatisfaction.

Satisfaction was expressed in a variety of ways:

> It got me where I wanted to go—upgrade in pay and job title.

> I am happy now. I was concerned toward the end of my studies about the marketability of a B.G.S. However, since I am employed and attending graduate school, my concerns proved unfounded.

My life experiences seemed to relate well to all of the courses I took through B.G.S., and made them more relevant and meaningful to me.

I was and am currently pleased that I chose a B.G.S. degree. The flexibility in the program as well as the flexibility in the time required to achieve the degree were crucial in my attaining my degree. I worked, raised a family, and attended night school simultaneously, and this was possible with the interdisciplinary program offered in the B.G.S. degree program.

I feel that I have received an excellent undergraduate education. '

Gave me an appreciation of other aspects of life as well as making me more marketable and giving me confidence to succeed.

Thirty-one graduates did not think that their occupational lives would have been different if they had chosen a B.A. or B.S. degree.

Thirty-one graduates did not think that their occupational lives would have been different if they had chosen a B.A. or B.S. degree. Three believed their lives would not have been as good had they chosen another degree program. Four were uncertain, one did not answer, and five thought that things would be better with a different degree. One satisfied graduate said:

The B.G.S. was, for me, the perfect degree to open up areas of learning and interaction with other students and professors that I would not have had otherwise. I enjoyed the varied curriculum, especially the seminars.

However, not all graduates were certain that they were satisfied. Some commented:

The degree has no credibility in the work market or in academic circles. I would be happier, with a larger sense of accomplishment, with a B.A. or B.S.

I've been able to achieve most of my goals, but I'm disappointed in the lack of recognition of the degree name.

On a personal level, I am not dissatisfied. In the job market, I'm not certain at this time.

The B.S. or B.A. holds more weight.

The Human Studies and Business Institutions graduates responded comparably when asked if they freely admitted to having a B.G.S. degree. Thirty-one graduates freely make such an admission. Ten do not, and four size up the situation, sometimes saying simply they have a bachelor's degree.

Conclusions

The Bachelor of General Studies degree works well for those who choose it. They are satisfied with the degree, and it has allowed them to accomplish their goals. They use it to enter graduate programs of their choosing, gain promotions, and attain better jobs with other employers. The B.G.S. is a viable degree, one that can be promoted with confidence that it is a good degree, but it is not well known outside the university.

Specific program aspects were more important than the overall degree for many graduates. The interdisciplinary seminars and the senior project were mentioned. Marketing programs should focus on these strong elements, not found in other curricula at University of Rhode Island. Advertising campaigns and brochures should emphasize the strengths and successes of the program. Programs graduates are great advocates and should be used to market the degree program.

The B.G.S. degree exists because it is needed by some adult students. As the value of the degree is clarified, its visibility outside the university will increase.

Reference

1 Evelyn Unes Hansen, "Study of Graduates from General College Individualized Baccalaureate Degree Programs," *The General College Studies*, XV, 3, 1978-79, (University of Minnesota), 1979, ERIC, ED 179252.

WRD 430: ADVANCED SENIOR PROJECT WORKSHOP

Spring 2015
Instructor: Joshua Abboud
Office Location: 1319 POT Building
Office Hours: MWF 11-12 pm
          and by appointment
Phone: 859.257.8947
Email: j.abboud@uky.edu

Section	Time	Location
002	MWF 10-10:50pm	Room 108 Taylor Education

OVERVIEW AND GOALS

This section of WRD 430 is designed specifically for BLS students. It satisfied the UK GCCR requirement and offers an opportunity to synthesize your experiences at UK via a semester long writing project and portfolio. Here you will have a chance to pull together all that you have learned throughout your time here and focus your attention on one semester long capstone project. The project should have a focus on local communities and your previous course work. You will also have the opportunity to participate in substantive peer review and provide feedback to other students in the class. The three general Senior Project categories are 1) a senior thesis (for students going to graduate school), 2) a digital installation (presented live or online), and 3) a portfolio of work (in print or online format) suitable for employers. Projects that engage in different genres and modes will of course be considered on a case-by-case basis. The most important thing to keep in mind is that the project have an audience, that you make decisions based on that audience, and that it be something important to you and that you are passionate about. That passion will need to sustain you throughout four month's worth of work, so choose wisely!

By the end of the semester you will have become an expert on your own project and will be able to articulate a well informed explanation of what it is you intended to accomplish. Oh yeah, and you'll have a really cool portfolio you can take with you into the next phase of your life.

STUDENT LEARNING OUTCOMES FOR WRD 430

By the end of the semester, students will be able to
- To improve skills in writing, oral/digital presentation and research
- To recognize, explain, and juxtapose academic arguments within the context of your own research
- To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position
- To conduct and respond to criticism through peer-review

HOW TO GRADUATE WITH A BACHELOR OF LIBERAL STUDIES (BLS) DEGREE:

1. Take this class.

2. Submit a BLS Degree Portfolio to me by the end of the semester. This is requirement for graduation. The Degree Portfolio must contain 4 additional artifacts, **in addition to your Senior Project,** from previously completed coursework (If you don't have any previous work, come talk to me ASAP. We will be able to gather materials from this semester). These artifacts can be papers or projects that show you achieved *each* of the 5 Students Learning Outcomes for the BLS degree. Included in the Degree Portfolio, there must also be a 5 page reflective essay that explains each artifact and describes how each artifact documents achievement of the Student Learning Outcomes. **What are the Student Learning Outcomes for the BLS degrees** (notice that they differ somewhat from the Student Learning Outcomes for this course. They are meant to be bigger and bolder)?

1. Demonstrate sound understanding of content and methodology within the natural sciences, social sciences, and humanities.
2. Think critically and analytically, and draw conclusions from complex information.
3. Integrate and synthesize a breadth of knowledge, across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society
4. Work effectively to solve complex problems using solid research methodologies and ethics.
5. Communicate effectively in both written and oral formats

We will talk more about this project throughout the semester.

REQUIRED MATERIALS

- Your time, talents, and all that you have developed (or with which you may develop) as a student and researcher here at UK
- There will also be readings/viewings throughout the semester chosen by you (and possibly the instructor)

COURSE POLICIES

On-Time Attendance and Participation

Attendance is not only mandatory; it is essential to the life of the class. This is not a class to miss. You as students will determine how this class will run. We will move between workshop and peer review, discussions and presentations, success and failure. Failure will be essential to the process, just as I fully expect success to be the only result at the end. Basically, keep me in the loop and let me know what is happening. That is all I ask from you.

Also: you cannot miss more than nine class meetings according to University policy. More than nine absences is an automatic failing grade.

Assignment Policy

Assignments will be given with specific and sometimes personalized due dates. Please respect the deadlines, but I understand that the nature of each project will be different. Mostly you will be responsible for your own deadlines and progress throughout the semester. I am here to make sure it happens and to guide you toward success.

Plagiarism

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self—expression. See section 6.3.1; online at

http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf

In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phrasing intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course.

Class Conduct and Peer Review Workshops

Much of this course will require you to listen. You will need to learn how to listen to your peers effectively. Then, you will also be required to provide feedback not only to help them create a better project, but to create a classroom community of sharing and respect. In other words, there is a lot of listening and responding, as much as presenting your own work. Prepare now to share and listen extensively and respectfully (but honestly).

Writing Center

The Writing Center is located in W. T. Young Library in the Hub (phone: 257-1368). You can walk in or make an appointment online (http://web.as.uky.edu/oxford). The staff can assist you at any stage of the writing process and can help you learn to identify issues with all aspects of your writing as well as work with you on visual design.

Media Depot

The Media Depot is a student digital media space located in the Hub at W.T. Young. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Analytics and Technologies (UKAT) and UK Libraries and is in support of the QEP, Presentation U. This is a relatively new resource from the University that I encourage you all to use. Please see their website at http://www.uky.edu/ukit/mediadepot for more information about their services and to schedule appointments. Also, their YouTube channel http://www.youtube.com/user/UKMediaDepot has video tutorials for many of the programs you may find yourself using over the course of the semester.

Students with Special Needs

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 257-2754 if you have questions about your eligibility for special accommodations.

ASSIGNMENTS AND MAJOR PROJECTS

Note: The first three assignments will be given early in the semester to get you into the actual project quickly. If you are already sure about your project feel free to begin working on it alongside these other assignments. You will still need to complete the assignments; they will give you a much more focused finished product. But you should also get started and work at your own pace to some degree.

Assignment 1: Proposal and Reflection

This is a written essay in which you will propose the general topic of your semester project. You will be required to do some basic surface research in order to acquaint yourself with the general area of your project. This will most likely include Internet searches and personal anecdotes. During an in-class exercise outline how you plan to design the content and structure of your project. The outline should address the following: (1) your thesis topic – choose a preliminary topic; (2) why your topic is important (as well as who the audience will be); and (3) why you should be the one to write this project (what is your personal relationship to the project). This assignment will be subject to peer response in class. Projects topics are generally open, but are ultimately subject to instructor approval.

Assignment 2: Annotated Bibliography

In order to narrow and focus on your proposed research topic you need to research relevant sources and/or expand what you have already found. As a guideline you will need between 20-25 sources. You can add and subtract later, but it has to reflect the major scholarly/popular works that speak to your project, including books, articles, videos, photographs, etc. (a "source" can be virtually anything relevant to your topic). Use asterisks (i.e***) to mark the 5 sources that are most valuable and salient to your research question. Annotations for each source should be 2-3 paragraphs and include a discussion about why that particular source is essential to your project. You will use this bibliography to reference throughout your project. Since the purpose of this BLS section is to help you synthesize your experience at UK, your bibliography can include readings from your other coursework at UK.

As part of your ongoing project you will find articles or other sources that are relevant to your project. Some of these you will be required to submit as class readings that we will all engage and discuss as part of the class. Keep track of some of your favorites so we can all discuss them together. These of course will be subject to instructor approval.

Assignment 3: Expanded & Revised Research Statement/Treatment

This assignment should introduce the reader to the main aspects of your thesis and develop your research questions. It should set the stage for the next phase of your thesis in the following manner: Choose a provisional thesis title, state what the project is about, what you hope to demonstrate, the significance of the project, how did this idea come about (optional), what kind of sources / theoretical framework will you be using to analyze your questions (also provide a preliminary evaluation of the sources you will be using), introduce a preliminary plan of your study including an initial division into sections, chapters, etc. You should feel free to develop this assignment in any way that is most relevant to your particular project, so for a video a storyboard would be a good choice. Length: 1000-1200 words.

Assignment 4: First Draft/Cut/Mock-up

This is as finished a draft as possible. In other words, this will not be some illustrations on lined paper, or some rough ideas on a slideshow. You will present your work up until that time in a formal manner and the class will offer feedback to help you polish for the final presentation. Think of this as an art critique: you will show us your work and we will sit back and respond: *quid pro quo*.

Assignment 5: Final Presentation

Just submit, sit back, and relax. The hard part is over. Now you will present your project in all of its polished glory and give us an idea of what went right and what went wrong;: successes and failures alike. We will spend most of the time celebrating all of the work this semester and tell war stories. Congratulations! Now be proud of your hard work. As part of your presentation, you will display your semester's work as a portfolio.

Grading Policy
Only students who have completed all components of the two major assignments are eligible for a passing grade in this course.

90 – 100%:	A	Proposal and Reflection	10%
80 – 89%:	B	Annotated Bibliography	20%
70 – 79%:	C	Expanded Research	20%
60 – 69%:	D	First Draft	20%
59% and below:	E	Final Presentation	20%
		Participation	10%

General Course Grading Standards

A   Work is complete, original, insightful, of a level and quality that significantly exceeds expectations for the student's current level of study. Products demonstrate in-depth understanding of course issues, a high level of analytical skills, are clearly and creatively presented with negligible errors in grammar, citation and source referencing, in proper and consistent style and drawn from an extensive and wide range of quality sources. Technology was explored and where appropriate, effectively utilized in research, analysis and presentations.

B   Work is complete, of a level that meets expectations and is of a quality that is acceptable and appropriate given the student's current level of study. Products demonstrate a solid understanding of course issues, good analysis and are clearly and neatly presented with limited errors in grammar and citation and source referencing in generally consistent style (APA or other) drawn from a good range of sources. Technology was explored and where appropriate, utilized in research, analysis and/or presentations.

C   Work is partially incomplete, late (with instructor permission/approval) and/or of a level that only partially meets expectations and/or that does not meet acceptable standards given the student's level of study. Products demonstrate inconsistent or superficial understanding of course issues with little analysis demonstrated and/or contains significant grammatical errors and incorrect/inconsistent use of citation and referencing drawn from limited and/or mixed quality sources. Technology was minimally or inappropriately used in research, analysis and/or presentations.

D   Work is incomplete, late and/or of a level that only partially meets expectations and/or is largely unacceptable given the student's current level of study and standing. Products demonstrate limited understanding of course issues and exhibit little analysis and/or contains significant grammatical errors and insufficient/incorrect/inconsistent use of citation and referencing drawn from few (if any) low-quality sources. Technology was not used or inappropriately used in research, analysis and/or presentations.

F   Major assignments are missing, incomplete or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of central course concepts.

COURSE SCHEDULE

Note: This is the basic outline of when assignments are due. This schedule will change as necessary for the needs of our class.

Week 1: Introductions; Assign Proposal/Reflection

Week 2: Proposal/Reflections Due; Assign Annotated Bibliography

Week 3: Student Discussions

Week 4: Annotated Bibliography Due; Assign Expanded Research Essay

Week 5: Student Discussions

Week 6: Expanded Research Essay Due; Assign First Drafts

Week 7: Student Discussions

Week 8: Student Discussions

Week 9: Student Discussions

Week 10: Spring Break

Week 11: Drafts Due

Week 12: Workshops

Week 13: Workshops

Week 14: Workshops

Week 15: Workshops

Week 16: Final Presentations

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April 21, 2015

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the Bachelor of Liberal Studies proposal 8:0:1 on Tuesday, April 21, 2015.

Sincerely,

Stephen Testa
Chair, Education Policy Committee

September 4, 2015

Dear Undergraduate Council:

I am pleased to express the College's strongest support of the proposed Bachelor of Liberal Studies. The Bachelor of Liberal Studies would open up a number of opportunities for traditional and non-traditional students. The program will provide students with broad-based knowledge in the liberal arts, reflecting the breadth of the College of Arts and Sciences, that results in their become more articulate, analytical, culturally informed, and well rounded. The enclosed proposal has been carefully vetted by the college's Education Policy Committee in close consultation with the Dean's office.

The proposed Bachelor of Liberal Studies will utilize the strengths of the outstanding faculty in the College of Arts and Sciences.

The Bachelor of Liberal Studies degree is increasingly valued by employers and allows many students to graduate who have accumulated a substantial number of credit hours across the College.

The College of Arts and Sciences fully supports the proposed Bachelor of Liberal Studies.

Sincerely,

Mark Lawrence Kornbluh
Dean

see blue.

From:	Margaret Schroeder <mmohr2@g.uky.edu>
Sent:	Friday, April 22, 2016 2:49 PM
To:	Brothers, Sheila C
Subject:	Fwd: Proposed New BS: Digital Media and Design
Attachments:	B.S. Digital Media and Design Degree Form.pdf

Proposed New BS: Digital Media and Design

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BS degree: Digital Media and Design, in the School of Art and Visual Studies within the College of Fine Arts.

The revised proposal is 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

This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.

The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE's pre-proposal process. The CPE's full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK's Board of Trustees.

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. 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 placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE	
1. Basic Information: Program Background and Overview	
1a	Date of contact with Institutional Effectiveness (IE)[1]: *2-10-2015*
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.
1b	Home College: *Fine Arts*
1c	Home Educational Unit (school, department, college[2]): *School of Art and Visual Studies*
1d*	Degree Type (BA, BS, etc.): *B.S.*
1e*	Program Name (Music, Human Health Sciences, etc.): *Digital Media and Design*
1f*	CIP Code (provided by Institutional Effectiveness): *50.0102-Digital Arts*
1g	Is there an accrediting agency related to this program? Yes ☒ No ☐
	If "Yes," name: *National Schools of Art and Design*
1h*	Requested effective date: ☒ Fall semester following approval. OR ☐ Specific Date[3]:Fall 20

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[1] You can reach Institutional Effectiveness by phone or email (257-2873, institutionaleffectiveness@uky.edu).

[2] Only interdisciplinary undergraduate degrees may be homed at the college level.

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

1i*	Anticipated date for granting first degree(s): *December 2017*		
1j*	Contact person name: *Robert Jensen*	Email: *Robert.Jensen@uky.edu*	Phone: *7-2336*

2. Program Overview			
2a*	Provide a brief description of the proposed program. *(300 word limit)*		
	The Digital Media and Design (DMD) bachelor of science degree in the School of Art and Visual Studies is intended to educate its students in studio-based digital media practices at the pre-professional level. This degree is available to students who plan to undertake careers that require creative use of digital imagery with artistic and/or commercial applications, involving digital design and illustration, photography, video, sound and digital-based fabrication. With the exception of outside coursework all courses are in the form of studio-based instruction.		
2b	What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (*300 word limit*)		
	Faculty development of the B.S. degree in Digital Media and Design has been student driven. Many students in our digital classes have complained that they cannot get the degree they want at UK. The College of Communication's Media Arts degree program emphasizes mass media. The College of Design offers pre-professional training in architecture and interior design. The College of Engineering's programs are too technical for the type of student we would mostly attract. And the Art Studio B.A. and B.F.A. degree programs focus on fostering fine as opposed to applied artists/creatives. The B.S. degree is for students seeking training in software applications, lens-based technologies, and digital design within a studio environment that emphasizes creativity. We have crafted a degree for a creative class of students who want the digital skills to be successful in today's job market.		
2c*	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*		
	The proposed B.S. degree in Digital Media and Design is a response to rapidly advancing digital technologies and to changing expectations by students and their families regarding the value and purpose of college degrees. It is intended to: 1. meet student demand while growing our majors; 2. attract and develop a higher quality cadre of students in our programs; 3. attract students regionally as well as within the Commonwealth; 4. fully utilize the skills our faculty has to offer; 5. develop a program designed for inter-college collaboration; 6. further undergraduate and graduate research within designed collaborative environments; 7. offer students the best possible training in the latest digital technologies and related applications; 8. foster the creativity of students in design-related fields.		
2d*	List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (*300 word limit) (More detailed information will be addressed in a subsequent question.)*		
	A. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work. *B. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.* *C. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.*		

	D. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.) *E. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.* *F. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.* *G. Ability to work in teams and to organize collaborations among people from different disciplines.* *H. Ability to use the above competencies in the creation and development of professional quality digital media productions.* *The ability to communicate effectively in visual, oral, and written form (GCCR) will be addressed throughout the curriculum but also in the specific course Art 301.*
2e	Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. *(150 word limit)*
	Many students in our digital classes have complained that they cannot get the degree they want at UK. UK lags behind many colleges and universities in the Southeast by the absence of degree programs in graphic design or digital media or a combination of the two. The DMD B.S. degree will bring U.K up to the degree offering standards available to most students enrolled in similar studio art programs in other Southern Regional Education Board (SREB) states. But its integrative approach to digital media most closely resembles only those degree programs offered by comparableflagship, research I universities, such as the University of Florida, the University of George, and the University of Texas. And even these institutions do not possess a degree program that weaves so closely together graphic design, video, web design, photography, 3-d fabrication and print media.
2f	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	We have crafted a degree for a creative class of students who want the digital skills to be successful in today's job market. The College of Communication's Media Arts degree program emphasizes mass media. The College of Design offers pre-professional training in architecture and interior design. The College of Engineering's programs are too technical for the type of student we would mostly attract. And the Art Studio B.A. and B.F.A. degree programs focus on fostering fine as opposed to applied artists/creatives.
2g	Describe the target audience. *(150 word limit)*
	The B.S. degree is for students seeking training in software applications, lens-based technologies, and digital design within a studio environment that emphasizes creativity. The business world and industry need graduates able to apply such digital software/hardware to create innovative solutions to common problems. These individuals are valued for their creativity, for their knowledge of contemporary and past visual culture, and for the digital skills they are able to bring to any task.
2h*	Does the program allow for any tracks (a.k.a. options)? Yes ☐ No ☒
	If "Yes," name the track(s). *(Specific course requirements will be described in a subsequent section.)*
	Track #1:
	Track #2:
	Track #3:
	Track #4:
	Track #5:
	Track #6:

2i	Does the program <u>require</u> a minor?		Yes[4] ☐	No ☒
	If "Yes," what is the name of the minor?	*n/a*		

2j*	Are necessary resources available for the proposed new program?	Yes ☒	No ☐
	(A more detailed answer is requested in Section A, part 4.)		

2k	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	The DMD will be administered by the School of Art & Visual Studies administrative leadership and staff, alongside SA/VS other four undergraduate degree programs. The new degree shares School resources regarding everything from admissions to advising to retention initiatives and so on. However, student success will be monitored by a faculty digital media and design assessment committee, consisting of the faculty of record in the School of Art and Visual Studies .

2l	Are multiple units/programs collaborating to offer this program?	Yes ☐	No ☒
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* *(Letters of support will be addressed in subsequent sections.)*		
	n/a		

2m	Has this or a similar program been previously offered at UK but was closed by the CPE?	Yes ☐	No ☒
	If "Yes," describe. (*300 word limit*)		
	n/a		

2n	Are there any current UK programs which the proposed program could be perceived as replicating?	Yes ☒	No ☐
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. *(250 word limit)*		
	The only degree program similar to the DMD outside of our own degree programs in studio art is the College of Communications Media Arts B.A. degree. However, we believe that the Media Arts degree is primarily concerned with mass media and communications and is primarily taught in lecture course format. The DMD is a studio-based program with an emphasis on individual creative design applications. In fact we often get Media Arts majors enrolling in our digital media courses to master the technical knowledge that Media Arts is not set up to provide. Moreover, we are hoping to see double majors between the two programs as well as students minoring in the respective degree programs, since they complement each other so well *For a more comprehensive response, please review document: Attachment # 1: Addendum to the Senate (B.S. degree)..*		
	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 chair/director of the unit(s) that may perceive this program as a replicate. ☒ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		

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[4] If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

2o	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's *faculty of record* by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.
	☒ Scenario 1 OR ☐ Scenario 2 OR ☐ Scenario 3 OR ☐ Scenario 4
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. *(150 word limit)*
	n/a
2p	Will the program have an advisory board[5]? Yes ☐ No ☒
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*
	n/a
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.

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

3. Delivery Mode	**UK DLP and eLearning Office** [6]
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[7]? Yes ☐ No ☒
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.
(check one)	1% - 24% ☐ 25% - 49% ☐ 50% - 74% ☐ 75 - 99% ☐ 100% ☐
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*

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

[6] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

[7] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.	
	☐	Distance learning.
	☐	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.
	☐	Technology-enhanced instruction.
	☐	Evening/weekend/early morning classes.
	☐	Accelerated courses.
	☐	Instruction at nontraditional locations, such as employer worksite.
	☐	Courses with multiple entry, exit, and reentry points.
	☐	Modularized courses.
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.	
	The DMD will be looking to make employer internships an integral part of the student's program.	

4. UK Resources

4a*	Will the program's home educational unit require new or additional faculty?	Yes ☐ No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*	
	n/a	
	If "Yes," when will the faculty be appointed? *(150 word limit)*	
	n/a	
4b*	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☐ No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*	
	n/a	
4c	Will the program include courses from another educational unit(s)?	Yes ☐ No ☒
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*	
	n/a	
	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 chair/director[8] of the other unit(s) from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[9] 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(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

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[8] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

[9] Show evidence of detailed collaborative consultation with such units early in the process.

4d		*(similar to question 19)* Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.	
NAME List name & identify faculty member as FT (full-time) or PT (part-time).	**FACULTY CIP CODE[10]** List the applicable CIP Code for the faculty member.	**MAJOR CORE COURSES IN THE PROGRAM** List the major core courses in the program that the faculty member will teach.	**OTHER QUALIFICATIONS** *If applicable,* list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. *If not applicable*, mark with "n/a."
FT Ruth Adams	*50.0605*	*A-S 300; A-S 580; A-S 581*	*M.F.A. University of Miami, 1999; Concentration in Photography and Digital Art; B.F.A. Rochester Institute of Technology, 1994; Photojournalis; *B.S. Syracuse University 1988; Computer Science*
FT Rob Dickes	*50.0406; 50.0605*	*A-S 300; A-S 305; A-S 346; ART 485*	*MFA, University of Kentucky, 2009; BFA, Rochester Institute of Technology, 1996; Commercial Photographer, Entrepreneur 1996-2002; Graphic Design, photography and digital media teache*
FT Garrett Hansen	*50.0605; 50.0102*	*A-S 285; A-S 300; A-S 580; A-S 581*	*MFA., Photography, Indiana University, 2011*
FT Doreen Maloney	*50.0102;50.0699*	*A-S 346; A-S 398; A-S 490; A-S 546*	*MFA/MA Installation, Video Art and Performance , University of Wisconsin, Madison 1999; MA Ottoman History, University of Wisconsin, Madison, 1996*
FT Jonathan McFadden	*50.0710; 50.0102*	*A-S 320; A-S 321; A-S 390; A-S 520; A-S 521*	*MFA, Printmaking, Edinburgh College of Art, 2009 BFA, Printmaking, Texas State University, 2006*
FT Matt Page	*50.0409; 50.0102*	*A-S 340; A-S 341; A-S 347; A-S 540; A-S 541*	*M.F.A Vermont College of Fine Arts, Montpelier, Vermont, 2006*
FT Lee Ann Paynter	*50.0605; 50.0102; 500699*	*A-S 200; A-S 285; A-S 300; A-S 346*	*MFA Photography & Media, California Institute of the Arts, 2011*
FT James R. Southard	*50.0605; 50.0102*	*A-S 285; A-S 300*	*MFA Carnegie Mellon University, 2011*
FT Dmitry Strakovsky	*10.0304; 50.0102*	*A-S 200; A-S 345; A-S 346; A-S 347; A-S 348; A-S 390; ART 485; A-S 546*	*MFA The School of the Art Institute of Chicago; CTO MakeTime, Inc. 2014-2015; Freelance Software developer*

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[10] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

			2001-present
FT Sarah Wylie VanMeter	*50.0102; 10.0304*	*A-S 200; A-S 346*	*MFA Filmmaking, San Francisco Art Institute, 2009* *BFA Photography and New Media, University of Kentucky, 2003*
FT James Wade	*50.0102;*	*A-S 390; A-S 546*	*MFA – Sculpture, The University of Georgia, 1996*
FT Nicole White	*50.605*	*A-S 200; A-S 285; A-S 300*	*MFA, Studio, School of the Art Institute of Chicago, 2012* *MA, Art History, University of Connecticut, 2010*
FT David Wischer	*50.0409; 50.0710*	*A-S 200; A-S 320; A-S 322; A-S 340; A-S 341; A-S 346; A-S 347*	*MFA, Fine Art, Purdue University, West Lafayette IN, 2012; BFA, Graphic Design, Northern Kentucky University, Highland Heights KY, 2000*

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. 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)*
	We have set the floor at 100 DMD majors and the ceiling at 200 majors within the first four years. Second, we have set the minimum graduate rate after the declaration of the major at 85% and a four-year graduation rate at 80% minimum. Third, we will track student job placement following graduation. We are targeting a 80% success rate minimum within digital design fields closely related to the student's degree. Fourth, we will ask graduating students to evaluate the program, assessing its strengths and weaknesses from their individual perspectives. We will index graduation rates against the UK standard and at UK benchmark institutions with similar degrees. Program improvements will be an on-going activity; we will adjust course offerings and curriculum to best prepare students to achieve their career goals.
5b	*(related to 2c and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's course map[11] to the end of this form. *(Click HERE for a sample curricular map.)*
5c	Append an assessment plan[12] for the SLOs to the end of this form. *(Click HERE for a sample assessment plan.)*

6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	The DMD degree takes advantage of the recent significant growth of faculty in digital-related fields and the new School of Art and Visual Studies building, with its new six digital labs, its new photo and print media labs, and its new three-d fabrication studio.

7. Specific Course Requirements. [S, R]

UK Core Requirements

		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity		*3*
	Humanities		*3*
	Social Sciences		*3*
	Natural/Physical/Mathematical		*3*
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3

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[11] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[12] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations		*3*
	Statistical Inferential Reasoning		*3*
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA		*3*
	Global Dynamics		*3*
7e		**Total UK Core Hours:**	*30*

7f	**Graduation Composition and Communication Requirement (GCCR)**			
7f.i	Will the GCCR involve a course(s) from outside the home unit?		Yes ☐	No ☒
	If the course(s) used are from outside the home unit, one piece of supporting documentation is required. ☐ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[13] from which individual courses will be used.			
7f.ii	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).			
	☒ Single course within the program's home unit.		*Art 301*	
	☐ Multiple courses within the program's home unit.			
	☐ Single course from outside the program's home unit.			
	☐ Multiple courses from outside the program's home unit.			
	☐ Combination of course(s) from inside and outside the program's home unit.			

7f.iii	Course	Prefix & Number	Course Status[14]
	Course #1		Select one....
	Course #2 (☐ Not applicable.)		Select one....
	Course #3 (☐ Not applicable.)		Select one....
	Course #4 (☐ Not applicable.)		Select one....

7f.iv	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.
	This course is designed to assist DMD majors in developing practical writing and presentation skills needed to maintain a successful, professional practice in the visual arts. The course will include written, oral, and visual communication assignments.

7g	**College-level Requirements**	
	How will college-level requirements be satisfied?	
	☒ Standard University college requirement	List course(s): *6 hours in CFA outside academic unit.*
		OR
	☐ Specific course(s)	List course(s):

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[13] A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

[14] 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").

<table>
<tr><td colspan="5"></td></tr>
<tr><td colspan="5">Use the grids below to list core courses, electives, courses for a track, etc.
Use the course title from the Bulletin or from the most recent new/change course form.</td></tr>
<tr><td>7h*</td><td colspan="4">**Program Major Core Courses.** (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either "program core" or "pre-major/pre-professional".)</td></tr>
<tr><td>Prefix & Number</td><td>Course Title</td><td>Type of Course</td><td>Credit Hrs</td><td>Course Status[15]</td></tr>
<tr><td>A-S 001</td><td>Foundation Exhibition</td><td>☒ Pgm Core
☒ Pre-major/prof</td><td>0</td><td>No Change</td></tr>
<tr><td>A-S 101</td><td>Creative Practices in Art Studio</td><td>☒ Pgm Core
☒ Pre-major/prof</td><td>1</td><td>No Change</td></tr>
<tr><td>A-S 102</td><td>Two-Dimensional Surface</td><td>☒ Pgm Core
☒ Pre-major/prof</td><td>3</td><td>No Change</td></tr>
<tr><td>A-S 130</td><td>Drawing</td><td>☒ Pgm Core
☒ Pre-major/prof</td><td>3</td><td>No Change</td></tr>
<tr><td>A-S 200</td><td>Introduction to Digital Art, Space, and time</td><td>☒ Pgm Core
☒ Pre-major/prof</td><td>3</td><td>No Change</td></tr>
<tr><td>A-S 285</td><td>Lens Arts</td><td>☒ Pgm Core
☒ Pre-major/prof</td><td>3</td><td>New</td></tr>
<tr><td>Art 301</td><td>Professional Practices</td><td>☐ Pgm Core
☒ Pre-major/prof</td><td>3</td><td>No Change</td></tr>
<tr><td>A-S 547</td><td>Digital Media Projects Capstone</td><td>☐ Pgm Core
☒ Pre-major/prof</td><td>3</td><td>No Change</td></tr>
<tr><td>A-S 585</td><td>Industry Pathways and Practice</td><td>☒ Pgm Core
☐ Pre-major/prof</td><td>3</td><td>No Change</td></tr>
<tr><td>A-S</td><td>6 hrs Additional visual studies course from approved list (A-H 101 Recommended)</td><td>☐ Pgm Core
☐ Pre-major/prof</td><td>6</td><td>No Change</td></tr>
<tr><td></td><td></td><td>☐ Pgm Core
☐ Pre-major/prof</td><td></td><td>Select one....</td></tr>
<tr><td></td><td></td><td>☐ Pgm Core
☐ Pre-major/prof</td><td></td><td>Select one....</td></tr>
<tr><td></td><td></td><td>☐ Pgm Core
☐ Pre-major/prof</td><td></td><td>Select one....</td></tr>
<tr><td></td><td></td><td>☐ Pgm Core
☐ Pre-major/prof</td><td></td><td>Select one....</td></tr>
<tr><td></td><td></td><td>☐ Pgm Core
☐ Pre-major/prof</td><td></td><td>Select one....</td></tr>
</table>

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[15] 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").

		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….
		☐ Pgm Core ☐ Pre-major/prof		Select one….

	Total Core Courses Credit Hours:	*28*	
7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☒	No ☐
	First Year Foundation Requirements *Progression Requirement* *Students must earn at least a letter grade of C in each of the Foundation courses to progress to major status.* *Residency Requirement* *Students are required to complete a minimum of two semesters at the University of Kentucky following admission into the B.S. program.*		
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes ☒	No ☐
	1. Studio requirements *A minimum of nine art studio courses at the 300 level or above, of which at least six are digital-based*		

	(printmedia, digital photography, graphic design, video, web-based art, 3-d fabrication, among others), ...*27*
	2. *Career Pathway Core:*
	    A-S 547 Digital Media Projects Capstone....................*3*
	    A-S 585 Industry Pathways and Practice.....................*3*
	    Art 301 Professional Practices (GCCR)......................*3*
	3. *Art History/Visual Culture*
	    At least 6 hours of art history, visual studies, film history or
	    theory at or above the 300 level from approved list.........*6*

	Program Guided Electives[16] (Guided electives for <u>all</u> students in the program.)		
7k*	Does the program include any guided electives? (If "Yes," indicate and proceed to question 7l. If "No," indicate and proceed to 7n.)	Yes ☒	No ☐

7l*	Using the grid provided, list the guided electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[17]
	27 hours of art history & visual studies at 300-level or above (6 hrs minimum in digital fields)	*27*	No Change
A-S 305	*Studio Lighting*	*3*	No Change
A-S 300	*Digital Photography*	*3*	No Change
A-S 320	*Print Media: Screenprint*	*3*	No Change
A-S 321	*Print Media: Intaglio/Lithography*	*3*	No Change
A-S 340	*Introduction to Graphic Design*	*3*	No Change
A-S 341	*Graphic Design: Layout*	*3*	No Change
A-S 345	*Web Design*	*3*	No Change
A-S 346	*Digital Video*	*3*	No Change
A-S 347	*Multimedia (subtitle required)*	*3*	No Change
A-S 348	*Circuits & Bits: Introduction to Hardware and Software Topics in Art*	*3*	No Change
A-S 385	*Digital Methods in Photography*	*3*	No Change
A-S 480	*Professional Practices in Photography*	*3*	No Change
A-S 520	*Print Media: Topics (subtitle required)*	*3*	No Change
A-S 521	*Print Media: Contemporary Practices*	*3*	No Change
A-S 540	*Graphic Design: Publication Design*	*3*	No Change
A-S 541	*Graphic Design: Advanced Design*	*3*	No Change
A-S 546	*Intermedia Studio (subtitle required)*	*3*	No Change
A-S 580	*Photography Projects I*	*3*	No Change
A-S 581	*Photography Projects II*	*3*	No Change

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[16] Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[17] 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").

	The DMD will use updated lists of courses outside major required to fulfill outside concentration)	*6*	Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
	Total Credit Hours as Guided Electives:	*33*	

7m	Is there any additional narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☒ No ☐
	A minimum of nine studio art courses at 300-level or above are required, of which at least six are digital based (print media, digital photography, graphic design, video, web design, etc.).	

	Program Free Electives[18]. (Free electives for all students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)	
7n*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7o. If "No," indicate and proceed to 7q.)	Yes ☒ No ☐

7o*	What is the total number of credit hours in free electives?	*60*

7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)
	In addition to the 30 hours of UK Core courses, students are required to take 18 hours in related coursework in an outside area of concentration, of which 12 hours must be from a single discipline or focus area (film studies, WRD, Media Arts, etc.) and at the 300-level or above, as well as six hours of College of Fine Arts courses taken outside the School of Art and Visual Studies, and six hours of free electives.

	Courses for a program's track(s). *(Click HERE for a template for additional tracks[19].)*	
7q*	Does the program include any tracks? (If "Yes," proceed to question 7r. If "No," indicate & proceed to 7s.)	Yes ☐ No ☒

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[18] Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as "student must take three courses at the 400-level or above."

[19] Append a PDF with each track's courses to the end of this form.

7r*	Track name: *n/a*			
Prefix & Number	**Course Title** (Check the appropriate box to describe the course as either "a core course for the track" or "an elective course for the track.")		**Credit Hrs**	**Course Status[20]**
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
		☐ Track Core ☐ Track Elective	——	Select one....
	Total Credit Hours Track:			

7s	Is there any narrative about courses for a track that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes ☐	No ☒
	n/a		

7t	**Total credit hours required by level.**				
	100-level: *37*	200-level: *12*	300-level: *45*	400-level: *9*	500-level: *18*

7u*	**What are the total credit hours required for the degree? (e.g. 120, 126)**	*121*
	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*	

8. Degree Plan

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track's semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	*WRD 110; A-S 101; A-S*	**YEAR 1 - SPRING:**	*16 WRD 111; A-S 130; A-S*

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[20] 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").

		102; A-S 200; A-H 101; Com 101 16 hours total		285; MA 111; A-H 106; A-S 001 15 hours total
YEAR 2 - FALL :	STA 210; AST 191; A-S 340; A-S 300; ANT 160 15 hours total	**YEAR 2 - SPRING:**	A-H 360; A-S 341; A-S 345; ENG 280; TA 110 15 hours total
YEAR 3 - FALL:	TA 150; ART 301; A-S 305; A-S 346; ENG 380 15 hours total	**YEAR 3 - SPRING:**	ENG 387; A-S 385; A-S 547; A-S 585; elective 15 hours total
YEAR 4 - FALL:	A-S 540; A-S 546; A-S 320; MAS 312; elective 15 hours total	**YEAR 4 - SPRING:**	A-S 541; A-S 547; ENG 480G; MAS 412; MAS 435 15 hours total

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	This sample program concentrates on graphic design, video and film. Students could take a broader range of digital studio courses than these or more narrowly organize their coursework so that, for example, video/documentary/film are the primary studio/lecture courses in the degree. The courses increase in technical sophistication from foundations to 300-level to 500-level coursework.

9. 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).

In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.

	Reviewing Group Name	**Date Approved**	**Contact Person Name/Phone/Email**
9a	(Within College)		
	SA/VS Faculty	*2/6/15*	*Robert Jensen / 7-2336 / Robert.Jensen@uky.edu*
	CFA Curriculum Committee	*11/13/15*	*Tony Hardin / 7-9250 / tony.hardin@uky.edu*
			/ /
			/ /
9b	(Collaborating and/or Affected Units)		
	Media Arts Program Coordinator	*3/31/16*	*Thomas Lindlof / 7-4242 / lindlof@uky.edu*
	Chair, WRD	*4/8/16*	*Jeffrey Rice / / j.rice@uky.edu*
	Chair, English	*4/8/16*	*Jeffory Clymer / 7-2901 / jeff.clymer@uky.edu*
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			/ /
9c	(Senate Academic Council)	**Date Approved**	**Contact Person Name**
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	*4/5/16*	*Joanie Ett*

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	The DMD B.S. degree will bring U.K up to the degree offering standards available to most students enrolled in similar studio art programs in other Southern Regional Education Board (SREB) states. But its integrative approach to digital media most closely resembles only those degree programs offered by comparable flagship, research I universities, such as the University of Florida, the University of George, and the University of Texas. And even these institutions do not possess a degree program that weaves so closely together graphic design, video, web design, photography, 3-D fabrication and print media. And we took the unique step of shaping the degree as a bachelor of science degree, emphasizing not only the applied nature of the program but also the number of studios required by students, more than a B.A. in studio art and only slightly less than a B.F.A. *We currently have 13 faculty whose creative research occurs in and through digital-based platforms. Our faculty includes many artists with national and international reputations and exhibition records. We anticipate the School of Art and Visual Studies Building will further connect the pedagogical and research interests of the digital faculty, since for the first time in SA/VS' history they will be working and teaching in close proximity to each other. We expect our new studios to foster unprecedented levels of collaboration among faculty and between faculty and students* *.*
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	The School of Art and Visual Studies is accredited by the National Association of Schools of Art and Design (NASAD). In proposing the B.S. degree in Digital Media and Design we are following the national standards set by NASAD: *1. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.* *2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.* *3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.* *4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)* *5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.* *6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.* *7. Ability to work in teams and to organize collaborations among people from different disciplines.* *8. Ability to use the above competencies in the creation and development of professional quality digital media productions.*
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	As the state's flagship and land grant university we have an obligation, as far as possible, to admit any student who is academically qualified to attend U.K. into our major. Initially, we should be able to admit any

	student into the degree program who wishes to major in digital media and design. Once we reach near capacity, around 200 majors, we will have to begin restricting admissions through a combination of grade point average and portfolio review (we have not developed the precise metrics yet). We initially will be able to provide scholarships to students who maintain a 3.0 g.p.a. or better, but we expect with rising numbers of majors we will have to raise the g.p.a.s for scholarship support. We hope that by financially helping to support the better students in the program we will be acting to raise retention and completion rates in SA/VS overall. We will be measuring the quality and value of the new degree by 1) the number of majors enrolled (we expect 100 majors by the end of the second year) and by the graduation percentage rate (we set the low-end at 80%). We will be constantly monitoring retention rates from 1st to 2nd fall and from 2nd to 3rd fall, to make sure that students are progressing through the degree (we set minimum retention rate at 85% for 1st to 2nd fall and 80% for 2nd to 3rd fall—we hope to do significantly better). While we believe that the new B.S. degree in Digital Media and Design will be very popular with current and prospective students, we will not allow the program to grow beyond the ability of our current faculty and facilities to manage. If we cannot find additional recurring dollars to support expansion of the degree once we have reached capacity, we will begin to limit enrollment through higher admission requirements, etc. While it is our goal to let any prospective student major in the new degree, we will take a realistic approach to expansion and be careful not to outgrow our resources.
10d	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	Currently, there are no exact equivalents to the B.S. degree in digital media and design in the Commonwealth. However, in Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in Graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design. Our degree is more expansive than any of these in that it includes digital fabrication, video, animation, sound, and photography within the major. Nonetheless any student who begins a degree in studio at any community college or four-year institution should be able to transfer into the U.K. SA/VS B.S. degree program with only a minimum of extra coursework at the studio foundation level. Thus no degree agreements have been deemed necessary.
10e	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	Currently, the University has nearly 113 students who have declared for the minor in Digital Media and Design and another 24 minoring in photography. It is expected that a large majority of these students will declare a Digital Media and Design major once they are able to do so. Extensive outreach will be employed to inform other students of the Digital Media and Design major using mailings, social media, and our extensive network of high school art teachers throughout the state. We will be sending out posters to Kentucky high school art faculty and to art faculty in the Commonwealth. We will also announce the new degree to the studio art program faculty in the state's colleges and universities.
11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals	
11a*	*(similar to question 2b)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	The DMD's primary goal is to improve the quality and variety of educational experiences for our undergraduates. Our objective is to: 1.) To prepare students for successful careers in digital media and design; 2.) To foster creativity and collaborative undergraduate research; 3.) To develop graduates who are able to apply theoretical understanding to real-world issues in connecting people, organizations, and communities through digital technologies; 4.) To prepare students for leadership roles in a global technological society.
11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? *(150 word limit)*

	We are committed to our mission, which primarily "is to link the study of art and visual culture to the broad aims of the University's undergraduate, liberal arts tradition by providing world-class instruction in the history, theory, and practice of art." To this basic mission we add opportunities for advanced study through undergraduate professional programs such as the DMD B.S. degree. By pulling together the physical and human resources now available to SA/VS and by integrating practices across multiple disciplines, students will be encouraged to apply their hard-won skills in a variety of digital-based technologies to career pathways consistent with the new economies of the digital age.
11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	The new B.S. degree in Digital Media and Design conforms to at least three major areas of Kentucky's strategic agenda for postsecondary education as well as the forthcoming strategic plan for the University of Kentucky. 1). We believe the program will positively impact student success by creating more motivated students who see clear career paths available upon degree completion. Similarly we believe the program will lead to higher graduation rates, for the same reason. 2). And because of the very nature of the B.S. degree's academic requirements, it will also inherently foster creative, and innovative, uses of technology. This lies at the core of the new degree's mission. In addition, within the School itself the new degree takes advantage of faculty hires that have already been made and thereby makes more effective and directed use of their talents. 3). Finally, Kentucky needs the kind of highly educated workforce within the field of the digital arts that this degree program will produce. Our graduates, first as interns and then in their post-graduate jobs will work closely with industrial designers, with engineers, and with business leaders. Their collaborative and creative talents will have a strongly positive impact on the quality of life and the economic vitality of the Kentucky communities in which they live.
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	The new B.S. degree is an extension of, rather than a substitution for, current curricula and practices in SA/VS. As such, the program will offer undergraduates a greater variety of degree options without requiring significant reshuffling of academic assignments or course offerings. The School will simply be able to give greater coherence to the courses useful to students seeking digital-based skills.
12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	1/15
12c	Describe the library resources available[21] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	Library resources for the new degree are the same that supports our other degree programs in SA/VS. The Art collections in the Lucille Caudill Little Fine Arts Library comprise over 60,000 volumes of monographs. There are approximately 140 serials subscriptions and another eight subscriptions for online databases that specifically serve art studio and art history, such as ArtStor, Art Index, Artbibliographies Modern and Bibliography of the History of Art.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical

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[21] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	SA/VS has moved into a new facility (Fall 2015). Whereas before the building opened SA/VS operated three computer labs in various locations on the UK campus, in the new building we have five such labs and will be developing a computer inventory to outfit a sixth (for which we already have space). In addition, we have a photography suite which includes the capacity to make large scale digital prints; we have a "FabLab", a three-dimensional fabrication studio with computer-based laser cutters, 3-d printers, C-and-C router, vacuum former, and various light machinery; and we have a print shop set up to design and fabricate digital prints. All digital faculty have appropriate office or studio space. Finally, we operate a media center where students can check out film and digital cameras, lighting equipment, drawing pads, and similar digital technology.

13. Demand and Unnecessary Duplication

13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	We surveyed the 73 public colleges and universities that are accredited both by SACS and by our national accreditation body, NASAD. We determined that of these schools SA/VS has the 9th largest faculty on staff. 46 of the 73 studio art programs offer B.A. or B.F.A. degrees in some form of graphic design, visual communication and/or digital media, as well as fine arts degrees. However, only the largest schools, typically the respective states' land grant and research institutions, offer programs comparable to what SA/VS is proposing. The sheer number of programs offering separate graphic design degrees is a clear reflection of student demand. In our experience prospective students and their parents typically ask first about the availability of graphic design courses and degree before inquiring about any other aspect of what SA/VS might offer students. SA/VS faculty have been strongly opposed to the idea of offering just another graphic design degree. There are enough of these already. We surveyed students currently enrolled in our digital-based courses (A-S 200, Introduction to Digital Art, Space and Time, A-S 280, Introduction to Photographic Literacy, A-S 300, Digital Photography, and A-S 340, Graphic Design to see what students were looking for that UK was currently not offering. 347 students responded, with 229 expressing interest in a major in digital media and design and 338 percent agreeing with the statement that the skills provided by digital-based courses are important to today's job market. Keep in mind that only 31 students who participated in the poll were majors or double majors in SA/VS, which is to say that 91% of the respondents were only enrolled in these courses to fulfill their UK Core Creativity requirement. Student interest in such a degree at UK parallels enrollments at other colleges and universities that offer either a graphic design B.A. or B.F.A. or a digital arts degree. We contacted administrators of units across the Southern Athletic conference and they all report that the greater proportion of their majors are in these majors compa

13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	The B.S. degree shares a number of basic requirements with the B.A. and B.F.A. in studio art. Among them, with some differences in emphasis are 19 hours of Foundations, including six guided electives in art history. There are 27 hours of required studio courses at the 300 level or above plus nine hours in what we call our "Career Pathway Core", which consists of a projects capstone course, a professional practices course which also serves as the degree's graduation communication and composition requirement, mandated by the UK Faculty Senate, and a credit bearing course for professional internships. Students also have at least six credit hours of guided electives in art history and visual culture at the 300-level and above. *Total number of hours required for degree 121 Number of hours in degree program core 49 Number of hours in guided electives 30 Number of hours in free electives 18*

13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)*	Yes ☒	No ☐
	If "Yes," explain: *It offers students with interests in art a wider range of degree choices. We expect in fact that students who might enter SA/VS as fine arts majors may transfer into the new degree or the converse result.*		
13d	Identify the primary feeders for the program. *(150 word limit)*		
	The Digital Media and Design major will attract students interested in pursuing careers in creative arts related fields. This degree will enhance Kentucky's workforce by producing creative, articulate, and collaboration-minded individuals with multiple competencies in digital-based visual design and communication fields that are in high demand in business and industry. As an applied arts degree, we expect to attract students with a fine arts background, either in high school or at the college level. The degree would offer a visual arts alternative to students who might otherwise seek degrees in the Colleges of Communication, Arts and Sciences, Design, and even some students who might otherwise major in the College of Engineering. However, our intention is not to draw students away from existing majors but rather to provide a practical alternative for students who want an art degree but who are concerned that the degree would lead to non-fine arts post-graduation employment opportunities. We believe that the primary feeders for this		
13e	Describe the student recruitment and selection process. *(300 word limit)*		
	The Digital Media and Design major will be advertised to students via University media and a University website that is linked to the School of Art and Visual Studies website. We will be sending out posters to Kentucky high school art faculty and to art faculty in the Commonwealth. We will also announce the new degree to the studio art program faculty in the state's colleges and universities. *Initially, all students academically eligible to be at the University of Kentucky will be eligible to major in Digital Media and Design. Students however must complete the Digital Foundations coursework before enrolling in advanced coursework in the major. To declare the major, students will go to the Undergraduate Studies offices to obtain the appropriate paperwork and turn this paperwork into the College of Fine Arts office. Students will then be considered declared and will be assigned an advisor in the program.*		
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)* • Are any of your faculty nationally or internationally recognized for expertise in this field? • Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution? • Do you have any specialized research facilities or equipment that are uniquely suited to this program?		
	As noted above there are few comparable programs and these are only are the largest benchmark universities. We have taken an integrative approach and have combined the areas of photography, graphic design, web design, animation, video, print media and 3-d fabrication into a single degree program.		
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*		
	SA/VS is the beneficiary of a brand new $22 million dollar facility that ranks among the best facilities of its kind in the United States. We possess an overall faculty that in size ranks among the top ten art schools in the Southeastern U.S. Whereas in our former facility we were a recruiting embarrassment to the University, we are now, or should be, a recruiting highlight for UK. With six digital media labs, a Fablab, a full service print media shop, a complete analogue/digital photography suite including a lighting studio, our students will be able to undertake state-of-the-art creative research in multiple areas and in two and three dimensions. Considering that our minor in digital media and design has only been active since Fall 2014, the 113 minors we already have is a clear indicator of the pent-up student demand for what the new degree will have to offer. It is hard to imagine how the new degree would not contribute to increasing the total student enrollment at U.K.		

13h	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	2016 - 2017	2	30
	2017 - 2018	15	60
	2018 - 2019	35	80
	2019 - 2020	45	140
	2020 - 2021	65	200

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	Recent studies by cultural economists such as John Howkins, Douglas DeNatale, Gregory Wassall, Richard Fields and many others have not the importance of creativity in contemporary economies. While there are innumerable graphic design degree programs around the country, there is a shortage of programs that are tailored to the creative professionals who give the designers their charge. Similarly, increasingly design demands cross traditional disciplinary boundaries, and includes everything from expertise in programming, web design, layout, photography and so on. The new generation of designers needs to be versed in all aspects of visual production because increasingly they are called upon to work in all digital media. The new B.S. degree services precisely this need for both creative and diversely equipped employees.

13j *	Has the Council on Postsecondary Education identified similar programs?	Yes ☒ No ☐
	(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.)	
	If "Yes," the following questions (5h1 – 5h5) must be answered.	

(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☒ No ☐
	If "Yes," explain: *Currently, there are no exact equivalents to the B.S. degree in digital media and design in the Commonwealth. However, in Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in Graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design. Our degree is more expansive than any of these in that it includes digital fabrication, video, animation, sound, and photography within the major.*	

(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☐ No ☒
	If "Yes," explain: *n/a*	

(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐ No ☒
	If "Yes," explain: *n/a*	

(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☐ No ☒
	If "Yes," explain: *n/a*	

(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☐ No ☒
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.	
	n/a	

13k*	Are there similar programs in other Southern Regional Education Board	Yes ☒ No ☐

	(SREB) states in the nation?			
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.			
13k. i*	Identify similar programs in other SREC states and in the nation.			
	Several state flagship universities in SREB states offer programs resembling the U.K. degree. The University of Florida offers a B.F.A. degree in Art with an emphasis in what they term the Art + Technology program, which consists of such things as "digital imaging, computer programming, web design, digital video, animation, interactivity, gaming, installation, simulation, information visualization and special topics in emerging technologies and art forms." The University of Texas offers a B.F.A. degree in design, which includes "graphic design, product/industrial design, film/animation, and architecture, creating hybrid environments and artifacts." The University of Georgia has a program they call Art X, consisting "of time-based forms, digital video, computer and web-based art, digital photography, robotics, sound, performance, durational installation and computer-operated fabrication."			
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	Each one of these programs, including our own, have different emphases and include or exclude different areas. Ours is probably the most unusual in the respect that it combines photography, print media and digital media in the most integrated way. However, if the program expands, we would want to expand our offerings in areas like animation and gaming, industrial deisgn and information visualizaiton.			
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes ☐	No ☒	
	If "Yes," explain. *(300 word limit)*			
	n/a			
13k.iv*	Is access to existing programs limited?	Yes ☐	No ☒	
	If "Yes," explain. *(300 word limit)*			
	n/a			
13k.v*	Is there excess demand for existing similar programs?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	There is an excess demand in the sense that this degree is in high demand by prospective as well as on-going undergraduates who wish to attend or to remain at the University of Kentucky.			
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes ☐	No ☒	
	If "No," explain. *(300 word limit)*			
	n/a			
13l	Would your institution like to make this program available through the Academic Common Market[22]?	Yes ☒	No ☐	
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having			

	alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*
	Graduates of the proposed B.S. degree in Digital Media and Design will be qualified for multiple related fields, as art directors, graphic designers, multimedia artists and animators, web developers, photographers, film and video editors, and commercial and industrial designers. Beginning with art directors, the U.S. Department of Labor, using 2012 statistics, cited 74,800 jobs nationally with a median salary of $80,080, and with an expected growth of 3%. In Kentucky the forecast is for a 10% growth in this area by 2022. Qualifications for art directors include training as graphic designers, illustrators, copy editors, and photographers (all of which will be addressed in the new degree). In the field of graphic design nationally in 2012 there were 259,500 jobs with a median salary of $44,150. The U.S. government projects a 7% growth in the field, but in Kentucky, a 14% growth has been projected. There were 68,000 jobs for multimedia artists and animators in 2012 with a median salary of $61,370. The Department of Labor expects a 6% growth in this field; in Kentucky a 13% growth has been projected. The Department of Labor expects a 20% growth in demand for web developers. In 2012 there were 141,400 jobs nationally with a median salary of $62,500. For students seeking jobs as photographers there were 136,300 jobs nationally in 2012 with a median salary of $28,490, and with an expected growth rate of 4%. A 11% growth in positions for film and video editors has been projected and a 16% growth in jobs for commercial and industrial designers by 2022. Some of our graduates will even acquire the skills necessary to be software developers, a booming business in which there were 1,018,000 jobs nationally in 2012 with a median salary of $93,350. Both in Kentucky and nationally a growth of about 21% is expected in this field. *In short, all these fields can expect at least moderate growth in available positions. Most job fields offer better than the state average in median salaries. These fields are vital components of the commercial sector of the state's economy.*
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	See answer 13m.

14. Assessment and Oversight

14a*	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	See attached assessment documents.
14b*	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. Please note that the assessment is at the program level, not the course level. *(300 word limit)*
	See attached assessment documents.

14c	**Procedures for Course Mapping of SLOs** *(related to question 5b)*
14c.i	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	See Attached Assessment Course Map.
14c.ii	When will components be evaluated? *(150 word limit)*
	See Attached Assessment Course Map.
14c.iii	When will the data be collected? *(150 word limit)*
	See the attached DMD assessment plan.
14c.iv	How will the data be collected? *(150 word limit)*
	See the attached DMD assessment plan.

14c.v	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*		
	See the attached DMD assessment plan.		
14c.vi	What individuals or groups will be responsible for data collection? *(150 word limit)*		
	See the attached DMD assessment plan.		
14c.vii	How will the data and findings be shared with faculty? *(150 word limit)*		
	See the attached DMD assessment plan.		
14c.viii	How will the data be used for making programmatic improvements? *(150 word limit)*		
	See the attached DMD assessment plan.		
14c.ix	What are the measures of teaching effectiveness? *(150 word limit)*		
	See the attached DMD assessment plan.		
14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*		
	See the attached DMD assessment plan.		
14c.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*		
	See the attached DMD assessment plan.		

15. Cost and Funding of the Proposed Program[23]			
15a*	Will this program require additional resources?	Yes ☐	No ☒
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*		
	n/a		
15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)*	Yes ☐	No ☒
	If "Yes, briefly describe.		
	n/a		
15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*		
	Since there are no new costs, the state gets the advantage of a job-creating degree without any investment. Should the program be as successful as we hope we would ask, but not expect, at least one new faculty line.		

16. Course Descriptions	
16a	**Program Core Courses (includes pre-major and pre-professional courses)**
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
A-S 101	*Creativity Practices in Art Studio. This seminar course for incoming Art Studio and Art Education majors is designed to develop creative strategies and orient students to the Department and University. Through discussion, in-class exercises, and out-of-class assignments, students will gain knowledge of arts- related resources and programming at UK and in the local community. Students will acquire skills for a sustained career in the visual arts, including an introduction to professional practices and portfolio development. Art Studio and Art Education Majors only; no prerequisites*

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[23] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

A-S 001	*Foundation Exhibition. An annual exhibition where all first-year Foundation students will select and exhibit one of their works created in a course at UK during their first year. Students will be required to select their own work, present it professionally, and provide an accompanying artist's statement. The exhibition will occur each spring semester. Grade: P or F. Prereq or concur: A-S 101, A-S 102 and A-S 130.*
A-S 102	*Two-Dimensional Surface. A broad, cross-disciplinary studio course exploring design elements and principles as the basic means of organizing two-dimensional space. Each student develops the ability to form strategies, concepts and ideas to enhance creativity and articulate personal expression.*
A-S 130	*Three-Dimensional Form. A broad, cross-disciplinary studio course exploring the visual language of drawing through observation. Students learn the mechanisms of visual perception, how individual components of a drawing relate to the organization of the composition as a whole. Each student develops not only observational skills rooted in traditional drawing media for realistic renderings, but also gradually builds strategies, concepts, and ideas for abstract expression*
A-S 200	*Introduction to Digital Art, Space and Time. This course provides fundamental instruction in digital media as a creative tool. Students will learn the basics of digital collage, video editing and sound design. An overview of historical and contemporary digital art practice will be presented as well as elements of designs and composition. Four studio hours and one 50-minute lecture per week.*
A-S 285	*Lens Arts. A-S 285 is an introductory course in digital image making that focuses on the still and moving image as an art practice. Students will learn the fundamentals of camera operation and still and moving image editing software in order to build an individualized portfolio. Students will be introduced to contemporary lens arts practice through research and assignments.*
A-H 101	*Introduction to Visual Studies (recommended--additional visual studies or art history courses from approved list). The course introduces students to the concepts and techniques of visual literacy. It explores a full spectrum of man-made visual forms encountered by contemporary Americans from architecture and works of art to graphic novels, advertisements, television programs and films, photos and the Internet.*

16b	**Program Guided Electives Courses (for the major)**
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
samples	*Required Outside Concentration:* *In addition to the major requirements, each student with the approval of his or her academic advisor will select a minimum of 18 credits in related course work in an outside area of concentration, of which 12 hours must be from a single discipline or focused area, such as film studies, WRD, Media Arts, Business, etc. and at the 300 level or above.* *Note: It is recommended that students pursuing a B.S. degree in Digital Media and Design enroll in at least one 3-credit internship under one of the following course numbers: A-H 399, A-S 399, EXP 396, and EXP 397. These extra Career Pathway Core courses may be substituted for an equal number of credits to be taken in the area of outside concentration.* *The DMD will use updated lists of courses outside major required to fulfill outside concentration.*
A-H 350	*Contemporary Art. Through lectures, readings, discussions, and research, this course examines major issues raised in art and art criticism since 1965. Particular attention is given to the impact of social, intellectual, and technological developments upon art making and concepts of art ad the artist. Prereq. A-H 106 recommended*
A-H 360	*Visual Culture of Politics. The course examines specific instances of visual political discourse across a range of historic periods, cultural contexts, politial positions, and media. Although a significant portion of*

	the historic part of the course focuses on works of art and architecture, the course also examines popular print culture and political use of mass media from film to television and Internet. Some of the themes covered in the course are: symbols and symbolism of political power, imagery of specific political values, emotional appeal, political propaganda, politics of gender and race, and visual strategies of political opposition and resistance.

16c	**Program Free Electives Courses**
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	Students must complete six hours of free electives.

16d	**Courses for a Track.** (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
n/a	☐ Track Core ☐ Track Elective	*n/a*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

☐ Track Core		
☐ Track Elective		
☐ Track Core		
☐ Track Elective		

17.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE's pre-proposal form.)

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Existing	*n/a*	*n/a*	*n/a*	*n/a*	*n/a*
Narrative/Explanation:					

Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
New		*100,000*	*150,000*	*150,000*	*200,000*
Existing					
Narrative/Explanation:	*SA/VS is engaged in a vigorous development effort, which we hope will lead to significant recurring dollars to help support the new B.S. degree, its students, as well as the current degree programs. These figures are therefore tentative rather than fixed.*				

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State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New			*70,000*	*70,000*	*70,000*
Existing	*1,125,434*	*1,159,197*	*1,193,972*	*1,229,791*	*1,266,685*
Narrative/Explanation:	*State resources that would fund the new B.S. degree have already been committed in terms of full-time faculty salaries (totals listed). A possible new line would increase the State's commitment. Such a line is predicated on state budgets and student demand. Increase state resources are based upon 3% across-the-board increases each year.*				

Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources		*110,000*	*115,000*	*120,000*	*125,000*

(Existing) Reallocated Resources	291,933	65,000	66,950	68,950	71,000
Narrative/Explanation:	*Besides the UK commitment to the Bolivar facility (about $22,500,000), which will house six digital media labs, a "FabLab" for three-dimensional digital fabrication, a print media studio, a photography suite, and other related studios, fixtures and equipment, SA/VS uses student fees to provide at discount rates student course materials, such as printing, software licenses, student workers to supervise equipment use, and so on. These fees are listed in year one as existing allocations and then projected on student growth for the 2nd through the 5th year at about $5,000 in additional fee revenue per year corresponding to anticipated student growth in the major, while maintaining current non-major enrollment in SA/VS UK Core creativity courses.*				

Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	132228	198,342	330,570	495855	495855
Existing					
Narrative/Explanation:	*0*				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	232228	408342	665570	835855	890855
Total Existing	1217367	1224197	1260922	1298741	1337685
Total Funding Sources					

18. Breakdown of Program Expenses/Requirements[4]
(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)

Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	197739	201739	205739	209739	214739
Narrative/Explanation:	*We believe we can manage the new degree program without additional administrative and managerial staff..*				

Other Professional (Include salaries.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative/Explanation:					

Faculty (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*70,000*	*72,000*	*74,000*
Existing	*827,962*	*840,000*	*910,000*	*925,000*	*935,000*
Narrative/Explanation:	*We are hoping that the success of the program in terms of the number of new majors will lead to at least one new position. Other faculty dollars are based on faculty in the digital area currently on staff.*				

Student Employees (Include salaries and/or stipends.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	*9,749*	*10,200*	*11,000*	*11,300*	*11,700*
Narrative Explanation/Justification:	*We budget for student employees through related course fees. Growth in costs will be tied to inflation and increase in majors. But these should be modest increases over time.*				

Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	*354,933*	*65,000*	*66,950*	*68,950*	*71,000*
Narrative Explanation/Justification:	*U.K. resources that would fund the B.S. degree's acquisition of equipment and instructional materials have already largely been committed as part of the budget to outfit the new School of Art and Visual Studies Building. Subsequent investments in equipment and instructional materials will be derived from existing course fees. Growth in fee revenue through enrollment increases is targeted at about 3% per year.*				

Library (Include new journal subscriptions, collections, and electronic access.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*n/a*				

Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*n/a*				

Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	*52,000*	*53,040*	*54,648*	*55,700*	*56.814*
Narrative Explanation/Justification:	*U.K. resources that fund professional advisors in the College of Fine Arts should be adequate to manage advising services. Salary increases for the existing advisor,*				

including benefits, has been pegged at 2% annually.					
Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*n/a*				
Faculty Development (Include travel, conference fees, consultants, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*We currently do not have funds supporting faculty development. All such efforts (and funding) come either out of the College of Fine Arts' or the Provost's Office.*				
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*We do not have budget support for our assessment efforts. They are part of the regular duties of administrative staff and faculty.*				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing					
Narrative Explanation/Justification:	*NOTE: We expect to cover all costs for this program with existing resources or through our development efforts. If we fail to raise additional revenues to fund an expanding degree program, and if there are no university recurring dollars to support these growing enrollments, we will place an enrollment cap on the degree, ensuring that our existing resources are adequate to meet expenses for the new major.*				
Total Program Budgeted Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*70000*	*72000*	*74000*
Existing	*1,490,116*	*$1,218,662*	*$1,297,973*	*$1,321,245*	*$1,340,709*
TOTAL Program Budgeted Expenses/Requirements:	*$1,490,116*				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources					
Total Expenses/Requirements					

TOTAL NET COST[24]:	$159,479	$413,877	$558,519	$741,351	$813,831

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[24] The net cost may reflect a revenue gain ("+") or a revenue loss ("-").

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS[25]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
See Section A, 4d above.				
F = full time P= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate			

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[25] Southern Association of Colleges and Schools Commission on Colleges (SACS).

Digital Curriculum Map

Total Hours 121hours	Digital Foundations 19hours
UK Core 30 Hours Digital Foundations 19 Hours Major Hours 39 Hours Outside Concentration 18 Hours Electives 9 Hours College Electives 6 Hours	A-S 101 Creative Practice in Art Studio A-S 102 Two-Dimensional Surface A-S 130 Drawing A-S 200 Digital Art, Space, and Time A-S 285 Lens Arts Choose any two Art History and Visual Studies courses or related subjects (advisor approved) A-S 001 Foundational Exhibition

1st Year

Fall

UK Core	6 credits
Digital Foundations	6 credits
Art His (for foundations)	3 credits
A-S 101	1 Credit

Total 16 credits

Spring

UK Core	6 credits
Digital Foundations	6 credits
Art His (for foundations)	3 credits
Foundational Exhibition	0 credits

Total 15 credits

2nd Year

Fall

UK Core	6 credits
Major Requirements	6 credits
Outside Concentration	3 credits

Total 15 credits

Spring

UK Core	3 credits
Major Requirements	6 credits
Outside Concentration	3 credits
College Requirement	3 credits

Total 15 credits

3rd Year

Fall

UK Core	3 credits
Major Requirements	6 credits
College Requirement	3 credits
Outside Concentration	3 credits

Total 15 credits

Spring

UK Core	3 credits
Major Requirements	6 credits
Industry Pathways	3 credits
Outside Concentration	3 credits

Total 15 credits

4th Year

Fall

UK Core	3 credits
Major Requirements	6 credits
Outside Concentration	3 credits
Electives	3 credits

Total 15 credits

Spring

Outside Concentration	3 credits
Major Requirements	3 credits
Electives	6 credits
Digital Media Projects	3 credits

Total 15 credits

Total Credits=121

Digital Media and Design – B.S.

Requirements for Bachelor of Science in Digital Media and Design

The B.S program will allow for development of more intensive digital media practice at a pre-professional level. This degree is available to students who plan to undertake careers in practical and commercial applications of digital design and creation and use of digital imagery. Students seeking the Bachelor of Science in Digital Media and Design must complete the following:

College Requirements

Music, Theatre and/or Arts Administration............................. 6
plus 39 hours at 300-level or above

Subtotal: College Required hours......................................6

UK Core Requirements

See the *UK Core* section of the *2013-2014 Undergraduate Bulletin* for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

NOTE: Students majoring in Digital Media and Design may use no more than three credit hours of courses meeting Major Requirements to fulfill UK Core Requirements.

I. Intellectual Inquiry in Arts and Creativity
Choose one course from approved list.................................. 3

II. Intellectual Inquiry in the Humanities
Choose one course from approved list.................................. 3

III. Intellectual Inquiry in the Social Sciences
COM 101 Introduction to Communications
or
Choose one course from approved list.................................. 3

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences
Choose one course from approved list 3

V. Composition and Communication I
CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II
CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations
Choose one course from approved list.................................. 3

VIII. Statistical Inferential Reasoning
Choose one course from approved list.................................. 3

IX. Community, Culture and Citizenship in the USA
A-H 360 Visual Culture of Politics - recommended
or
Choose one course from approved list.................................. 3

X. Global Dynamics
Choose one course from approved list.................................. 3

Premajor Requirements
Progression Requirement
Students must have earned at least a letter grade of C in each of the premajor foundation courses to progress from premajor to major status.

Digital Media and Design Foundations   Hours
1.   A-S 101 Creative Practices in Art Studio (taken first semester).. 1

2.   A-S 001 Portfolio Exhibition or Presentation………..…….....0
         A-S 102 Two-Dimensional Surface*……………………….....
3
         A-S 130 Drawing…………………………………………...3
         A-S 200 Introduction to Digital Art, Space, and Time 3
         A-S 285 Lens Arts……………………………………….........3

* Note: for students interested In 3D sculpture and/or 3-d fabrication, A-S 103 3 Dimensional Form will be required as well.

3. Choose **two** of the following):
         Any Art History and Visual Studies course,
         A-H 101 Intro to Visual studies – recommended …….......3
         and
         one course from approved list.............................……......3

Subtotal: Premajor hours 19

Premajor Foundation Exhibition
Each first-year student in the Foundation Program must participate in an annual exhibition to occur late each spring semester. Students will submit one work of their own selection from the first year's work for the exhibition, present it professionally, and provide an accompanying artist's statement. Participation in this exhibition is required and is tracked in *A-S 001, Foundation Exhibition.

*A-S 001 offered spring only. Transfer students should enroll in A-S 001 the first spring semester in which they are enrolled or with their last foundations course.

Major Requirements

1.Twenty four hours of *advisor-approved plan of study* art studio courses at or above the 300 level. …………………………..24

2. Career Pathway Core:

A-S 547 Digital Media Projects Capstone……………………......3
A-S 585 Professional Practice and Entrepreneurship……………..3

Note: a 3 credit internship, A-S 399, is recommended, but not required; This extra Career Pathway Core class would reduce the number of credits to be taken as a free elective.

3. History and Theory:

At least 9 hours of art history, visual studies, film history or theory at or above the 300 level from approved list.……………………………9

Subtotal: Major

| UK Core hours...30 | hours:…………………………………………………………….39 |
| | Students are required to complete a minimum of two semesters at the University of Kentucky following admission into the B.S. program. |

Required Related Outside Concentration

To support the collaborative and interdisciplinary needs of digital media major's educational and employment goals, we have added a *related outside concentration* to the degree instead of a minor. Courses in several departments might be selected such as Asian studies, Business Administration, Gender and Women's Studies, Media Arts or WRD to create a well rounded and competitively and individually focused concentration.   Each student in consultation with his or her academic advisor will select a minimum of **21 credit hours in one theme and from at least two departments** in course work as an outside concentration, of which 12 hours must be above the 300 level, and 12 hours must come from a single discipline.

Subtotal: Required Outside Concentration………….………….21

Electives
Students my take up to 6 hours of free electives.
Subtotal: Electives 6

TOTAL HOURS: 121

BS, Digital Media and Design (50.0102)

Senate Attachments

School of Art & Visual Studies
236 Bolivar Street
Lexington, KY 40506-0090
859 257-2336
fax 859 257-3042
www.uky.edu

Thursday, March 31, 2016

MEMORANDUM

TO: University Senate

FROM: Dr. Rob Jensen, Director, School of Art and Visual Studies

I am pleased to put forward to the Faculty Senate for consideration our new degree proposal, a Bachelor of Science degree in Digital Media and Design. This degree has been three years in the making and is the product of many faculty hands, innumerable meetings and discussions among the School, the College, with other academic units and colleges. We are proud of what we have produced and believe it will positively contribute to the educational and research environment of the University of Kentucky.

When the proposal was passed by the Undergraduate Council on March 29, the Council suggested that we take a few steps to ensure the consent of the Senate.

It was pointed out that the degree's capstone course sounded in the description like an independent study course. We will put a minor course change through the system to clarify this:
Current language:
A-S 547 ADVANCED DIGITAL PROJECTS. (3) An advanced course that allows digital media students to propose and create large-scale, in-depth projects such as short films, video installations, a complete animation, web-based research projects, etc. that require time and focus to produce. Independently driven projects will be developed in the classroom setting. 3 credit hours, may be repeated up to 9 hours. Prereq: Consent of instructor.
Proposed language:
A-S 547 DIGITAL MEDIA PROJECTS CAPSTONE. (3) A culminating course that allows digital media students to propose and create large-scale, in-depth projects such as short films, video installations, a complete animation, a photographic series, a 3D printing installation, a web-based research project, etc. that require time and focus to produce. 3 credit hours. Prereq: Senior Standing, B.S. Digital Media and Design Majors

We were asked to provide new wording for the *University Bulletin* that would describe in the College of Fine Arts' front material the new B.S. degree in Digital Media and Design. We will be forwarding the new language for the degree in the College of Fine Arts section of the *Bulletin* to the Registrar on Friday, April 1 along with the proposed description of the new degree program for inclusion in the *Bulletin* should the degree receive Senate and Board of Trustees approvals.

In the *Bulletin* we address what is also a concern of the Undergraduate Council, the nature of the Bachelor of Science degree. The precise wording in the *Bulletin* will be: "The B.S. degree program in Digital Media and Design offers students an intensive digital media curriculum at a pre-professional level. This degree is available to students who plan to undertake careers in practical and commercial applications of digital design and related technologies involved in the creation and use of digital imagery." The rationale for this language and for the choice of the B.S. degree are as follows:

1) We chose the Bachelor of Science designation first because we wanted to make sure that the degree was perceived by students (and faculty) as an applied arts rather than a fine arts or a liberal arts degree. Second the degree acknowledges the fact that graduates will have engaged significantly in digital technologies (programming, advanced software modeling, and the like) that studio art students generally are not expected to master Third, we expect graduates to find employment in applied design fields, as graphic designers, photographers, web designers, product designers, and so on, rather than as visual artists producing works of art for the home, the gallery, and the museum.
2) The B.S. degree designation is also in accordance to the standards of our accreditation body, National Schools of Art and Design (NASAD), which permits the use of Bachelor of Science degrees exclusively to describe professional degree programs in design. Accordingly, NASAD requires that at least 65% of the course credit for such degrees be in the creation and study of art and design.
3) The relatively high percentage of design-related coursework expected by NASAD for the B.S. degree means that students completing the major will have had to take more studios (and more studios in explicitly digital design areas) than would B.A. students in studio art, if not quite as many studio courses as students pursuing a Bachelor of Fine Arts degree with the intent to enter an art-related field (although we expect many graduates will have taken as many art studios as their BFA contemporaries).
4) We are simultaneously seeking accreditation approval for the new B.S. degree program from NASAD; we are confident that the new degree will meet our national accreditation standards.

Respectfully submitted by Dr. Rob Jensen

ATTACHMENT #2

CFA Curriculum Meeting: Nov 13 , 2015

Members Present:
Toni Hardin - chair   Thearter

Scott Lee Atchison   Music
Debra Garrett   Advising Deans Office
Russell Henderson   Thearter
Julie Hobbs   Music
Yuha Jung   Art Administration
Andrew Maske   Art History
David Sogin   Music
Lee Paynter   Visual Art

The CFA Curriculum committee took up the Digital Media and Design degree submitted from the School of Art and Visual studies. After some discussion the proposal for the new degree program was passed unanimously.

Respectfully submitted,

David W. Sogin, Ph.D.
Associate Dean

Kentucky Postsecondary
Program Proposal System
KPPPS

University of Kentucky
BS - BACHELOR OF SCIENCE
50.0102-Digital Arts.

Full Proposal - Basic Info

Institution :   University of Kentucky

Program Type :   Single Institution

Program Name :   Digital Media and Design

Degree Level :   Baccalaureate

Degree Designation :   BACHELOR OF SCIENCE

CIP Code (2-Digit) :   50-VISUAL AND PERFORMING ARTS.

CIP Code :   50.0102-Digital Arts.

Academic Unit (e.g. Department, Division, School): School

Name of Academic Unit: School of Art and Visual Studies

Name of Program Director: Dr. Robert Jensen

Intended Date of Implementation: 8/26/2016

Anticipated Date for Granting First Degrees : 12/5/2017

Date of Governing Board Approval : 6/5/2015

Institutional Contact Information

First Name : Mia

Last Name : Alexander-Snow

Title : Director, Planning and Program Review

Email : mia.alexander-snow@uky.edu

Phone : 859-257-2873

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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

1. Meeting student demand while growing our majors
2. Attracting and developing a higher quality cadre of students in our programs
3. Attracting students regionally as well as within the Commonwealth
4. Fully utilizing the skills our faculty has to offer
5. Developing a program designed for inter-college collaboration
6. Furthering undergraduate and graduate research within designed collaborative environments
7. Offering students the best possible training in the latest digital technologies and related applications
8. Fostering the creativity of students in design-related fields

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The Digital Media and Design B.S. Degree's Alignment with UK's Institutional Mission and Strategic Plan:
The DMD's primary goal is to improve the quality and variety of educational experiences for our undergraduates. We are committed to our mission, which primarily "is to link the study of art and visual culture to the broad aims of the University's undergraduate, liberal arts tradition by providing world-class instruction in the history, theory, and practice of art." To this basic mission we add opportunities for advanced study through undergraduate professional programs such as the DMD B.S. degree. By pulling together the physical and human resources now available to SA/VS and by integrating practices across multiple disciplines, students will be encouraged to apply their hard-won skills in a variety of digital-based technologies to career pathways consistent with the new economies of the digital age.

Anyone can master the software. Rhino, InDesign, Illustrator, Final Cut Pro, and similar applications are tools, but the business world and industry need graduates able to apply such software to create innovative solutions to common problems. These individuals are valued for their creativity, for their knowledge of contemporary and past visual culture, and for the skills they are able to bring to any task. SA/VS is late to the game vis-à-vis graphic design and media arts programs. Yet we see this as an advantage; our program leaps beyond the siloed degrees such as graphic design in favor of a significantly more integrated degree program incorporating computer-based and lens-based creation, expressed through both two- and three-dimensional digital technologies.

Alignment with Statewide Implementation plan:

Adequately funded - short-term, SA/VS rolls out the B.S. degree in Digital Media and Design without any additional revenue, capitalizing on resources that have recently been made available. Farther out, growth and UK and State budgets will determine whether we seek to add faculty and/or staff lines or simply make admissions more restrictive.

Accountable - SA/VS has been a campus leader in implementing government-mandated assessment procedures. SA/VS has also had a long history of being fiscally responsible. The College of Fine Arts has a new Integrated Business Unit (IBU), which has led to ever greater transparency in budgeting and administrative accountability.

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3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The new B.S. degree in Digital Media and Design conforms to at least three major areas of Kentucky's strategic agenda for postsecondary education as well as the forthcoming strategic plan for the University of Kentucky. 1). We believe the program will positively impact student success by creating more motivated students who see clear career paths available upon degree completion. Similarly we believe the program will lead to higher graduation rates, for the same reason. 2). And because of the very nature of the B.S. degree's academic requirements, it will also inherently foster creative, and innovative, uses of technology. This lies at the core of the new degree's mission. In addition, within the School itself the new degree takes advantage of faculty hires that have already been made and thereby makes more effective and directed use of their talents. 3). Finally, Kentucky needs the kind of highly educated workforce within the field of the digital arts that this degree program will produce. Our graduates, first as interns and then in their post-graduate jobs will work closely with industrial designers, with engineers, and with business leaders. Their collaborative and creative talents will have a strongly positive impact on the quality of life and the economic vitality of the Kentucky communities in which they live.

4. Explain how the proposed program furthers the statewide implementation plan.

A. Adequately funded
The B.S. degree in Digital Media and Design has the advantage of becoming operational without requiring any additional recurring dollars.
B. Accountability
The new degree will participate in the on-going assessment process required by both SA/VS's assessment body, the National Association of Schools of Art and Design (NASAD) and by the university's assessment body SACSCOC. We intend to ensure that our students attain the student learning outcomes set out in the degree's requirements.
C. Performance Metrics and Targets
We will be measuring the quality and value of the new degree by 1) the number of majors enrolled (we expect 100 majors by the end of the second year) and by the graduation percentage rate (we set the low-end at 80%). We will be constantly monitoring retention rates from 1st to 2nd fall and from 2nd to 3rd fall, to make sure that students are progressing through the degree (we set minimum retention rate at 85% for 1st to 2nd fall and 80% for 2nd to 3rd fall—we hope to do significantly better).
D. Implementation Plan
The SA/VS B.S. degree in digital media and designed will be aligned with and meet the expectations of the College of Fine Arts' strategic plan for 2015-2021.
E. Reporting and Benchmarking
We hope to make such important data as retention and graduation rates for our degrees available on the School's website. We also will be featuring the successes of our graduates on our website and through social media.
F. Incentives
The leadership of the College of Fine Arts and SA/VS are actively engaged in development. The goal is to achieve significant support for our programs through funding of scholarships, facilities, and faculty support.
G. Balancing Quality and Quantity
While we believe that the new B.S. degree in Digital Media and Design will be very popular with current and prospective students, we will not allow the program to grow beyond the ability of our current faculty and facilities to manage. If we cannot find additional recurring dollars to support expansion of the degree once we have reached capacity, we will begin to limit enrollment through higher admission requirements, etc. While it is our goal to let any prospective student major in the new degree, we will take a realistic approach to expansion and be careful not to outgrow our resources.

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Full Proposal - Quality: Program Quality and Student Success

1. List all student learning outcomes of the program.

The School of Art and Visual Studies is accredited by the National Association of Schools of Art and Design (NASAD). In proposing the B.S. degree in Digital Media and Design we are following the national standards set by NASAD:

1. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)

5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.

6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.

7. Ability to work in teams and to organize collaborations among people from different disciplines.

8. Ability to use the above competencies in the creation and development of professional quality digital media productions.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

See attached curricular map (appendix #1) for the B.S. degree that indicates the correlation between the student learning outcomes and the courses in which these outcomes are addressed.

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3. Highlight any distinctive qualities of this proposed program.

The DMD B.S. degree will bring U.K up to the degree offering standards available to most students enrolled in similar studio art programs in other Southern Regional Education Board (SREB) states. But its integrative approach to digital media most closely resembles only those degree programs offered by comparable flagship, research I universities, such as the University of Florida, the University of George, and the University of Texas. And even these institutions do not possess a degree program that weaves so closely together graphic design, video, web design, photography, 3-D fabrication and print media. And we took the unique step of shaping the degree as a bachelor of science degree, emphasizing not only the applied nature of the program but also the number of studios required by students, more than a B.A. in studio art and only slightly less than a B.F.A.

We currently have 13 faculty whose creative research occurs in and through digital-based platforms. Our faculty includes many artists with national and international reputations and exhibition records. We anticipate the School of Art and Visual Studies Building will further connect the pedagogical and research interests of the digital faculty, since for the first time in SA/VS' history they will be working and teaching in close proximity to each other. We expect our new studios to foster unprecedented levels of collaboration among faculty and between faculty and students.

We are always looking to collaborate with other programs. We see our majors pursuing extensive coursework at UK in the Writing, Rhetorical and Digital Media program (WRD) in the College of Arts and Sciences. There are also natural collaborative possibilities with the College of Communication and the College of Design. We are currently pursuing the possibility of offering a Ph.D. in 3-d virtual visualization in partnership with UK Healthcare's department of Thoracic and Cardiovascular Radiology. And as soon as the School of Art and Visual Studies Building opens in the summer 2015 we will be partnering with the College of Agriculture's Department of Biosystems and Ag Engineering's technical systems management (TSM) degree program. The current plan is to have students enrolled in the TSM program do their first required internship hours in SA/VS's Fabworks, the 3-d design studio, working with faculty and students by providing technical support. We hope to place SA/VS's DMD majors in some TSM courses and to have access to Ag Engineering's professional light manufacturing facilities.

As the DMD program matures we hope to add an integrated internship program, similar to Ag's TSM program to place currently enrolled students in jobs closely related to their degree interests. We hope to create an environment where students can make seamless transitions from school to the workforce.

The DMD degree will serve a student population seeking immediate job-related skills rather than training specific to careers as fine artists. (However we expect many graduates to go on to graduate programs in fine arts with a digital basis.) We currently have about a 200-major capacity above those majors we already serve. Our capacity is directly related to the number of instructional staff available. Future investments to enlarge the program would have to be a College of Fine Arts and UK decision. In the absence of faculty growth we would cap enrollments at 200 students. Initially, the degree would be open to any student regardless of background who wishes to pursue a career in digital media and design.

We are confident that there is more than sufficient demand for this degree. There is certainly nothing comparable to it at UK and we have a faculty size and expertise that is unrivaled in the Commonwealth.

4. Will this program replace any existing program(s) or specializations within an existing program?

YES

Please specify.

The new B.S. degree is an extension, rather than a substitution for current curricula and practices in SA/VS. As such, the program will offer undergraduates a greater variety of degree options without requiring significant reshuffling of academic assignments or course offerings. The School will simply be able to give greater coherence to the courses useful to students seeking digital-based skills.

5. Include the projected faculty/student in major ratio.

At full capacity (approximately 200 majors) the faculty/student ratio would be 1/15.

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6. Is there a specialized accrediting agency related to this program?

YES

Please identify the agency.

National Schools of Art and Design

Do you plan to seek accreditation?

Yes

Please explain your plans for accreditation.

Upon approval by the University Senate and Board of Trustees, we will submit the new degree for accreditation by the National Schools of Art and Design.

7. Attach SACS Faculty Roster Form.

See attachment (appendix #3).

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

Library resources for the new degree are the same that supports our other degree programs in SA/VS. The Art collections in the Lucille Caudill Little Fine Arts Library comprise over 60,000 volumes of monographs. There are approximately 140 serials subscriptions and another eight subscriptions for online databases that specifically serve art studio and art history, such as *ArtStor*, *Art Index*, *Artbibliographies Modern* and *Bibliography of the History of Art*.

B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

SA/VS has moved into a new facility (Fall 2015). Whereas before the building opened SA/VS operated three computer labs in various locations on the UK campus, in the new building we have five such labs and will be developing a computer inventory to outfit a sixth (for which we already have space). In addition, we have a photography suite which includes the capacity to make large scale digital prints; we have a "FabLab", a three-dimensional fabrication studio with computer-based laser cutters, 3-d printers, C-and-C router, vacuum former, and various light machinery; and we have a print shop set up to design and fabricate digital prints. All digital faculty have appropriate office or studio space. Finally, we operate a media center where students can check out film and digital cameras, lighting equipment, drawing pads, and similar digital technology.

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

As the state's flagship and land grant university we have an obligation, as far as possible, to admit any student who is academically qualified to attend U.K. into our major. Initially, we should be able to admit any student into the degree program who wishes to major in digital media and design. Once we reach near capacity, around 200 majors, we will have to begin restricting admissions through a combination of grade point average and portfolio review (we have not developed the precise metrics yet). We initially will be able to provide scholarships to students who maintain a 3.0 g.p.a. or better, but we expect with rising numbers of majors we will have to raise the g.p.a.s for scholarship support. We hope that by financially helping to support the better students in the program we will be acting to raise retention and completion rates in SA/VS overall.

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10. Clearly state the degree completion requirements for the program.

The B.S. degree shares a number of basic requirements with the B.A. and B.F.A. in studio art. Among them, with some differences in emphasis are 19 hours of Foundations, including six guided electives in art history. There are 27 hours of required studio courses at the 300 level or above plus nine hours in what we call our "Career Pathway Core", which consists of a projects capstone course, a professional practices course which also serves as the degree's graduation communication and composition requirement, mandated by the UK Faculty Senate, and a credit bearing course for professional internships. Students also have at least six credit hours of guided electives in art history and visual culture at the 300-level and above.

Program	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
B.S. Digital Media and Design	121	49	30	18

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

Currently, there are no exact equivalents to the B.S. degree in digital media and design in the Commonwealth. However, in Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in Graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design. Our degree is more expansive than any of these in that it includes digital fabrication, video, animation, sound, and photography within the major. Nonetheless any student who begins a degree in studio at any community college or four-year institution should be able to transfer into the U.K. SA/VS B.S. degree program with only a minimum of extra coursework at the studio foundation level. Thus no degree agreements have been deemed necessary.

13. List courses under the appropriate curricular headings.

See attached (appendix 4).

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

YES	Distance learning
NO	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
NO	Technology-enhanced instruction

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NO	Evening/weekend/early morning classes
NO	Accelerated courses
NO	Instruction at nontraditional locations, such as employer worksite
NO	Courses with multiple entry, exit, and reentry points
NO	Courses with "rolling" entrance and completion times, based on self-pacing
NO	Modularized courses

Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

Less than 5% of the B.S. degree program will initially be offered via distance learning. We offer only one course, A-S 280 Introduction to Photographic Literacy, that is fully online, and several other courses, A-S 200, Introduction to Digital Art, Space and Time, and A-S 340, Graphic Design, which have been designed to be delivered wholly online, but which have not yet been taught in this format. We do offer courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, email, etc. By the nature of the material our courses are based on technology-enhanced instruction. The online delivery of lectures for A-S 200 and A-S 340 do allow students to pursue their coursework in the evenings and on weekends.

We would like to develop further the online presence of the degree, but we are constrained by limited resources in terms of technology support. This is something we expect to work on in the years ahead.

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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:
a. Provide evidence of student demand at the regional, state and national levels.

We surveyed the 73 public colleges and universities that are accredited both by SACS and by our national accreditation body, NASAD. We determined that of these schools SA/VS has the 9th largest faculty on staff. 46 of the 73 studio art programs offer B.A. or B.F.A. degrees in some form of graphic design, visual communication and/or digital media, as well as fine arts degrees. However, only the largest schools, typically the respective states' land grant and research institutions, offer programs comparable to what SA/VS is proposing. The University of South Carolina offers a B.A. in Media Arts. Louisiana State University offers a BFA in Digital Art. The University of Texas at Austin offers a BFA in Design (inside the studio art program). The University of Tennessee at Chattanooga has a BFA in photography and media art. The University of Georgia has what it terms an "Art X" BFA, a digital-based intermedia degree. East Carolina University offers a BFA in Cinematic Arts and Media Production. Appalachian State has majors in Graphic Arts & Imaging and Technology and Commercial Photography. In Kentucky, Murray State offers a full range of graphic design courses as an area of concentration within their studio program, but no separate degree. NKU offers a Visual Communication Design degree, which formerly was a graphic design degree. EKU offers a BFA in graphic Design. WKU offers a graphic design track within their BA and BFA degrees. Finally the University of Louisville has a BFA in Communication and Design.

The sheer number of programs offering separate graphic design degrees is a clear reflection of student demand. In our experience prospective students and their parents typically ask first about the availability of graphic design courses and degree before inquiring about any other aspect of what SA/VS might offer students. SA/VS faculty have been strongly opposed to the idea of offering just another graphic design degree. There are enough of these already. They want to create a degree program that responds to the growing integration of computer-based design and the variety of lens-based media. Our degree will integrate photography (represented by five full-time faculty), digital media and graphic design (Five full-time faculty), Printmedia (one faculty), three-dimension digital fabrication (two faculty), and other faculty and disciplines with a strong interest in incorporating digital media into their studio practices.

We surveyed students currently enrolled in our digital-based courses (A-S 200, Introduction to Digital Art, Space and Time, A-S 280, Introduction to Photographic Literacy, A-S 300, Digital Photography, and A-S 340, Graphic Design to see what students were looking for that UK was currently not offering. 347 students responded, with 229 expressing interest in a major in digital media and design and 338 percent agreeing with the statement that the skills provided by digital-based courses are important to today's job market. Keep in mind that only 31 students who participated in the poll were majors or double majors in SA/VS, which is to say that 91% of the respondents were only enrolled in these courses to fulfill their UK Core Creativity requirement.

Student interest in such a degree at UK parallels enrollments at other colleges and universities that offer either a graphic design B.A. or B.F.A. or a digital arts degree. We contacted administrators of units across the Southern Athletic conference and they all report that the greater proportion of their majors are in these majors compared to those students enrolled in traditional fine arts degree programs. Colleges and universities who start up such programs routinely receive strong bursts in enrollment growth.

b. Identify the applicant pool and how they will be reached.

Currently, the University has nearly 113 students who have declared for the minor in Digital Media and Design and another 24 minoring in photography. It is expected that a large majority of these students will declare a Digital Media and Design major once they are able to do so. Extensive outreach will be employed to inform other students of the Digital Media and Design major using mailings, social media, and our extensive network of high school art teachers throughout the state.

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We also intend to use the usual public relations media, such as UKNow and the University faculty, staff, and student listserv to inform advisors and students of the availability of the new degree. We also intend to target the art faculty at the state's community colleges to alert them of the possibility for transfer into the new degree program (currently almost 50% of the majors in the School of Art and Visual Studies are transfer students).

c. Describe the student recruitment and selection process.

The Digital Media and Design major will be advertised to students via University media and a University website that is linked to the School of Art and Visual Studies website. We will be sending out posters to Kentucky high school art faculty and to art faculty in the Commonwealth. We will also announce the new degree to the studio art program faculty in the state's colleges and universities.

Initially, all students academically eligible to be at the University of Kentucky will be eligible to major in Digital Media and Design. Students however must complete the Digital Foundations coursework before enrolling in advanced coursework in the major. To declare the major, students will go to the Undergraduate Studies offices to obtain the appropriate paperwork and turn this paperwork into the College of Fine Arts office. Students will then be considered declared and will be assigned an advisor in the program.

d. Identify the primary feeders for the program.

The Digital Media and Design major will attract students interested in pursuing careers in creative arts related fields. This degree will enhance Kentucky's workforce by producing creative, articulate, and collaboration-minded individuals with multiple competencies in digital-based visual design and communication fields that are in high demand in business and industry. As an applied arts degree, we expect to attract students with a fine arts background, either in high school or at the college level. The degree would offer a visual arts alternative to students who might otherwise seek degrees in the Colleges of Communication, Arts and Sciences, Design, and even some students who might otherwise major in the College of Engineering. However, our intention is not to draw students away from existing majors but rather to provide a practical alternative for students who want an art degree but who are concerned that the degree would lead to non-fine arts post-graduation employment opportunities. We believe that the primary feeders for this new degree will be the state's high schools and community colleges.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

SA/VS is the beneficiary of a brand new $22 million dollar facility that ranks among the best facilities of its kind in the United States. We possess an overall faculty that in size ranks among the top ten art schools in the Southeastern U.S. Whereas in our former facility we were a recruiting embarrassment to the University, we are now, or should be, a recruiting highlight for UK. With six digital media labs, a Fablab, a full service print media shop, a complete analogue/digital photography suite including a lighting studio, our students will be able to undertake state-of-the-art creative research in multiple areas and in two and three dimensions. Considering that our minor in digital media and design has only been active since Fall 2014, the 113 minors we already have is a clear indicator of the pent-up student demand for what the new degree will have to offer. It is hard to imagine how the new degree would not contribute to increasing the total student enrollment at U.K.

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c. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2016-2017	0	5
2017-2018	0	60
2018-2019	10	80
2019-2020	30	140
2020-2021	50	200

2. Employer Demand:
a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

Graduates of the proposed B.S. degree in Digital Media and Design will be qualified for multiple related fields, as art directors, graphic designers, multimedia artists and animators, web developers, photographers, film and video editors, and commercial and industrial designers. Beginning with art directors, the U.S. Department of Labor, using 2012 statistics, cited 74,800 jobs nationally with a median salary of $80,080, and with an expected growth of 3%. In Kentucky the forecast is for a 10% growth in this area by 2022. Qualifications for art directors include training as graphic designers, illustrators, copy editors, and photographers (all of which will be addressed in the new degree). In the field of graphic design nationally in 2012 there were 259,500 jobs with a median salary of $44,150. The U.S. government projects a 7% growth in the field, but in Kentucky, a 14% growth has been projected. There were 68,000 jobs for multimedia artists and animators in 2012 with a median salary of $61,370. The Department of Labor expects a 6% growth in this field; in Kentucky a 13% growth has been projected. The Department of Labor expects a 20% growth in demand for web developers. In 2012 there were 141,400 jobs nationally with a median salary of $62,500. For students seeking jobs as photographers there were 136,300 jobs nationally in 2012 with a median salary of $28,490, and with an expected growth rate of 4%. A 11% growth in positions for film and video editors has been projected and a 16% growth in jobs for commercial and industrial designers by 2022. Some of our graduates will even acquire the skills necessary to be software developers, a booming business in which there were 1,018,000 jobs nationally in 2012 with a median salary of $93,350. Both in Kentucky and nationally a growth of about 21% is expected in this field.

In short, all these fields can expect at least moderate growth in available positions. Most job fields offer better than the state average in median salaries. These fields are vital components of the commercial sector of the state's economy. They serve for example Office and Administrative Support Occupations, where an expected 16,000 new jobs will develop by 2022. As the commercial sector grows the demand for graduates with our training will only increase.

3. Academic Disciplinary Needs:

Recent studies by cultural economists such as John Howkins, Douglas DeNatale, Gregory Wassall, Richard Fields and many others have not the importance of creativity in contemporary economies. While there are innumerable graphic design degree programs around the country, there is a shortage of programs that are tailored to the creative professionals who give the designers their charge. Similarly, increasingly design demands cross traditional disciplinary boundaries, and includes everything from expertise in programming, web design, layout, photography and so on. The new generation of designers needs to be versed in all aspects of visual production because increasingly they are called upon to work in all digital media. The new B.S. degree services precisely this need for both creative and diversely equipped employees.

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

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This digital media and design major is currently proposed only as an undergraduate degree.

4. Similar programs:
a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

Please identify similar programs in other SREB states and in the nation.
Several state flagship universities in SREB states offer programs resembling the U.K. degree. The University of Florida offers a B.F.A. degree in Art with an emphasis in what they term the Art + Technology program, which consists of such things as "digital imaging, computer programming, web design, digital video, animation, interactivity, gaming, installation, simulation, information visualization and special topics in emerging technologies and art forms." The University of Texas offers a B.F.A. degree in design, which includes "graphic design, product/industrial design, film/animation, and architecture, creating hybrid environments and artifacts." The University of Georgia has a program they call Art X, consisting "of time-based forms, digital video, computer and web-based art, digital photography, robotics, sound, performance, durational installation and computer-operated fabrication."

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----

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Full Proposal - Cost: Cost and Funding of the Proposed Program

1. Will this program require additional resources?

NO

Please provide a brief summary of additional resources that will be needed to implement this program over the next five years.

2. Will this program impact existing programs and/or organizational units within your institution?

NO

Please describe the impact.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Since there are no new costs, the state gets the advantage of a job-creating degree without any investment. Should the program be as successful as we hope we would ask, but not expect, at least one new faculty line.

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	$1,649,595	$1,632,539	$1,926,492	$2,134,596	$2,228,540
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : NA					
Total Resources Available from Other Non-State Sources					
New :	0	100000	150000	150000	200000
Existing :	0	0	0	0	0
Narrative Explanation/Justification : SA/VS is engaged in a vigorous development effort, which we hope will lead to significant recurring dollars to help support the new B.S. degree, its students, as well as the current degree programs. These figures are therefore tentative rather than fixed.					
State Resources					
New :	0	0	70000	70000	70000
Existing :	1125434	1159197	1193972	1229791	1266685
Narrative Explanation/Justification : State resources that would fund the new B.S. degree have already been committed in terms of full-time faculty salaries (totals listed). A possible new line would increase the State's commitment. Such a line is predicated on state budgets and student demand. Increase state resources are based upon 3% across-the-board increases each year.					
Internal					
Allocation :	0	110000	115000	120000	125000
Reallocation :	291933	65000	66950	68950	71000

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A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :	Besides the UK commitment to the Bolivar facility (about $22,500,000), which will house six digital media labs, a "FabLab" for three-dimensional digital fabrication, a print media studio, a photography suite, and other related studios, fixtures and equipment, SA/VS uses student fees to provide at discount rates student course materials, such as printing, software licenses, student workers to supervise equipment use, and so on. These fees are listed in year one as existing allocations and then projected on student growth for the 2nd through the 5th year at about $5,000 in additional fee revenue per year corresponding to anticipated student growth in the major, while maintaining current non-major enrollment in SA/VS UK Core creativity courses.				

Student Tuition					
New :	132228	198342	330570	495855	495855
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	No info for this section on pre-prop DMD submitted.				

Total					
New :	$232,228	$408,342	$665,570	$835,855	$890,855
Existing :	$1,217,367	$1,224,197	$1,260,922	$1,298,741	$1,337,685
Total Funding Sources :	$1,649,595	$1,632,539	$1,926,492	$2,134,596	$2,228,540

B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	0	0	0	0	0
Existing :	197739	201739	205739	209739	214739
Other Professional					
New :	0	0	0	0	0
Existing :	47733	48683	49636	50556	51456
Faculty					
New :	0	0	70000	72000	74000
Existing :	827962	840000	910000	925000	935000
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	9749	10200	11000	11300	11700

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :	We believe we can manage the new degree program without additional administrative and managerial staff. Current professional staff can manage the new degree program. However, funding the addition of one more technical staff person is desirable, depending on enrollment and available funding. State resources that would fund the B.S. degree have already been committed to full-time faculty salaries (total listed). A possible new line would increase state commitments, but the line would be predicated on state and university budgets and student demand. We budget for student employees through related course fees. Growth in costs will be tied to inflation and increase in majors. But these should be modest increases over time.				

Equipment and Instructional Materials

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	354933	65000	66950	68950	71000
Narrative Explanation/Justification :	U.K. resources that would fund the B.S. degree's acquisition of equipment and instructional materials have already largely been committed as part of the budget to outfit the new School of Art and Visual Studies Building. Subsequent investments in equipment and instructional materials will be derived from existing course fees. Growth in fee revenue through enrollment increases is targeted at				

Library

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

Contractual Services

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

Academic and/or Student Services

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	52000	53040	54648	55700	56814
Narrative Explanation/Justification :	U.K. resources that fund professional advisors in the College of Fine Arts should be adequate to manage advising services. Salary increases for the existing advisor, including benefits, has been pegged at 2% annually.				

Other Support Services

	1st year	2nd year	3rd year	4th year	5th year
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Faculty Development					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	We currently do not have funds supporting faculty development. All such efforts (and funding) come either out of the College of Fine Arts' or the Provost's Office.				
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	We do not have budget support for our assessment efforts. They are part of the regular duties of administrative staff and faculty.				
Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Other					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NOTE: We expect to cover all costs for this program with existing resources or through our development efforts. If we fail to raise additional revenues to fund an expanding degree program, and if there are no university recurring dollars to support these growing enrollments, we will place an enrollment cap on the degree, ensuring that our existing resources are adequate to meet expenses for the new major.				
Total					
New :	$0	$0	$70,000	$72,000	$74,000
Existing :	$1,490,116	$1,218,662	$1,297,973	$1,321,245	$1,340,709
Total Budget Expenses/Requirements :	$1,490,116	$1,218,662	$1,367,973	$1,393,245	$1,414,709
Grand Total					
Total Net Cost :	$159,479	$413,877	$558,519	$741,351	$813,831

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Full-Proposal - Assess: Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

a. Which components will be evaluated?

Student contributions to the Foundation Exhibition will be assessed in the freshman year; A-S 200 Introduction to Digital Art, Space and Time will be assessed, usually in a student's sophomore year; A-S 547 Digital Media Capstone course offers a third assessment point, which would normally be taken in the student's senior year. We will carry out a different assessment plan for the university-mandated GCCR course (A-S 301—we are going to submit a minor course change to renumber ART 301 to A-S 301 this academic year).

b. When will the components be evaluated?

All assessment materials will be evaluated at the end of the spring semester annually.

c. When will the data be collected?

The Foundation exhibition is held annually near the end of the spring semester; A-S 200 will be assessed in the fall semester annually; the Digital Media Capstone course will be assessed each spring.

d. How will the data be collected?

An independent juror assesses the work exhibited in the Foundations exhibition according to a scorecard developed by the Foundations advisory committee; the Digital Media and Design assessment committee will review a 10% sample of online student portfolios as submitted to A-S 200 Digital Art, Space and Time; the Digital Media and Design assessment committee will evaluated student portfolios for their application of applied digital design concepts, related to the visual, spatial, sound, motion, interactive, and temporarl elements/features of digital technology and principles using a scorecard developed by the committee.

e. What will be the benchmarks and/or targets to be achieved?

We have targeted a mean rubric score of 2 or greater on a scorecard of four points for each SLO (1 least mastery; 2 below average, 3 competent; and 4 exemplary).

f. What individuals or groups will be responsible for data collection?

For the Foundations exhibition we use an independent juror; the Digital Media and Design assessment committee, composed to faculty within the major are charged for gathering and evaluating the data.

g. How will the data and findings be shared with faculty?

The faculty of record will receive a summary document detailing the specific, mean numerical outcomes (based on our rubric for assessments of each SLO) for each assessment per year. This will be an electronic communication. If areas of concern are noted (for example, if mean numerical assessments are lower than "2" on the "0-4" assessment scale of the rubric), a meeting of all relevant faculty of record will be convened and a plan of remediation will be designed and subsequently implemented.

h. How will the data be used for making programmatic improvements?

If targets described above are not achieved (e.g. a mean evaluation score of higher than 2 is not realized on any given assessment measure), the Foundation Director and the Digital Media and Design assessment committee will initiate a review of the relevant SLO(s) and the courses in which that SLO(s) is assessed to identify areas of strength and potential weakness. If clear corrective measures or revisions are not readily identified, the relevant assessment officers will convene a meeting of the faculty of record to initiate a collaborative discussion with regard to designing a remediation plan.

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2. What are the measures of teaching effectiveness?

All faculty of record will be evaluated using University Teacher Course Evaluations (TCEs) completed by their student each term. All TCEs are public record and accessed via the University website. The Director biennially reviews tenured faculty and annually reviews lecturers and un-tenured faculty for their teaching effectiveness.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Areas of concern will be summarized and communicated to the individual faculty of record as part of their regular evaluation. If deemed necessary the director of the School of Art and Visual Studies will request a plan of remediation from the respective faculty members. Additional options aimed at improving teaching, if needed, include supporting faculty development through College and University programs, as well as participation in relevant pedagogical conferences and symposia.

4. What are the plans to evaluate students' post-graduate success?

The Director will obtain data from the Alumni Survey annually and will additionally create a separate and brief web-based survey of educational and career outcomes to be communicated to current students and alumni in electronic format.

ATTACHMENT #3

(A) BS Degree in Digital Media and Design School of Art and Visual Studies, CFA, UK

(B) Plan for Assessment of BS in Digital Media and Design Student Learning Outcomes

Doreen Maloney, Assessment Coordinator

for the academic year 2016-2017

(C) MISSION STATEMENT

The Digital Media and Design (DMD) bachelor of science degree in the School of Art and Visual Studies educates its students in studio-based digital media practices at the pre-professional level. This degree is available to students who plan to undertake careers that require creative use of digital imagery with artistic and/or commercial applications, involving digital design and illustration, photography, video, sound and digital-based fabrication.

(D)   STUDENT LEARNING OUTCOMES for the PROGRAM

The assessment the student learning outcomes will be grouped into two, four-year cycles. The SLO numbered 1-4 will be assessed during the first four years of the degree program. The SLOs numbered 5-8 will be assessed during the second four years of the degree program.

1. Knowledge of basic and advanced concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)

5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.

6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.

7. Ability to work in teams and to organize collaborations among people from different disciplines.

8. Ability to use the above competencies in the creation and development of professional quality digital media productions.

(E) ASSESSMENT METHODS

1.   Knowledge of basic and advanced concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

Method 1A. The juror of the Foundation Exhibition will assess the work as shown. Work will be evaluated for applied digital design concepts, using a scorecard developed by the Foundations Advisory Committee. (The juror will fill out two assessment forms, one for the B.A. and B.F.A. degrees and one for the DMD program.)

Timeline 1A: The Foundation Exhibition occurs each spring semester and all students in the Foundations Program are required to participate.

Method 1B. The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied digital design concepts, related to the visual, spatial, sound, motion, interactive, and temporal elements/ features of digital technology and principles using a scorecard developed by the the Digital Media Projects Capstone Committee.

Timeline 1B. The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

Method 1C. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 200 Digital Art Space and Time.

Timeline 1C: The Digital Media and Design Assessment Committee will review these portfolios in the fall semester.

2.   Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

> **Method 2A.** The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems using a scorecard developed by the the Digital Media Projects Capstone Committee.

> **Timeline 2A:** The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

> **Method 2B.** The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 346 Video Art and A-S 347 Multimedia Art.

> **Timeline 2B:** The Digital Media and Design Assessment Committee will review these portfolios in the spring semester.

3.   Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

> **Method 3A.** The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society using a scorecard developed by the the Digital Media Projects Capstone Committee.

> **Timeline 3A:** The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

> **Method 3B.**   The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 285 Lens Arts.

Timeline 3B: The Digital Media and Design Assessment Committee will review these portfolios in the fall semester.

Method 3C. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 546 Digital Fabrication.

Timeline 3C: The Digital Media and Design Assessment Committee will review these portfolios in the spring semester.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)

Method 4A. The Digital Media and Design Assessment Committee will review a 10% sample of the work as proposed and created in A-S 547 Digital Media Capstone Class. Work will be evaluated for applied understanding or the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.) using a scorecard developed by the the Digital Media Projects Capstone Committee.

Timeline 4A: The Digital Media Projects Capstone class occurs each spring semester and all students graduating in the degree program must participate.

Method 4B. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 340 Graphic Design.

Timeline 4B: The Digital Media and Design Assessment Committee will review these portfolios in the fall semester.

Method 4C. The Digital Media and Design Assessment Committee will review a 10% sample of online student portfolios as submitted for A-S 346 Video Art and A-S 347 Multimedia Art.

Timeline 4C: The Digital Media and Design Assessment Committee will review these portfolios in the spring semester.

(F) USING RESULTS TO IMPROVE THE PROGRAM

Results of assessments of these four learning outcomes will be presented by the BS in Digital Media and Design Assessment Committee to the Director and School of Art and Visual Studies. These results may also be presented to the Dean of the College of Fine Arts and the Provost, along with any actions needed to improve the curriculum and increase students' achievement of the expected learning outcomes.

UK School of Art & Visual Studies

Faculty Meeting Minutes: February 6, 2015

Present: Ruth Adams, Jane Andrus, Garry Bibbs, Anna Brzyski, Alice Christ, Jeremy Colbert, Rob Dickes, Beth Ettensohn, Matt Gilley, Rae Goodwin, Garrett Hansen, Marty Henton, Stuart Horodner, Robert Jensen, Hui Chi Lee, Doreen Maloney, Andrew Maske, Jonathan McFadden, Matt Page, Allan Richards, Arturo Alonzo Sandoval, Jessica Santone, Bobby Scroggins, Bob Shay, Brandon Smith, Rob Southard, Hunter Stamps, Lynn Sweet, George Szekely, Sarah Wylie Van Meter, Monica Visonà, Paolo Visonà, James Wade, Kate Wheeler, Nicole White, David Wischer

The meeting was called to order at 2:00 pm. The minutes from January 2015 were approved with one abstention (Monica Visonà moved, Rob Dickes seconded).

Director's Announcements:

New Business:

Doreen Maloney reported that the proposed Bachelor of Science in Digital Media & Design was unanimously approved by the Art Studio faculty and now needs the approval of the full faculty. She explained the proposed degree requirements and Bulletin entry. Discussion and questions followed.

The vote was called to approve the B.S. in Digital Media & Design with minor changes. Garrett Hansen moved, Arturo seconded, and the motion passed with one abstention.

The degree still has to be approved by the Council on Post-Secondary Education, which is a long process. The degree will most likely be implemented in Fall 2016 if it is approved.

Rae Goodwin reported on the B.A./B.F.A. Committee's progress. The following changes are proposed:

1. Removal of the restrictions on using art courses in the CORE (aka "double-dipping")
2. Addition of a 500-level studio course
3. ART 191, A-S 201 dropped from curriculum
4. Addition of ART 301
5. Removed required minor
6. Increase number of elective hours
7. Change the title of A-S 200 back to "Digital Art, Space, & Time"
8. Provide more Studio Core options
9. Reword the Bulletin language

Hunter Stamps reported that the B.F.A. is proposing similar changes, plus adding 6 credits of 500-level studio courses.

The vote was called to approve these changes to the B.A. and B.F.A. in Studio Art. Arturo moved, Rob Dickes seconded, and the motion passed unanimously.

Other reports:

Faculty Performance Evaluations are in your mailboxes. Please sign them and return them to Jane Andrus as soon as possible. Discussion followed on the Teacher Course Evaluation process and the new Explorance System.

Midterm grading is coming up March 2-13. All undergraduates are required to have midterm grades assigned. Faculty should go ahead and give midterms to graduate students too.

Stuart announced that School of Art faculty are treated like Art Museum Members. They can participate in preview exhibitions and meet artists just as regular Members can.

The next faculty meeting is Friday, March 6.

The meeting was adjourned at 3:16 pm.

From: "Clymer, Jeffory A" <jeff.clymer@uky.edu>
Subject: Re: approval needed for directed electives in English
Date: April 8, 2016 at 1:59:26 PM EDT
To: "Jensen, Robert" <Robert.Jensen@uky.edu>

Dear Rob,
The English Department welcomes your students into all ENG courses, and especially film courses, as part of their directed electives in your bachelor of science in digital media and design.
Thanks for asking!
Best,
Jeff

Jeffory A. Clymer
Professor and Chairperson
Department of English
University of Kentucky
859.257.2901
http://english.as.uky.edu/users/jaclym3
http://english.as.uky.edu/

From: "Jensen, Robert" <Robert.Jensen@uky.edu>
Date: Friday, April 8, 2016 at 1:09 PM
To: "Clymer, Jeffory A" <jeff.clymer@uky.edu>
Subject: approval needed for directed electives in English

Hi Jeff,
The School of Art and Visual Studies has put a new degree, a bachelor of science in digital media and design, before the University Senate.   It was recommended that because we indicated that students should have directed electives, but not necessarily a minor, in a particular discipline and because we suggested that English, and in particular, film courses taught within the English department, would be an excellent choice for such directed electives, we should seek agreement from the affected department.   If there is space in your classes I

cannot imagine why you would not want students from our program to enroll in them, yet I have been asked for written confirmation of your approval.   If it is not too much trouble would you please be so kind as to write a line or two in an email agreeing to allow our students to take as guided electives English courses, and especially film courses.

Sorry to have to bother you with this.

Best,

Rob

Robert Jensen
Director
School of Art and Visual Studies
236 Bolivar Street
University of Kentucky
Lexington, KY 40506
859-257-2336

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ATTACHMENT #6

WRD completely approves allowing students in Art and Visual Studies to take guided elective WRD courses. In fact, we encourage it and support it.

best,

Jeff

On 4/8/16 12:14 PM, Jensen, Robert wrote:

Jeff,

You know what kinds of hoops the University curriculum and Senate committees make us jump through. It was recommended to me yesterday that because we indicated that students should have directed electives, but not necessarily a minor, in a particular discipline and because we suggested that WRD courses, and in particular, your documentary courses, would be an excellent choice for such directed electives, we should seek agreement from the affected department. If there is space in your classes I cannot imagine why you would not want students from our program to enroll in them, yet I have been asked for written confirmation of your approval. If it is not too much trouble would you please be so kind as to write a line or two in an email agreeing to allow our students to take as guided electives WRD courses.

Sorry to have to bother you with this again.

Rob

Robert Jensen

Director

School of Art and Visual Studies

236 Bolivar Street

University of Kentucky

Lexington, KY 40506

859-257-2336

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Professor

Chair

Martha B. Reynolds Professor in Writing, Rhetoric and Digital Studies

University of Kentucky

http://sweb.uky.edu/~jri236/

http://www.ydog.net
http://makeminepotato.ydog.net
Lexington, KY 40506-0027

ATTACHMENT # 7

Communications with SAPC regarding the BS, Digital Media and Design Proposal

1. The memorandum dated 3/31/16 explains that a minor course change has been submitted for A-S 547 to change (among other things) its repeatability. Changing repeatability is a major change and must be approved by both the UC and GC. Given that this course has not been to either council, it is unlikely that the course will be approved prior to semester's end. *Because A-S 547 is a core requirement, the program should not be reviewed by Senate or the Board until the revised A-S 547 is approved by at least one council.* **A-S 547 has passed through UC committee and set for UC vote on Tuesday 12**

2. Question 2l notes that this degree program appears similar to the existing program in Media Arts and Studies (http://ci.uky.edu/jat/major-media-arts-and-studies). It may be difficult for students to understand the difference between the proposed BS in Digital Media and Design and the existing program in Media Arts and Studies. It would be helpful to have a letter of support from Media Arts and Studies that demonstrates how students will be able to differentiate between the two programs. *Addressed in attached document*

3. Question 2j states that assessment will be conducted by a faculty digital media and design assessment committee. It is not clear if the faculty of record are involved in this assessment committee. **Yes, the faculty of record is involved as stated:** *"student success will be monitored by a faculty digital media and design assessment committee, consisting of the faculty of record in the School of Art and Visual Studies"*

4. In Question 7h, about 10 courses are identified as pre-major/prof, but none of the courses are identified as core. Question 7j has narrative about core courses, but the core courses need to be identified in 7h. *7j explains the 121 hour degree requirements. Pre Major hours (19), Major core hours (9), Guided electives (33), Free Electives (60) See attached check sheet*

5. Question 7j includes A-S 585, which is a new course – this is at the Undergraduate Council and will also require GC approval. *Because A-S 585 is a core requirement, the program should not be reviewed by Senate or the Board until the new A-S 585 is approved by at least one council. A-S 547 has passed through UC committee and set for UC vote on Tuesday 12*

6. Question 7m refers to ENG 387 as a guided elective, but ENG 387 is not an existing course. There is a course ENG 384 ("Literature and Film"), so perhaps the form has a typo and the course intended to be listed is ENG 384. *The degree requirements have been corrected ; ENG courses are no longer required for the degree.*

7. Question 4c states that no courses from other units will be included, but question 7m (guided electives) includes courses from English and from Writing, Rhetoric, and Digital Media. Question 7l mentions Business and Economics courses, too. Letters of support will need to be submitted showing that faculty in outside units approve the use of their courses. *The degree requirements have been*

corrected; have letters of support for ENG, and WRD, and reference to Business and Economic courses have been removed; they are no longer required for the degree; therefore letters of support are not necessary.

8. The Signature Routing Log is blank, so it is difficult to know who has reviewed and approved this proposal. *Signature log has been addressed—see "Approvals/Reviews" p. 16.*

9. I do not know if this is relevant to the SAPC's deliberations, but the CPE paperwork at the end of the proposal indicates that UK's Board of Trustees approved this proposal a year ago (June 2015), which is incorrect. (Proposals are not sent to the Board until the Senate has approved them.)
Not an issue, per the Office of Planning and Institutional Effectiveness.

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

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The University of Kentucky

From: Dickes, Robert M
Sent: Tuesday, April 12, 2016 2:22 PM
To: Alexander-Snow, Mia; Dickes, Robert M
Subject: Fwd: additional materials for the B.S. in Digital Media and Design

Dear Committee Members,

The following questions were satisfactory updated by Robert Jensen, Director of the School of Art and Visual Studies.

Via Margaret:
I recommend the following changes:
- 2a & 2d Please beef up your description and rationale for the program. Right now it reads very similar to the MAS degree (https://ci.uky.edu/jat/media-arts-and-studies-program). I realize the CIP codes are similar, but anything you can do to differentiate your program from an already existing one will help to solidify your case for the new program.

- The email you provide from Thomas Lindlof from CCI suffices for the letter differentiating your programs. Could you clarify who Thomas is please so I can make sure and use his title when I speak to the letter stating they do not see overlap between the two programs?

- This proposal is missing department minutes where this program was approved and the college committee, and college meeting minutes where this program was approved. A letter stating the date of the meeting and the outcome of the vote from the appropriate leadership will suffice (e.g., department chair, committee chair, and dean). Via Sheila:

1. The memorandum dated 3/31/16 explains that a minor course change has been submitted for A-S 547 to change (among other things) its repeatability. Changing repeatability is a major change and must be approved by both the UC and GC. Given that this course has not been to either council, it is unlikely that the course will be approved prior to semester's end. *Because A-S 547 is a core requirement, the program should not be reviewed by Senate or the Board until the revised A-S 547 is approved by at least one council.* **A-S 547 has passed through UC committee and set for UC vote on Tuesday 12**

2. Question 2l notes that this degree program appears similar to the existing program in Media Arts and Studies (http://ci.uky.edu/jat/major-media-arts-and-studies). It may be difficult for students to understand the difference between the proposed BS in Digital Media and Design and the existing program in Media Arts and Studies. It would be helpful to have a letter of support from Media Arts and Studies that demonstrates how students will be able to differentiate between the two programs. **Addressed in attached document**

3. Question 2j states that assessment will be conducted by a faculty digital media and design assessment committee. It is not clear if the faculty of record are involved in this assessment committee. **Unclear, Mia will check with proposer for clarifying statement.**

4. In Question 7h, about 10 courses are identified as pre-major/prof, but none of the courses are identified as core. Question 7j has narrative about core courses, but the core courses need to be identified in 7h.
 7j explains the 121 hour degree requirements. Pre Major hours (19), Major core hours (9), Guided electives (33), Free Electives (60) See attached check sheet

5. Question 7j includes A-S 585, which is a new course – this is at the Undergraduate Council and will also require GC approval.*Because A-S 585 is a core requirement, the program should not be reviewed by Senate or the Board until the new A-S 585 is approved by at least one council.* **A-S 547 has passed through UC committee and set for UC vote on Tuesday 12**

6. Question 7m refers to ENG 387 as a guided elective, but ENG 387 is not an existing course. There is a course ENG 384 ("Literature and Film"), so perhaps the form has a typo and the course intended to be listed is ENG 384. **The degree requirements have been revised ; ENG courses are no longer required for the degree.**

7. Question 4c states that no courses from other units will be included, but question 7m (guided electives) includes courses from English and from Writing, Rhetoric, and Digital Media. Question 7l mentions Business and Economics courses, too. Letters of support will need to be submitted showing that faculty in outside units approve the use of their courses. *The degree requirements have been revised ; ENG, WRD, and DM courses, and reference to Business and Economic courses have been removed; they are no longer required for the degree; therefore letters of support are not necessary.*

8. The Signature Routing Log is blank, so it is difficult to know who has reviewed and approved this proposal. *Signature log has been addressed.*

9. I do not know if this is relevant to the SAPC's deliberations, but the CPE paperwork at the end of the proposal indicates that UK's Board of Trustees approved this proposal a year ago (June 2015), which is incorrect. (Proposals are not sent to the Board until the Senate has approved them.)
Not an issue, per the Office of Planning and Institutional Effectiveness.

Rob

Robert Dickes
Artist & Lecturer
School of Art & Visual Studies
University of Kentucky

Begin forwarded message:

From: "Jensen, Robert" <Robert.Jensen@uky.edu>
Subject: Fwd: additional materials for the B.S. in Digital Media and Design
Date: April 12, 2016 at 1:13:12 PM EDT
To: "Dickes, Robert M" <rmdick3@uky.edu>

Robert Jensen
Director
School of Art and Visual Studies
236 Bolivar Street
University of Kentucky
Lexington, KY 40506
859-257-2336

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Begin forwarded message:

From: "Jensen, Robert" <rjens1@uky.edu>
Subject: additional materials for the B.S. in Digital Media and Design
Date: April 11, 2016 at 11:40:41 AM EDT
To: sbrothers@uky.edu
Cc: Margaret Schroeder <m.mohr@uky.edu>

Sheila,
Attached are some additional documents that help clarify and/or answer all the queries I was sent last week regarding the new bachelor of science degree in digital media and design. In addition to my addendum to the original March 31 letter of introduction I am included another edited version of the B.S. program proposal form that addresses all the minor queries as well as two emails from WRD and English supporting DMD students' enrollment in their respective courses. The two most disruptive issues, the course description revision for A-S 547 and the approval by the Undergraduate Council of A-S 585, have both been successfully addressed. We have re-written the course description but have made no change to the contact hours, so that the change should go through as a minor course change (it has been approved at the School and the College level already). The issue regarding graduate assignments for A-S 585 has been resolved and the course has been voted out of the Undergraduate Council. I have contacted the Graduate Council about expediting the approval of the graduate version of the course, so even though it is not required, this too should be done before the end of the month. Also attached are the minutes from the SA/VS faculty meeting at which the new proposal was approved by the faculty and the minutes of the College of Fine Arts when they approved the new degree proposal. I hope these documents satisfactorily address all the outstanding issues with our proposal. We are tremendously excited to get this degree up and running in the fall.
All the best,
Rob

Robert Jensen
Director
School of Art and Visual Studies
236 Bolivar Street
University of Kentucky
Lexington, KY 40506
859-257-2336

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BS Degree in Digital Media and Design School of Art and Visual Studies, CFA, UK

Curricular Map of BS in Digital Media and Design Student Learning Outcomes

MISSION STATEMENT

The Digital Media and Design (DMD) bachelor of science degree in the School of Art and Visual Studies educates its students in studio-based digital media practices at the pre-professional level. This degree is available to students who plan to undertake careers that require creative use of digital imagery with artistic and/or commercial applications, involving digital design and illustration, photography, video, sound and digital-based fabrication.

STUDENT LEARNING OUTCOMES for the PROGRAM

The eight student learning objectives adopted for this program are stipulated below. Following this list is a list of all degree courses offered at the present time to fullfil this degree.

In the table below, the numbers following each course title correspond to the NASAD learning objectives met by that course.

1. Knowledge of basic and advanced concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.

2. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.

3. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.

4. Knowledge of the processes for the development and coordination of digital-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)
5. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.

6. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.

7. Ability to work in teams and to organize collaborations among people from different disciplines.

8. Ability to use the above competencies in the creation and development of professional quality digital media productions.

Digital Media and Design Courses	Learning Objective Met
A-S 101 Creative Practices in Art Studio (taken first semester)	1, 2 ,5
A-S 001 Foundation Exhibition	1,4,5,7
A-S 102 Two-Dimensional Surface	5
A-S 130 Drawing	5
A-S 200 Introduction to Digital Art, Space and Time	1,2,3,4,5,6
A-S 285 Lens Arts	1,2,3,4,5,6
A-S 305 Studio Lighting	1,2,3,4,5,6,7,8
ART 301 GCCR	5,6,7,8
A-S 340 Introduction to Graphic Design, Meaning and Image	1,2,3,4,5,6
A-S 341 Graphic Design: Layout	1,2,3,4,5,6
A-S 345 Introduction to Web Design	1,2,3,4,5,6
A-S 346 Video Art	1,2,3,4,5,6
A-S 347 Multimedia: Topical (currently 2D Animation)	1,2,3,4,5,6
A-S 348 Circuits & Bits: Introduction to Hardware and Software Topics in Art	1,2,3,4,5,6,7
A-S 385 Digital Methods for Photography	1,2,3,4,5,6,
A-S 387 Topics in Photography	1,2,3,4,5,6,7,8
A-S 390 Digital Printmaking	1,2,3,4,5,6,7
A-S 480 Professional Practices in Photography	5,6,7,8
A-S 540 Graphic Design: Publication Design	1,2,3,4,5,6,7,8
A-S 541 Graphic Design: Advanced Design	1,2,3,4,5,6,7,8

A-S 546 Intermedia Studio	1,2,3,4,5,6,7,8
A-S 547 Digital Media and Design Projects	1,2,3,4,5,6,7,8
A-S 585 Industry Pathways and Practice	1,2,3,4,5,6,7,8
A-S 587 Advanced Topics in Photography	1,2,3,4,5,6,7,8
A-S 596 Workshop	1,2,3,4,5,6,7,8
A-S 687 Graduate Topics in Photography	1,2,3,4,5,6,7,8
A-S 777 Problems in Intermedia	1,2,3,4,5,6,7,8

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

Name of Institution: University of Kentucky

Name of Primary Department, Academic Program, or Discipline: School of Art and Visual Studies, BS, Digital Media and Design

Academic Term(s) Included: Fall 2016 – Spring 2017

Date Form Completed: September 11, 2015

1	2	3	4	5
Course Instructor Name NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught	NEW Courses Includes Course Prefix, #, & title)
Ruth Adams (F) Associate Professor, Photography	A-S 580:Photography Projects – each Fall or Spring; 3cr hr (U) A-S 384: Color Photography – Every 3rd semester; 3cr hr (U) A-S 386: Non-Silver Photography – Every 3rd Semester; 3cr hr (U)	* M.F.A. University of Miami, 1999; Concentration in Photography and Digital Art *B.F.A. Rochester Institute of Technology, 1994; Photojournalis *B.S. Syracuse University 1988; Computer Science	Active as member and on the board of directors for the Society for Photographic Education, the professional organization for photography educators.	
Robert Dickes (F) Lecturer, Photography	A-S 300 Digital Photography: F16, S17 3cr (U) A-S 346 Video Art; F16 3cr (U) A-S 305 Studio Lighting: S17; 3cr (U) A-S 585 Industry Pathways & Practice: F16, S17; 3cr (U)	BFA, Rochester Institute of Technology, 1996 Teaching Certificate, Florida Atlantic University, 2001 MFA, University of Kentucky, 2009 Distance Learning, VASA International, 2011	Commercial Photographer, Entrepreneur 1996-2002 Graphic Design, photography and digital media teacher, Spanish River High School 2000-2004, The Villages High School 2004-2005, Lexington Christian Academy 2009-2010	ART 485 Industry Pathways & Practice Practices in Photography

Form Updated: June 2015

			Taught graphic design, photography, video, web design, typography, screen printing, layout and lighting.	
Garrett Hansen (F) Assistant Professor, Photography	AS 300: Introduction to Digital Photography '2013 Fall, 2014 & 2015; 3 cr (U) AS 280: Photographic Literacy '2013 Fall, 2014 Spring 3 cr (U) AS 380: Black and White Photography '2014 Fall, 2015 Fall 3 cr (U) AS 381: Advanced Black and White Photography '2014 Spring' 3cr (U) AS 580: Problems in Photography '2014 Fall, 2015 Spring' 3cr (U)	* MFA., Photography, Indiana University, 2011	Exhibited both black and white and digital photographs in juried and solo shows throughout the US and Asia.	AS 381: Lens Arts AS 390: Documentary Photography
Doreen Maloney (F) Associate Professor, New Media	A-S 346 Video Art '2016,'2017; 3 cr (U) A-S 398 Coordinated Studies /Advanced Video '2016, '2017; 3 cr (U) A-S 490 Street Scenes and Zines: Berlin, Germany A-S 546: Intermedia Topics: '2016,; 3 cr (U) (G) A-S 780 Problems in Design '2016,'2017; 3 cr (G) A-S 777 Problems in Intermedia '2016,'2017; 3 cr (G) A-S 795 Independent Research '2016,'2017; 3 cr (GR)	* MFA/MA Installation, Video Art and Performance , University of Wisconsin, Madison 1999 * MA Ottoman History, University of Wisconsin, Madison, 1996	BA in German, Indiana Univeristy, 1985. Director, Berlin Program; Kentucky Institute for International Studies '2015, '2016	A-S 547: A-S 547 Digital Projects '2017; 3 cr (U) A-S 546: Advanced Studio Lighting / Advanced Video: Performance of the Self '2016; 3 cr (G) (U)
Jonathan McFadden (F) Assistant Professor, Printmedia	A-S 320 Printmedia: Relief/ Screen Print A-S 321 Printmedia: Intaglio/ Lithography A-S 520 Printmedia: Topics (Previously taught as Digital Applications, Photolithography, and Advanced Screen Print) A-S 521 Printmedia: Contemporary Practices	MFA, Printmaking, Edinburgh College of Art, 2009 BFA, Printmaking, Texas State University, 2006 BA, French, Texas State University, 2006	Assistant Printer, Tandem Press, 2009-10 Jerome Fellowship, Highpoint Center For Printmaking, 2011-12	A-S 322 Screen Printing A-S 390 Digital Printmaking A-S 520 Printmedia: Topics (Photogravure)

Form Updated: June 2015

	A-S 720 Problems in Printmaking			
Matt Page (F) Lecturer of Digital Media	A-S 340 Introduction to Graphic Design A-S 341 Graphic Design: Layout	M.F.A Vermont College of Fine Arts, Montpelier, Vermont, 2006	Founding member of critically acclaimed, internationally known musical group Dream the Electric Sleep.	A-S 347 Multimedia: Sound Design A-S 541 Advanced Graphic Design A-S 540 Publication Design
Lee Ann Paynter (F) Lecturer, Digital Media & Photography	A-S 200 Intro to Digital Art: Space & Time (F16 & S17) 3 credit, UG A-S 300 Digital Photography (F16) 3 credit, UG A-S 346 Digital Video (S17) 3 credit, UG	MFA Photography & Media, California Institute of the Arts, 2011	Working digital media artist and photographer with a busy exhibition schedule CAA New Media Caucus Society of Photographic Educators American Photographic Society	A-S 285 Lens Arts (F16 & S17) 3 credit, UG
James R Southard (F) Lecturer, Photography	AS 280--F 2014 to present AS 300-F 2014 to present AS 385 F 2015 Other Schools: Digital Canvas: Adv Dig Photo Digital Media & Intro to Photo)	*MFA Carnegie Mellon University, 2011 MacDowell 2013, Yaddo 2014, Millay 2015, Al Smith 2015 and Skowhegan 2012 Fellow	Medium I've been working with: Dig Photo, Illustration, Dig Illustration, Dig Video & Sculptural performance	AS ??? Digital Canvas: Constructed workspace. AS ??? Video Installation
Dmitry Strakovsky (F) Associate Professor, Photography	A-S 348 Circuits and Bits: Introduction to Software and Hardware in Arts, F 2010, SP 2011, SP 2013, 3cr (U); A-S 390 Topical Studies (Dynamic Web and Game Production): F 2010, F 2012, SP 2014, 3cr (U); A-S 793 Graduate Studio Seminar: F 2007, S 2011, 1cr (GR); A-S 390 Topical Studies (Software and Hardware in Arts): S 2011, 3cr (U); A-S 200 Studio I: F 2009, SP 2007, F 2006, F 2007, SP 2008, F 2008, 3cr (U); A-S 390 Topical Studies (Introduction to Software and Hardware in Arts): F 2009, F 2008, F2007, 3cr (U); A-S 390 Topical Studies (Studio.Post.Studio): SP 2009, SP 2010, 3cr (U);	* MFA The School of the Art Institute of Chicago	CTO MakeTime, Inc. 2014-2015 Freelance Software developer 2001-present	A-S 200 Introduction to Digital Art, Space and Time A-S 345 Introduction to Web Design A-S 348 Circuits & Bits: Introduction to Hardware and Software Topics in Art A-S 546 Intermedia Studio A-S 547 Digital Meda and Design Projects ART 585 Industry Pathways and Practice A-S 596 Workshop A-S 777 Problems in Intermedia

	A-S 546 Intermedia Studio (Software and Hardware in Arts): F 2008, SP 2009, SP 2010, 3cr (U); A-S 345 Web Design: F 2006, SP 2013, SP 2014 3cr (U); A-S 347 Multimedia (Introduction to Programming): SP 2007, 3cr (U); A-S 347 Multimedia (Introduction to Mobile Development): SP 2013, 3cr (U); A-S 546 Intermedia Studio (Studio.Post.Studio): SP 2012, 3cr (U); A-S 546 Intermedia Studio ([IN]Sound): SP 2013, 3cr (U);			
Sarah Wylie VanMeter, Lecturer	A-S 101: Creativity Practices in Art Studio (1) A-S 200: Introduction to Digital Art (3) A-S 201: Professional Practices in Art Studio (1) A-S 346: Digital Video (3)	MFA Filmmaking, San Francisco Art Institute, 2009 BFA Photography and New Media, University of Kentucky, 2003	Co-Founder & Co-Director, Lexington Film League; Additional Photography, The Seer: Documentary on Wendell Berry (2015); Director of Photography, Elbow of Light: A Film on James Baker Hall (2010)	
James Wade (F) Senior Lecturer, Foundations, Hybrid Fabrication and Sculpture	A-S 103: Three Dimensional Form; F2004 to present; 3 cr (U) A-S 355: Introduction to Sculpture; F2011-Sp2014; 3 cr (U) A-S 390: Hybrid Fabrication; F2014; 3 cr (U) A-S 546: Digital Design and Fabrication; 3 cr (U)	MFA – Sculpture, The University of Georgia, 1996 BFA – Studio Art (Sculpture and Drawing), University of Kentucky, 1994		A-S 347: Hybrid Fabrication A-S 347: Digital Design and Fabrication
Nicole White (F), Lecturer, Photography	A-S 285: Lens Arts, 3 cr (U) A-S 300: Digital Photography, 3 cr (U) A-S 200: Digital Art, Space and Time (U)	MFA, Studio, School of the Art Institute of Chicago, 2012 MA, Art History, University of Connecticut, 2010	(2015 only) Artist-in-Residence, Latitude Lab, Chicago, IL; Guest Lecturer, MWSPE 2015 Conference, Louisville, KY; Panelist, Failure And The Artist Symposium, Sam Fox School of Design & Visual Arts, Washington University, St. Louis, MO; Curator, Project 9, Zephyr Gallery, Louisville, KY; 4) Two/three person national exhibitions. (4) Regional and national group exhibitions.	

			Work published online internationally and in print nationally. New gallery representation in Chicago, IL.	
David Wischer (F) Lecturer, Digital Media	A-S 200: Introduction to Digital Art, Space, and Time -- F 2013, Sp 2014, F 2014, Sp 2015, F 2015; 3 cr (UT) A-S 340: Introduction to Graphic Design -- Sp 2014, F 2014, Sp 2015, Summer 2015, F 2015, Sp 2016; 3 cr (UT) A-S 320: Printmaking 1 – Summer 2014, Summer 2015, F 2015; 3 cr (UT) A-S 322: Screen Print – Sp 2015, Sp 2016; 3 cr (UT) A-S 102: 2D Surface – Sp 2014; 3 cr (UT) A-S 101: Creativity Practices – F 2014, Sp 2015, F 2015; 1 cr (UT)	BFA, Graphic Design, Northern Kentucky University, Highland Heights KY, 2000 MFA, Fine Art, Purdue University, West Lafayette IN, 2012	Panel Chair, "Finding Printmaking's Place in an Interdisciplinary and Post-digital World," MAPC Conference, Detroit MI (2014); Visiting Artist and Animation Workshop, University of the Arts, Philadelphia PA (2013); Presenter, Demonstration of Animated Prints, MAPC Conference, Southeast Missouri State, Cape Girardeau MO (2012)	A-S 341: Graphic Design Layout; A-S 346: Digital Video; A-S 347: Mulitimedia Animation

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

From: **Lindlof, Thomas R** lindlof@uky.edu
Subject: **MAS Comment on DMAD degree proposal**
Date: March 31, 2016 at 11:25 AM
To: **Jensen, Robert** Robert.Jensen@uky.edu

LT

Dear Rob,

Thank you for the opportunity to comment on the proposed B.S. degree program in Digital Media and Design (DMAD). As you know, we have discussed this proposal on several occasions, and the Media Arts and Studies (MAS) faculty have also weighed in with their views after becoming familiar with your faculty, the curriculum, and the proposed degree. I think I can speak for the MAS faculty when I say that we are satisfied that approval of the B.S. degree in DMAD will have mostly positive outcomes for both of our programs. To be sure, there are a few courses in your curriculum – especially in the areas of video, web, and multimedia design – that resemble courses already offered by MAS. However, I think we come at these areas of media design and production with rather different pedagogical objectives. In addition, the overall missions of our degree programs are different, with MAS more focused on preparing students for career paths in the media industries. This orientation includes not just content creation, but also media distribution, management, and analysis of the social and cultural influences of media. Thus I see our programs as complementary, rather than competitive, and I foresee many fruitful ways in which we might take advantage of this complementarity. For example, students can be encouraged to double-major in MAS and DMAD, and our faculties might explore joint ventures (projects, classes, etc.) that will benefit students from both programs. In summary, I see no real downsides for MAS if the B.S. degree program in DMAD is approved. In fact, if our very collegial relationship with DMAD continues, as I fully expect it will, there is reason to believe that it will be a win-win for both programs.

Best regards

Tom

Thomas R. Lindlof
Professor

University of Kentucky
School of Journalism and Media
College of Communication and Information
212 Grehan Bldg.
Lexington, KY 40506-0042

e-mail: lindlof@uky.edu
voice: (859) 257-4242

**Department of Writing, Rhetoric
& Digital Studies
1355 Patterson Office Tower
Lexington KY 40506-0027
859.218.2867 (WRD Office)
859.218.2999 (fax)
http://wrd.as.uk.edu/**

Undergraduate Council
March 30, 2016

This letter confirms that Writing, Rhetoric and Digital Studies supports and is aware of Art and Visual Studies' proposed B.S. degree in Digital Media and Design. We hope to collaborate with Art and Visual Studies on coursework as well as encourage students from both programs to minor in the other program.

Sincerely,

Jeff Rice
Chair, Writing, Rhetoric and Digital Studies.

From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Thursday, April 21, 2016 9:30 PM
To:	Brothers, Sheila C; Hippisley, Andrew R
Subject:	Proposed New UC: Universal Design
Attachments:	Universal Design UG Certificate-new (revised 3-28-16; 4-7-16ksj).pdf

Proposed New Undergraduate Certificate in Universal Design

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Universal Design, in the Division of Undergraduate Education.

The revised proposal is 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

December 10, 2015

TO: Undergraduate Council

FROM: Benjamin C. Withers
          Associate Provost for Undergraduate Education

RE: Undergraduate Certificate in Universal Design

Please find under the cover of this letter materials pertaining to an application for a proposed Undergraduate Certificate in Universal Design. The Human Development Institute (HDI) has spearheaded the development of this new program which is supported by a wide diversity of scholars across campus. Letters of support are appended and the Faculty of Record is identified. With the University's renewed emphasis on the use of digital technologies, Universal Design expertise is greatly needed and student leadership in these efforts will be vital across many colleges. Since the topic is best explored in a multidisciplinary setting, the certificate can enhance the credentials for a great many different baccalaureate degreeseekers.

The HDI faculty have proposed that the required courses carry the HDI prefix (currently used only for a graduate certificate) to show the interdisciplinary nature of the student learning outcomes. I propose that these new undergraduate courses, if approved, be appended to the courses affiliated with the Division of Undergraduate Education (similar to those holding the HON- prefix).

With this letter I attest that Dr. Kathy Sheppard-Jones and the HDI faculty and staff have followed the procedures outlined in the Senate documents regarding the development of an undergraduate certificate. The supporting materials provided here document the process as outlined in the Senate guidelines.

To: Undergraduate Council

From: Kathy Sheppard-Jones

Re: Proposed Certificate in Universal Design

Date: December 9, 2015

Enclosed, please find an application package for a new Certificate in Universal Design and request to create three new courses offered within the Certificate. Courses will include Universal Design (UD) and Universal Design for Learning (UDL). As defined in the Higher Education Opportunity Act (PL 110-315):

> The term "universal design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998 (29 U.S.C. 3002) [which is: "The term 'universal design' means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies."]

> The term "universal design for learning" means a scientifically valid framework for guiding educational practice that- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

The HDI prefix used for the 3 new courses is currently used for courses in the Graduate School. It is a tremendous fit for this Certificate because it promotes participation by students across colleges. Students would first take HDI350 – Universal Design: Applications in the Built, Virtual and Learning Environments. This course provides the foundation and principles that drive universal design (UD). Because UD is highly interdisciplinary, students will find relevance to their own areas of interest regardless of major. Students will apply to take part in the Certificate while they are enrolled in HDI350. Students accepted into the Certificate will complete HDI400 – Universal Design Practicum. HDI400 takes students out of the classroom and into the campus community, where they will

gain an understanding of how people inhabit physical space. Students will learn skills related to a variety of ways to use and measure interior and exterior spaces. Upon completion of HDI400, students will take HDI500 – Universal Design Practicum II: Advanced Techniques, where they will identify a practicum setting that will provide them with experience directly related to their major with the help of the Certificate Director. An elective will be chosen that further adds depth and cohesion to their UD Certificate experience. Upon completion of the certificate, students will have enhanced understanding of universal design as it specifically relates to their own career interests, and be well equipped to incorporate universal design into their own practice, thus enhancing opportunities for positively impacting diverse communities.

Cross discipline collaboration is evident through involvement of 19 faculty across 12 colleges. Seven faculty will serve as faculty of record, and may teach individual courses, supervise students, and assist in development of meaningful practicum experiences. An additional twelve faculty will serve as Affiliate Faculty, providing mentoring to students who share similar interests, guest lecturing as needed, and marketing the Certificate to students in their program. Faculty of record and Affiliate Faculty will participate on the Certificate Advisory board, providing oversight and ensuring that the Certificate remains at the forefront of universal design issues, using a multidisciplinary approach.

Certificate in Universal Design Application

Table of Contents

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	Date of contact with Institutional Effectiveness (IE)[1]:	3/9/15
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home college:	
1c	Home educational unit (department, school, college[2]): *Division of Undergraduate Education*	
1d	Proposed certificate name: *Universal Design*	
1e	CIP Code[3]: *30.9999*	

1f	Requested effective date:	☐ Fall semester following approval.	OR	☒ Specific Date[4]: *Fall 2016*

1g	Contact person name: *Kathy Sheppard-Jones*	Email: *kjone@uky.edu*	Phone: *257-8104*

2. OVERVIEW

2a	Provide a brief description of the proposed new undergraduate certificate. *(300 word limit)*
	The Certificate in Universal Design is designed to give students a foundation in the principles of universal design and its application across disciplines. The Certificate will create a focus for students' scholarly work

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[1] You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

[2] Only cross-disciplinary certificates may be homed at the college level.

[3] In consultation with the Undergraduate Council Chair and Registrar, identify the appropriate CIP code(s) *prior* to college-level approval.

[4] 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.

	in developing environments that maximize the engagement of all community members, including people with disabilities. Universal design creates environments and resources that are useable by people across the lifespan. Universal design utilizes a broad set of strategies that promote inclusion and participation of all, particularly people with disabilities, within a diverse world. Universal design grew from the independent living movement, and legislation including the Architectural Barriers Act, the Rehabilitation Act, the Education for All Handicapped Children Act, and the Americans with Disabilities Act. The Higher Education Opportunities Act furthered the reach of Universal Design through definition of Universal Design for Learning, or UDL, that provides flexibility in education in information presentation, student engagement and demonstration of knowledge. *The certificate will provide academic recognition for participating in 12 hours of coursework.This Certificate shows that the student has attained competency in universal design. Utilizing universal design ensures that the needs of the widest range of possible users are considered at the outset. The principles of universal design are applicable across environments and to programs and learning across the lifespan.* *Students in this Certificate will: 1) demonstrate mastery of basic principles of universal design and accessibility (includes knowledge of accessibility mapping, methods of implementing universal design in the environment, and ways of relating various designs as universal design); and 2) employ the basic principles of universal design and accessibility techniques, including identification of barriers to accessibility, possible solutions and the long-term benefit of solutions. Students will be able to analyze the use of universal design in eliminating barriers in environments.*
2b	This proposed undergraduate certificate (check all that apply):
	☒ Is cross-disciplinary[5].
	☐ Is certified by a professional or accredited organization/governmental agency.
	☐ Clearly leads to advanced specialization in a field.
2c	**Affiliation.** Is the undergraduate 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)*
	Universal design implications impact any disciplines that interact with people across the lifespan and the communities in which they live. The Certificate is applicable to undergraduates across colleges, and therefore is best housed within Undergraduate Education. This Certificate utilizes new courses from the Human Development Institute (HDI) along with an elective that may come from within the student's own academic unit. As such, the Certificate will emphasize and make meaningful elements from within the students' own major. The content has been successful in Discovery Seminar Program (DSP) courses which are no longer available at UK. The courses comprising the Certificate offer a unique cross-disciplinary opportunity for students .By not affiliating with an existing degree program, the cross-section of students will effectively shape the direction of the Certificate with each incoming cohort.
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.
2d	**Rationale and Demand.** Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). *(300 word limit)*
	A primary concern to students completing their course of study and entering the workforce is access to the programs, products, and environments in which we interact. Increasingly, students are seeking experiential

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[5] 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.

	opportunities to have an impact in their campus community and to work with diverse populations. It is vital for students to learn the value of multiple perspectives in order to approach new endeavors with critical thoughtfulness. We see this at the Human Development Institute through our Graduate Certificate in Developmental Disabilities and in ongoing student interest in projects around creating a more inclusive campus. Students from across colleges come together, informally or through course projects, to participate in accessibility mapping of campus and develop a greater understanding of universal design and the importance of issues around access for all. The courses within the Certificate for Universal Design will enable students to further build upon the UK Core competencies and utilize a broad set of universal design strategies that will prepare them for productive careers and meaningful participation in their communities with an enriched understanding of diversity. Students will be able to link their own course of study to their certificate participation. For example, a communications student may take a practicum in captioning, while a geography student's practicum could focus on conducting surveys of universal design elements used in small businesses on a particular Lexington street. Students will have the opportunity to work in group projects that result in scholarly papers, presentations and posters. These collaborations will be interdisciplinary and represent a variety of departments. The ability to have multiple semesters to work through complex issues is a strength of the certificate format, as opposed to a single course. Students will be engaged through the Certificates experiential activities and will ultimately have an enhanced understanding of the dynamic and multi-faceted nature of the communities in which they live and work.

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

2f	Describe the demographics of the intended audience. *(150 word limit)*
	Demographics of the target student audience are all encompassing of undergraduate or post-baccalaureates. Students from across all colleges will be targeted as the Certificate is potentially applicable to all. The Certificate will utilize faculty and guest speakers across colleges.

2g	**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	*15*	*30*	*35*

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)*				
	A section of HDI350 will be offered via DL to provide options for students. The section will be asynchronous. We will advise students that they can only take one distance learning course in the Certificate.				

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*
	Students must be enrolled in or have completed HDI350 to apply for the Certificate. The Faculty of Record will review applications and consider GPA, major, and student essay. Upon acceptance (majority vote of Faculty of Record), students will schedule an advising meeting with the Certificate Director and develop the plan of study (see Appendix A), outlining courses and timeframes for completion. To assist with student retention, students will meet annually with the Certificate Director to assess progress. Students will be matched with a mentor (advisory board member) based upon their interests, and educational and career goals to provide individualized guidance. Students will also have opportunities for presentation and publication through the Certificate. Students will have an online forum to provide ongoing feedback.If academic concerns are encountered, the Certificate Director will connect students to appropriate University resources.

3b	**Faculty of Record.** The Faculty of Record consists of the undergraduate 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.

	The Certificate Director serves as the liaison to all the Faculty of Record. As the training director at the Human Development Institute, Dr Kathy Sheppard-Jones can coordinate between all involved faculty and colleges. Dr. Sheppard-Jones is also adjunct professor in Early Childhood, Special Education and Rehabilitation Counseling in the College of Education. She currently serves as Director for the Graduate Certificate in Developmental Disabilities. A core group of seven faculty will serve as Faculty of Record. All Faculty of record are voting members, with a term of three years service. Faculty may serve for an unlimited consecutive number of terms. Members may be removed by request of the member and Certificate Director. Members may be added by approval of Certificate Director and majority of Faculty of Record. Faculty of Record are found on page 9. Affiliate faculty, who will have an advisory role in the Certificate, are listed on page 10. See Appendix C for letters of support from all faculty.

3c	**Advisory board.** Will the undergraduate certificate have an advisory board[6]?	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)*		
	A total of 19 faculty across twelve colleges will be Affiliate faculty on the Certificate.Affiliate faculty will serve as the Advisory board for the Certificate along with UK Extension Agent at Large, a researcher in home modifications, and researcher in underserved populations. The seven faculty of record may add or remove members of the advisory board by majority vote.		
	If "Yes," please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.		
	1	Faculty within the college who are within the home educational unit.	
		Faculty within the college who are outside the home educational unit.	
	18	Faculty outside the college who are within the University.	
		Faculty outside the college and outside the University who are within the United States.	

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[6] 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.

		Faculty outside the college and outside the University who are outside the United States.
		Students who are currently in the program.
		Students who recently graduated from the program.
		Members of industry.
		Community volunteers.
	3	Other. Please explain: *UK Extension Agent at Large,1 UK Home Modification specialist, 1 UK Underserved Populations leader*
	22	**Total Number of Advisory Board Members**

3d	**Course utilization.** Will this undergraduate certificate utilize courses from other academic units?	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[7] from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[8] 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.		

3e	**Financial Resources.** What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? *(300 word limit)*		
	0		

3f	**Other Resources.** Will the proposed undergraduate 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[9] of the unit whose "other resources" will be used. ☐ 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.		

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[7] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

[8] Show evidence of detailed collaborative consultation with such units early in the process.

[9] A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose "other resources" will be used.

☐ 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 undergraduate certificate. *(150 word limit)*
	Students currently enrolled as undergraduates or post-baccalaureates may apply to participate in the Certificate. Students must be in good academic standing with the University. Students must be enrolled in or have completed HDI350 to apply. The Faculty of Record will review applications and consider GPA, major, and student essay. See Appendix D for Certificate application.

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

Prefix & Number	Course Title	Credit Hrs	Course Status[10]
HDI 350	*Universal Design: Applications in the Built, Virtual, and Learning Environments*	*3*	New
HDI 400	*Universal Design Practicum*	*3*	New
HDI 500	*Universal Design Practicum II: Advanced Techniques*	*3*	New
			Select one....
			Select one....

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

Prefix & Number	Course Title	Credit Hrs	Course Status[11]
EDS 517	*Assistive Technology in Special Education*	*3*	No Change
ID 234	*Environmental Theory*	*3*	No Change
	Any other course approved by Certificate Director	*3*	No Change
		3	Select one....
			Select one....
			Select one....
	Total Credit Hours:	*12*	

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

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[10] 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").

[11] 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").

5e	Is there any other narrative about the undergraduate 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 undergraduate 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)*
	Student Learning Outcome I: *Students will demonstrate mastery of basic principles of universal design and accessibility (including knowledge of accessibility mapping, methods of implementing universal design in the environment, ways of relating various design as universal design).* *Student Learning Outcome II:* *Students will employ the basic principles of universal design and accessibility techniques (including identification of barriers to accessibility, possible solutions and the long-term benefit of solutions). Students will be able to analyze the use of universal design in eliminating barriers in environments.*

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 test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*
	Student Learning Outcomes will be assessed throughout participation in the Certificate. Assessments include: *Exams: HDI350 Final Exam; Reflection papers: Reflection 3 HDI400, Final reflection HDI500* *Logs: HDI500; Oral presentation: HDI400; Exit Interview: HDI500* *Assessment Method Outcome I:* *Exams will be used to test the mastery of principles. Exams will include items that test the integration of knowledge rather than simply recalling facts. Reflection papers will allow students to think through how they can integrate universal design principles within their own disciplines. Reflection papers will require the student to construct innovative problem-solving strategies to improve the built environment. The Training Director and one other Universal Design Affiliate Faculty will assess whether the reflection papers have met the Student Learning Outcome. A grading rubric will be used to grade the reflection papers.* *Outcomes Criteria: 90% of students will score 70% or better on exams. 90% of all students will score 70% or better on reflection papers.* *Assessment Method Outcome II:* *Reflection papers and weekly logs will be used to test the ability of student to apply the principles of universal design. The reflection papers and weekly logs will be used to demonstrate if the student was able to assess the built environment for accessibility barriers as well as organize, plan and propose ways to remove the barriers. Final presentations will provide an opportunity for the student to illustrate and analyze how they have applied universal design principles to remove barriers to accessibility. A grading rubric will be used to grade the reflection papers, weekly logs, and final presentation.* *Outcomes Criteria: 90% of students will score 70% or better on reflection papers, weekly logs, and final presentations* *.*

6c	**Certificate outcome assessment[12].** Describe program evaluation procedures for the proposed undergraduate 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 benchmarks: *Number of enrolled students and number of disciplines/majors* *Number of students completing Certificate annually* *Number of advising meetings with enrolled students* *Number of contacts with potential students showing interest in the Certificate* *Satisfaction of students, and the extent to which students report that the Certificate enhanced their undergraduate experience, as well as their knowledge and skills in UD as it relates to their future work in their own discipline* *Number of presentations/publications a Certificate student is co-presenter/co-author* *Number of inter-disciplinary publications/presentations that include universal design* *Tools of assessment* *Data will be collected on:* *Number of students enrolled* *Number of meetings with students enrolled* *Number of contacts with potential students* *Number of students completing the Certificate* *This data will be stored in a database. Exemplary final presentations will be kept to demonstrate possible topics for future students in the Certificate. An exit survey will be administered to the students at the completion of the Certificate to see how the courses impact their ability to implement the principles of universal design within their discipline. One and Five Year out surveys will assess the integration of universal design principles in their future education and professional experiences* *Program Improvement Plan:* *At the end of each academic year,the director of the Certificate will convene a meeting with all Affiliate faculty to discuss program assessment results and develop an action plan for improvement as needed.*

7. OTHER INFORMATION

7a	Is there any other information about the undergraduate 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) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		

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

Number of advising meetings with enrolled students
Number of contacts with potential students showing interest in the Certificate
Satisfaction of students, and the extent to which students report that the Certificate enhanced their undergraduate experience, as well as their knowledge and skills in UD as it relates to their future work in their own discipline
Number of presentations/publications a Certificate student is co-presenter/co-author
Number of inter-disciplinary publications/presentations that include universal design

Tools of assessment
Data will be collected on:
Number of students enrolled
Number of meetings with students enrolled
Number of contacts with potential students
Number of students completing the Certificate
This data will be stored in a database. Exemplary final presentations will be kept to demonstrate possible topics for future students in the Certificate. An exit survey will be administered to the students at the completion of the Certificate to see how the courses impact their ability to implement the principles of universal design within their discipline. One and Five Year out surveys will assess the integration of universal design principles in their future education and professional experiences

Program Improvement Plan:
At the end of each academic year,the director of the Certificate will convene a meeting with all Affiliate faculty to discuss program assessment results and develop an action plan for improvement as needed.

7. OTHER INFORMATION

7a	Is there any other information about the undergraduate 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) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
	Undergrad. Ed.	12/10/15	Bartel Hers /7-3811/ bwithers@uky.edu
		/	/
		/	/
		/	/
8b	(Collaborating and/or Affected Units)		
	Dept of Special Education	*10/31/14*	*Margaret Bausch / 2578810 / meb@email.uky.edu*
	HDI	*11/14/14*	*Harold Kleinert / 2573045 / hklein@uky.edu*

			/ /	
			/ /	
			/ /	
			/ /	

8b	(Collaborating and/or Affected Units)			
	Dept of Special Education	*10/31/14*	*Margaret Bausch / 2578810 / meb@email.uky.edu*	
	HDI	*11/14/14*	*Harold Kleinert / 2573045 / hklein@uky.edu*	
	CELT	*11/3/14*	*Deborah Castiglione / 2579685 / deb.castiglione@uky.edu*	
			/ /	
			/ /	
			/ /	
			/ /	
			/ /	
			/ /	

8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)	3/29/16	Joanie Ett-Mims
	Undergraduate Council		

Certificate in Universal Design Faculty of Record

Dr. Margaret Bausch – Professor & Chair, Department of Early Childhood, Special Education & Rehabilitation Counseling, College of Education

Dr. Walt Bower – Pre Service Training Coordinator, Human Development Institute, Graduate School

Dr. Deborah Castiglione – Universal Design for Learning Specialist, College of Education

Dr Allison Carll-White – Clay Lancaster Endowed Chair, Department of Historic Preservation & Professor, College of Design

Dr. Ryan Hargrove - Associate Professor, Department of Landscape Architecture, College of Agriculture, Food and Environment

Dr. Randolph Hollingsworth – Adjunct Professor, History Department & Affiliate Faculty, Gender & Women's Studies, College of Arts and Sciences

Dr. Kathleen Sheppard-Jones* – Adjunct Professor, Department of Early Childhood, Special Education & Rehabilitation Counseling, College of Education & Training Director, Human Development Institute

Certificate in Universal Design Affiliate Faculty / Advisory Board

Connie Baird – Director, Distance Learning Programs, College of Education

Anna Bard – Housing Specialist, Home Assessment & Modifications Project, Human
Development Institute

Christina Espinosa Bard –Underserved Populations Co-Chair, Human Development Institute

Dr. Gilson Capilouto – Associate Professor & Director of Undergraduate Research, College of
Health Sciences

Dr. Hazel Forsythe – Associate Professor, Department of Dietetics and Human Nutrition, College
of Agriculture, Food and Environment

Dr. Stacey Greenwell - Associate Dean, Academic Affairs and Research, Libraries

Dr. Eric Grulke - Professor, Chemical & Materials Engineering, College of Engineering

John Hancock – Director, Kentucky AgrAbility, College of Agriculture, Food and Environment

Dr. Marlene Huff - Clinical Professor, Department of Pediatrics, College of Medicine

Dr. Harold Kleinert – Executive Director, Human Development Institute & Professor,
Department of Rehabilitation Sciences, College of Health Sciences

Dr. Gregory Luhan – John Russell Groves Endowed Professor of Architecture & Associate Dean
for Research, College of Design

Dr. Deborah Reed – Professor with joint appointments in the College of Public Health and
College of Nursing

Dr. Michael Smith – Assistant Dean, Evaluation and Planning, Executive Director, Osher Lifelong
Learning Institute, College of Public Health

Dr. Michele Staton-Tindall – Associate Professor, College of Social Work

Dr. Jerry Weisenfluh – Interim Director, Kentucky Geological Survey and Adjunct Professor,
Earth and Environmental Sciences, College of Arts & Sciences

Appendix A

Plan of Study

Certificate in Universal Design
Plan of Study

Date

Name			
Student ID #		E-Mail	
Address			
	Street	City	State	Zip
Phone			
	Cell	Work	Other	Semester of Admission to Certificate
Major/Dept/College			

Certificate Goals: Briefly describe the goals you hope to achieve in pursuing the Certificate. This may be used to help identify a mentor, develop presentations or publications, and identify potential practicum sites.

Required Courses

Course	Title	Term	Grade	Credits
HDI 350	Universal Design: Applications in the Built and Learning Environments			3
HDI 400	Universal Design Practicum			3
HDI 500	Universal Design Practicum II: Advanced Techniques			3

Elective (3 credit hour course)

Course	Title	Term	Grade	Credits
				3
TOTAL CREDIT HOURS				12

_____   _____
Student Signature   Date

Certificate Director
_____   _____
Signature   Date

Student to receive a copy of Plan of Study at each planning meeting

Appendix B

Resources/External Course Utilization

December 22, 2014

To Whom It May Concern:

As the Executive Director of the Human Development Institute (HDI), I am writing this letter to express my full support for the Undergraduate Certificate in Universal Design, which we propose to offer through HDI. As a University Center for Excellence in Developmental Disabilities, we currently offer training and technical assistance in universal design through a number of our projects. We also offer a Graduate Certificate in Developmental Disabilities (under the Graduate School). We see the current proposal as an important vehicle for undergraduates to gain an interdisciplinary, diverse set of skills directly related to their chosen career paths.

The Human Development has developed three new courses to be used toward the Certificate in Universal Design – these are: HDI 350 – Universal Design: Applications in the Built and Learning Environments; HDI 400 – Universal Design Practicum, and; HDI 500 – Universal Design Practicum II: Advanced Techniques. As noted in our application, the number of UK Departments, Colleges, and individual faculty who have indicated that they will participate in teaching this certificate illustrates a truly collaborative effort across the breadth of our University, and a unique learning experience for the students who will be part of it.

We look forward to collaborating with Undergraduate Education on this critical endeavor. Please be assured that HDI will devote all necessary resources to ensure that Certificate can be successfully implemented as we have outlined, and that students achieve the learning outcomes we have described. Should further detail be needed, please don't hesitate to contact me at hklein@uky.edu or 257-3045.

Sincerely,

Harold Kleinert, Ed.D.
Executive Director, Human Development Institute
Professor, Dept. of Rehabilitation Sciences, College of Health Sciences

_____

University Center for Excellence in Developmental Disabilities
Lexington, Kentucky 40506-0051
(859) 257-1714 | *fax* (859) 323-1901 | *TTY* (859) 257-2903
www.ihdi.uky.edu
An Equal Opportunity University

The Human Development Institute is a Center administered under the Office for the Vice President for Research. As such, the HDI is not an academic unit and does not serve as an academic home for faculty.

Appendix C

Faculty Letters of Support

UK
UNIVERSITY OF
KENTUCKY®

College of Education
Department of Early Childhood, Special
Education, and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001

859 257-4713
fax 859 257-1325
www.uky.edu.

October 31, 2014

Dr. Kathy Sheppard-Jones
Training Director
Human Development Institute
Campus 0051

Dear Dr. Sheppard-Jones,

This letter is in enthusiastic endorsement of your proposed undergraduate certificate in Universal Design. I see it as a very significant initiative in undergraduate education on our campus, in that it promotes cross-disciplinary and cross-departmental collaborations across *both* students and faculty. The exposure to different academic disciplines and perspectives – around a common theme of universal access - enables students to learn essential problem-solving skills, while applying the principles of Universal Design to their own chosen discipline.

There is a great need for cross-disciplinary coursework in Universal Design, and as far as I am aware, this is the first certificate of its kind to be offered at a Research One University. It gives our university the opportunity to lead in an important area of pedagogy. Moreover, I see your proposed certificate as aligned with and complementary to our own Department's coursework. In fact, our introductory Assistive Technology course would be an excellent elective for students across a variety of disciplines.

I agree to participate as a voting faculty member on the Certificate, and am delighted to be included in this opportunity to foster new and exciting connections for learning for undergraduate students across the breadth of disciplines on our campus! I look forward to collaborating on this endeavor. Please let me know if further clarification is needed.

Sincerely,

Margaret E. Bausch
Associate Professor and Chair

May 8, 2015

Kathy Sheppard-Jones, PhD, CRC
Training Director, Human Development Institute &
Adjunct Assistant Professor, Rehabilitation Counseling Program
University of Kentucky
210 Mineral Industries Building
Lexington KY 40506-0051

Dr. Kathy Sheppard-Jones:

I agree to serve as faculty of record for the proposed Universal Design undergraduate certificate being submitted by the Human Development Institute – University Center for Excellence in Developmental Disabilities in collaboration with Undergraduate Education. I have carefully reviewed the proposal for the Universal Design certificate, with particular attention to the inclusion of courses from the Human Development Institute. I am the instructor for HDI 400 *Universal Design Practicum*, one of the required courses in the certificate, and I am looking forward to teaching students the application of universal design principles to the built environment.

I wholeheartedly endorse the program as proposed, with the inclusion of HDI 400 *Universal Design Practicum* as a required course, while obtaining an undergraduate certificate in Universal Design. I believe the courses in Universal Design will be beneficial and appeal to undergraduate students across the university. Moreover, the Universal Design undergraduate certificate will provide a skill set to enhance the success of a diverse group of students upon graduation.

I am excited to be a part of the development of this undergraduate certificate at the University of Kentucky and hope that the approval process proceeds smoothly so that undergraduate students may soon be able to take courses in Universal Design. If I can provide any additional information, please do not hesitate to contact me.

Sincerely,

Walt Bower

Walt Bower, Ph.D.
Pre-Service Training Coordinator
Human Development Institute
102 Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051

_____

University Center for Excellence in Developmental Disabilities
Lexington, Kentucky 40506-0051
(859) 257-1714 | *fax* (859) 323-1901 | *TTY* (859) 257-2903
www.ihdi.uky.edu
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January 6, 2015

Kathy Sheppard-Jones, Ph.D., C.R.C
Training Director, Human Development Institute

Dear Kathy,

I am wiring to offer my full and enthusiastic support of the proposed Undergraduate Certificate in Universal Design. As a practicing speech-language pathologist with particular interest in assistive technologies, I know first-hand the importance of applying universal design principles across disciplines. Moreover, in my role as Director of Undergraduate Research for the College of Health Sciences, I see significant value in focusing students' scholarly work in this area.

I have carefully reviewed the proposal in its final form and offer my full support. Furthermore, I would be honored to serve as an affiliate faculty member for the certificate.

Best,

Gilson J. Capilouto, Ph.D.
Associate Professor, Department of Rehabilitation and Division of Neonatology
Director of Undergraduate Research, College of Health Sciences

see
blue.

December 23, 2014

179 Funkhouser Drive
518 King Library
Lexington, KY 40506-0039
859-257-8272
fax 859-257-2987

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute
& Early Childhood, Special Education & Rehabilitation Counseling
University of Kentucky

Dr. Sheppard-Jones:

This letter is in support of the UD certificate program designed/developed by HDI to be offered through Undergraduate Education.

Increased awareness and implementation of Universal Design (UD) is critical to meet the needs of the diverse learner body in education and the global workforce of today. The integration of UD principles in both the physical environment and exchange of learning, be it in person, synchronous, or asynchronous, are crucial, as is the need for UD to be part of the language and practice of all disciplines.

UK has made some commitment to Universal Design for Learning (UDL) by hiring a Universal Design & Instructional Technology Specialist. The position housed in the Center for the Enhancement of Learning & Teaching (CELT), is where a centralized effort can be made to educate and support faculty in the implementation of UDL and awareness and activity generated to facilitate a campus-wide UDL initiative. However, the education of UK students in UD principles will expose them to the needs of a greater community and diverse world, as they learn to meet the needs of the greatest majority of learners (and their current peers). Greater understanding of needs and the integration of UD principles will be better prepare them to serve as the educators, trainers, leaders of tomorrow, as well as today where they can lead the way alongside faculty and peers.

I am honored to serve as faculty of record, teaching courses and supervising students. As faculty of record with the UD certificate and in collaboration with both EDSRC and HDI, I also will be designing and developing a course focused on the application of UDL principles to create UD content. In addition, Connie Baird and I will be creating a practicum for students to practice their skills creating/modifying course materials for instructors that is both universally designed and accessible, to include captioning. Both courses will be housed in the College of Education and
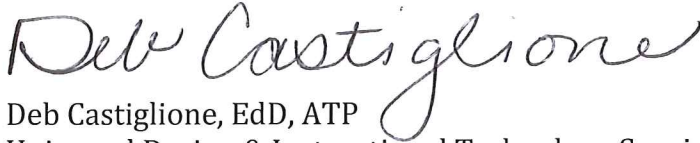
offered as electives for the UD certificate program. New course forms will be submitted to Faculty Senate as soon as possible during the Spring 2015 semester.

I look forward to being an active part of the UD certificate program.

Sincerely,

Deb Castiglione, EdD, ATP
Universal Design & Instructional Technology Specialist
Center for the Enhancement of Learning & Teaching (CELT)
University of Kentucky
518M King (Science) Library
Lexington, KY 40506
859-257-9685

College of Design
School of Interiors
117 Pence Hall
Lexington, KY 40506-0041
859 257-7617
fax 859 323-1990
www.uky.edu/design

January 6, 2015

Kathy Sheppard-Jones, Ph.D.
Special Education and Rehabilitation Counseling
University of Kentucky
CAMPUS

Dear Dr. Sheppard-Jones:

I am writing a letter of support for the proposed Certificate in Universal Design since I believe it would add an important component to our students' university education. Within the College of Design, we are very focused on teaching universal design concepts to ensure that the space or environment meets the needs of all users. Yet the need to understand universal design principles extends beyond those in the design community, including educators, business people, and those involved in healthcare, among others. This certificate would help to fill that void.

As I communicated to you previously, I would be pleased to be involved in the certificate program as a faculty of record. While my schedule precludes me teaching a course focused solely on universal design, I presently teach a course in Environmental Theory (ID 234) that has a significant universal design component. As part of their course requirements, students analyze existing campus buildings to determine how well they meet ADA requirements. They also engage in role playing exercises in which they navigate the campus in a wheelchair, on crutches, and as a sightless person; this exercise has proved to be extremely enlightening to our students. Further, in addition to creating powerpoint presentations on various aspects of universal design, the students write a reflective essay on their experiences and the importance of integrating universal design into the designed environment.

I wholeheartedly endorse this proposal moving forward as an undergraduate certificate. Please let me know if additional information is needed, and I wish you the best as you proceed.

Sincerely,

Allison Carll-White, Ph.D.
Professor, School of Interiors

January 26, 2015

To Whom It May Concern:

This letter indicates my strong support for the Undergraduate Certificate in Universal Design, which will be offered through the Human Development Institute. I also plan to serve as a faculty member for the Certificate. My experiences as faculty in the Department of Dietetics and Human Nutrition and adjunct faculty in the Nutritional Sciences Interdisciplinary graduate program has provided many opportunities for guiding students at all levels.

The Department of Dietetics and Human Nutrition has given full approval for collaboration with this program. We hope to encourage our students to participate in this Certificate Program. We encourage our majors to extend their skills and seek experiences that will help them achieve the learning outcomes described in the program.

I look forward to sharing my experiences with students under this academic umbrella. If you need further information, please contact me at Hazel.Forsythe@uky.edu , phone 257-4146.

Sincerely

Hazel Forsythe

Hazel Forsythe, PhD. RD. CFCS
Associate Professor
Department of Dietetics and Human Nutrition

February 5, 2015

Dr. Kathy Sheppard-Jones
Training Director
Human Development Institute
126 Mineral Industries Bldg.
Campus   0051

Dear Kathy:

As Associate Dean of Academic Affairs and Research at the University of Kentucky Libraries, I am
writing this letter to express my full support for the Undergraduate Certificate in Universal Design,
which will be offered through the Human Development Institute, as well as my enthusiastic willingness
to serve as a faculty member for the Certificate. I am excited about the prospects of serving as a faculty
member for an undergraduate certificate designed to serve students across such a broad array of majors
and career paths.

I believe my experience as a library faculty member and my doctoral work and subsequent research
related to instructional systems design and instructional technology will be beneficial to the certificate
program. I am happy to be available as a guest speaker or work individually with students in the
program. I look forward to this opportunity.

Sincerely,

Stacey Greenwell, Ed.D.

UK
UNIVERSITY OF
KENTUCKY®
College of Engineering

Department of Chemical and
Materials Engineering

177 F. Paul Anderson Tower
Lexington, KY 40506-0046

859 257 8028
fax 859 323 1929

www.engr.uky.edu/cme

February 2, 2015

Dear Dr. Sheppard-Jones,

I would be pleased to serve as an Affiliate Faculty member in your new Undergraduate Certificate in Universal Design (UD). This interdisciplinary Certificate will give students a solid foundation in the principles of UD and an ability to apply these principles directly within their own program of study. This approach is particularly relevant for engineering students, who will be imaging, developing, and commercializing the technical products of the future.

I would be pleased to contribute to the success of students in the Certificate through lecture, supervision of students and assistance in an advisory capacity. If I can provide any additional information, do not hesitate to contact me.

Sincerely,

Eric A. Grulke
Professor
Chemical & Materials Engineering

see blue

UNIVERSITY
OF KENTUCKY

College of Agriculture,
Food and Environment

Ryan A. Hargrove, Associate Professor

Department of Landscape Architecture
S305 Agriculture Science North
Lexington, Kentucky 40546-0091
Phone: (859) 257-7295
Email: (859) 257-2859

April 1, 2015

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute
& Early Childhood, Special Education & Rehabilitation Counseling
University of Kentucky

Dear Ms. Kathy Sheppard-Jones,

I am writing to express my support for the Certificate in Universal Design program that will be housed in Undergraduate Education at the University of Kentucky. As a faculty of record I look forward to contributing to this important program while providing students with invaluable experience and academic recognition.

Sincerely,

Ryan A. Hargrove, PhD
Associate Professor
University of Kentucky
College of Agriculture, Food and Environment
Department of Landscape Architecture

April 1, 2015

Kathy Sheppard-Jones, Ph.D., CRC
Human Development Institute
University of Kentucky
210 Mineral Industries Building
Lexington, KY 40506-0051

Dear Dr. Sheppard-Jones,

In full support of the proposed Undergraduate Certificate in Universal Design, I write to offer my help as a member of the new program's faculty of record. In my history classes as well as in the various orientation courses I've taught here at the University, I continually seek new ways to design learning experiences that incorporate universal design principles and strategies. Much of my pedagogical inspiration comes from celebrating learner diversity, and I seek out ways to improve problem-based learning strategies with universal design for learning in mind. I welcome the opportunity to join in regular conversations with other faculty about reducing barriers in instruction while maintaining high expectations for academic performances by our students.

I am very happy to become affiliated as a voting faculty member with the proposed program, and I look forward to supporting the new collaborations across campus when this exciting initiative is launched. Please do not hesitate to contact me at 859-221-9173, or dolph@uky.edu, if I can explain more adequately than I have above in regards to my support for your proposal.

Sincerely,

Randolph Hollingsworth

Assistant Provost
    and adjunct professor of History
    with affiliate status in Gender & Women's Studies

Adolescent Medicine
Department of Pediatrics
740 S. Limestone Street
Lexington, KY 40536-0284
Clinic: (859) 323-5643
Fax: (859) 323-3795

October 13, 2014

Kathy Sheppard-Jones, Ph.D., C.R.C.
Training Director, Human Development Institute
Adjunct Professor, Dept. of Special Education &
Rehabilitation Counseling
107 Mineral Industries Bldg.
Lexington, KY 40506

Dear Dr. Sheppard-Jones,

I am excited about the invitation to serve as an affiliate faculty in the new Undergraduate Certificate in Universal Design proposed by the Human Development Institute. I have included a brief biography for you below. Don't hesitate to contact me should you need additional information.

Regards,

Marlene Belew Huff PhD

Marlene Belew Huff, Ph.D, L.C.S.W.

Dr. Marlene B. Huff is a clinical professor in the University of Kentucky's College of Medicine, Department of Pediatrics where she provides mental health assessment and treatment to children and adolescents with chronic illness. Dr. Huff has over 30 years of experience in working with people who have disabilities, particularly those who have sustained trauma during early childhood. Nationally, she is one of ten individuals with disabilities chosen to receive the Paul Hearne Award for her leadership in the area of disability studies. Locally, she was recognized as the 2001 Faculty of the Year in the University of Kentucky's College of Social Work. Because Dr. Huff has had a disability since birth, she is acutely aware of the issues associated with universal design.

December 22, 2014

To Whom It May Concern:

As the Executive Director of the Human Development Institute (HDI), I am writing this letter to express my full support for the Undergraduate Certificate in Universal Design, which we propose to offer through HDI, as well as my enthusiastic willingness to serve as a faculty member for the Certificate. As noted on my vita, I have extensive experience teaching and advising masters and doctoral students across a broad array of disciplines at the University. I am excited about the prospects of serving as a faculty member for an undergraduate certificate designed to give students an interdisciplinary, diverse set of skills directly related to their chosen career paths.

We look forward to collaborating with Undergraduate Education on this critical endeavor. On an administrative level, please be assured that HDI will devote all necessary resources to ensure that Certificate can be successfully implemented as we have outlined, and that students achieve the learning outcomes we have described. Should further detail be needed, please don't hesitate to contact me at hklein@uky.edu or 257-3045.

Sincerely,

Harold Kleinert, Ed.D.
Executive Director, Human Development Institute
Professor, Dept. of Rehabilitation Sciences, College of Health Sciences

_____

University Center for Excellence in Developmental Disabilities
Lexington, Kentucky 40506-0051
(859) 257-1714 | *fax* (859) 323-1901 | *TTY* (859) 257-2903
www.ihdi.uky.edu
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15 March 2015

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute
University Center for Excellence in Developmental Disabilities
University of Kentucky
126 Mineral Industries Building
Lexington, KY 40506-0051

Re: <u>College of Design ADR Letter of Support for HDI's *Universal Design (UD) certificate program*</u>

Dr. Sheppard-Jones:

I am writing in full support of the University of Kentucky's Human Development Institute's *Universal Design (UD) certificate program* to be offered through Undergraduate Core Education coursework.

I have agreed to serve as a faculty affiliate who could facilitate the alignment of curriculum in the College of Design with this initiative. Judging from the material assembled, this certificate program outlines a range of innovative and inclusive teaching modalities aimed specifically at enhancing student learning outcomes and effective communication across many disciplines throughout the University of Kentucky. The proposed certificate program would provide students with interdisciplinary insights from the broadest spectrum of experts, leading thinkers, researchers, and education practitioners that in turn, illustrate the principles and best practices of Universal Design. As a design educator, this certificate program would also provide both faculty and students the opportunity to comprehensively design environments for all people with and without disabilities-whether visible or invisible- so that they could develop valuable insights into formative issues that would have otherwise gone unnoticed and untapped. The opportunity to bring these realizations to an even broader audience could also have direct impact and influence on the campus design and positively impact learner variability that could further improve learning opportunities, retention, and outcomes.

I recommend without reservation that you support the creation and adoption of the Human Development Institute's *Universal Design (UD) certificate program*.

Sincerely,

Gregory A. Luhan, AIA
The John Russell Groves Endowed Professor of Architecture
Associate Dean for Research
University of Kentucky - College of Design

Kathy Sheppard-Jones, PhD, CRC
Training Director, Human Development Institute &
Adjunct Assistant Professor, Rehabilitation Counseling Program
University of Kentucky
210 Mineral Industries Bldg
Lexington KY 40506-0051.

January 14, 2015

Dear Dr. Sheppard-Jones,

I am writing to lend you my enthusiastic support to serve as an Affiliate Faculty member in your new Undergraduate Certificate in Universal Design (UD). This interdisciplinary Certificate will give students a solid foundation in the principles of UD and an ability to apply these principles directly within their own program of study. This is particularly exciting for students in the College of Nursing, as universal design has tremendous positive implications for access to quality patient care, development of programs and professional development.

The Certificate is a good fit with my interests and experiences. As such, I am excited about this opportunity, and am pleased to contribute to the success of students in the Certificate through lecture, supervision of students and assistance in an advisory capacity. If I can provide any additional information, do not hesitate to contact me.

Sincerely,

Deborah B Reed

Deborah B. Reed, PhD, RN, FAAOHN

Distinguished Service Professor and Good Samaritan Endowed Chair in Community Health Nursing

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute
University of Kentucky   January 8, 2015

Dear Dr. Sheppard-Jones:

I strongly support the plan to develop an undergraduate Certificate in Universal Design at the University of Kentucky, and I thank you for bringing this plan to my attention.

There are many reasons to support the availability of such a certificate to our students:

1. Awareness of universal design will help our students recognize as normal and ordinary the broad range of human abilities. This fundamental insight is a basis for human respect and social inclusion. It is also a powerful tool for our students as they study, mature, and take on the responsibilities of careers.
2. Universal Design is an interdisciplinary undertaking that can enrich students with a broad range of majors and career plans in ways that surprise and stimulate them. Opportunities exist in developing products and environments and in ensuring access to them.
3. We will all benefit from an environment and products that are designed around the abilities of as broad a group of the population as possible.

In short the Certificate will provide undergraduate students with significant opportunities for interdisciplinary study. It will enrich their opportunities to have careers that serve in the development of human potential.

Kathy, I would be glad to offer my own services in this program through lecturing, offering internships, etc. In my own work leading UK's lifelong learning programs for older adults (the Donovans and OLLI), I see almost daily the value of improving design to respond to the normal changes of aging for all of us.

I encourage you to continue your commitment to developing the Certificate in Universal Design. We will all be enriched by your success.

Sincerely,

Michael D. Smith, PhD, MHA
Assistant Dean, Evaluation and Planning
Executive Director, Osher Lifelong Learning Institute
College of Public Health

OSHER
LIFELONG
LEARNING
INSTITUTE

January 18, 2015

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute & Early Childhood,
Special Education & Rehabilitation Counseling
University of Kentucky
Lexington, KY 40508

Dear Dr. Sheppard-Jones,

I am happy to write this letter of support for the new Certificate in Universal Design. The College of Social Work is so appreciative of the opportunity to be one of the participating Colleges. In addition, I am willing and honored to serve as one of the participating faculty for this important venture.

We are excited to participate in efforts looking at the creation of physical and learning environments that are most accessible to all people. The Certificate in Universal Design is so valuable for our social work students who work with diverse and often disadvantaged populations across the lifespan. While this is a core component of our undergraduate and master's curriculum, we strongly value and appreciate the importance of cross-college collaboration on important issues like this.

As a participating College, we agree to share information for the new Certificate during our outreach and recruitment efforts. We also agree to contribute lectures and supervise social work students participating in the practicum experiences through the program.

If I can provide any additional information, please do not hesitate to contact me at mstindall@uky.edu or 859-257-2483.

Sincerely,

Michele Staton-Tindall
Associate Professor
College of Social Work

January 28, 2015

To Whom It May Concern,

I will be pleased to serve as an Affiliate Faculty member for the Undergraduate Certificate in Universal Design being proposed by the Human Development Institute. I am an adjunct professor in the Department of Earth and Environmental Sciences and currently am interim Director and State Geologist at the Kentucky Geological Survey. I was a member of the original Kentucky Advance group who initiated the Campus Accessibility Map, and I helped develop the mapping and surveying methodology and database for that effort. My experience in digital mapping and with the Campus Accessibility project should be a valuable contribution to the Universal Design program at some level.

I look forward to the success of this important certificate program and engaging students in making our campus more accessible to all persons.

Sincerely,

Jerry Weisenfluh
Interim Director, Kentucky Geological Survey

KGS

UK.
UNIVERSITY OF
KENTUCKY®
Distance Learning Programs
179 Funkhouser Drive
518 King Library
Lexington, KY 40506-0039
859-257-8272
fax 859-257-2987

January 9th, 2015

Dr. Kathy Sheppard-Jones
Training Director
Human Development Institute
University of Kentucky
Lexington, KY

Dear Dr. Sheppard-Jones:

It's my pleasure to write in support of an Undergraduate Certificate in Universal Design proposed by the Human Development Institute – A University Center of Excellence in Developmental Disabilities Education, Research and Service in collaboration with Undergraduate Education. As Director of Distance Learning Programs (DLP) for UK as well as Director of the Distance Education Graduate Certificate in the Department of Early Childhood, Special Education and Rehabilitation Counseling (EDSRC), I look forward to serving as an Affiliate Faculty member in the Certificate – knowing how valuable a solid foundation in the principles of UD can be for students across disciplines.

As part of the UD Certificate will be offered in a distance learning/online delivery mode, we also want to lend our support to the development of any Certificate courses offered in this format. In particular, we will work collaboratively with you and other Certificate faculty to develop two elective courses that can be offered in the proposed UD Certificate as well as in the Distance Education Graduate Certificate. These courses would expose students to universal design for learning strategies and provide learners with multiple opportunities to practice skills at creating universally designed and accessible materials for the UK community.

Thank you for the opportunity to be a small part of this important new initiative. We look forward to working with you and other Affiliate Faculty in the coming months.

Very truly yours,

Constance Mulligan Baird
Director, Distance Learning Programs
Director, Distance Education Graduate Certificate

Appendix D

Certificate Application

Application for Admission
Undergraduate Certificate in Universal Design
University of Kentucky

Name: _____ Date: _____

UK ID: _____

Phone: _____ E-Mail: _____

Major: _____ Minor: _____ GPA: _____

Department/college: _____

What is your anticipated date of graduation? _____

In what term do you expect to begin working on the Certificate?_____

When do you plan to complete the Certificate? _____

Please include with this application:
√
O   A 500 word personal statement indicating why you want to attain a Certificate in Universal Design

O   If not currently attending UK – 2 letters of recommendation

Send all materials to: Kathy Sheppard-Jones, PhD, CRC
Human Development Institute
210 Mineral Industries Bldg
Lexington KY 40506-0051
Phone: 859.257.8104 E-mail: kjone@uky.edu

Updated February, 2015

Appendix E

HDI Course Descriptions

HDI 350 - *Universal Design: Applications in the Built and Learning Environments*

This course provides a foundation of core knowledge and experience in universal design principles utilized in the built and learning environments. You will be introduced to the principles of universal design and how they relate to the creation and development of diverse communities. This course illustrates the application of universal design across a variety of environmental contexts throughout the lifespan.

HDI 400 – *Universal Design Practicum*

This course provides experiential learning experiences in universal design principles utilized in the built and learning environments. You will be introduced to a range of spatial thinking skills as they relate to accessibility and universal design. You will become familiar with accessibility evaluation methods and translate these skills into course fieldwork. This course illustrates the application of universal design across a variety of disciplines.

HDI 500 – Universal Design Practicum II: Advanced Techniques

This course enables you to develop your own field site experience that builds upon skills learned in HDI 400 Universal Design Practicum. You will work closely with a mentor in a setting where you explore universal design applications related to your own area of interest. There are options to work within existing field sites or you may create a new field site.

Appendix F

Institutional Effectiveness Email

FILE   MESSAGE

Reply   Reply All   Forward | Inbox   To Manager   Team Email | Move | Mark Unread   Categorize   Follow Up | Translate | Zoom

Delete | Respond | Quick Steps | Move | Tags | Editing | Zoom

Mon 3/9/2015 9:27 PM

Alexander-Snow, Mia

RE: Proposed certificate and CIP codes

To   Sheppard-Jones, Kathy A
Cc   Badger, Karen

You forwarded this message on 4/3/2015 11:53 AM.

Kathy,

Well chosen CIP Code. Please be sure to review with UG Council Chair. If approved by Chair, update the proposal with the CIP Code and attach this email as supporting evidence that the CIP Code had been reviewed by Planning and Institutional Effectiveness.

Nice work!
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness

From: Sheppard-Jones, Kathy A
Sent: Monday, March 09, 2015 3:48 PM
To: Alexander-Snow, Mia
Subject: RE: Proposed certificate and CIP codes

Hi Mia,
I'd like to propose the following CIP Code for the Certificate in Universal Design:
Multi-/Interdisciplinary Studies, Other. (30.9999)
Any instructional program in multi/interdisciplinary studies not listed above

This would be an ideal fit, given the multidisciplinary nature of the courses, faculty, and anticipated students.

Kathy

Kathy Sheppard-Jones, PhD, CRC
Training Director & Adjunct Assistant Professor
Human Development Institute
& Early Childhood, Special Education & Rehabilitation Counseling
University of Kentucky
859.257.8104