

University Senate  
November 9, 2015

The University Senate met in regular session at 3 pm on Monday, November 9, 2015 in the Athletics Association Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise; specific voting information can be requested from the Office of the Senate Council.

Senate Council Chair Andrew Hippisley called the University Senate (Senate) meeting to order at 3:02 pm. He reminded senators to pick up their clickers.

The Chair called for an attendance vote and 58 senators registered their presence.

1. Minutes from October 12, 2015 and Announcements

The Chair reported that no corrections were received regarding the minutes. There being **no objections**, the minutes from October 12, 2015 were approved as distributed by **unanimous consent**.

There were a few announcements.

- Senate will hold elections for SC members in December, so expect to see information and announcements emailed in November and December.
- Senators will be asked to offer ideas about who should be the next SC chair.
- UK's chapter of the American Association of University Professors (AAUP) is being rebuilt. Senators interested in participating should contact Rob Lodder (PH/Pharmaceutical Sciences).
- No faculty have signed up to participate in either the December commencement ceremony at 10 am ceremony (for graduate and professional students) or 3 pm ceremony (for undergraduate students, all colleges). The Chair asked senators to email John Herbst ASAP if they could participate.

2. Officer and Other Reports

a. Chair

The Chair reported that on behalf of the Senate, the Senate Council (SC) approved changes to the 2015-16 winter calendar. The SC also approved a deviation from the standard calendar for EDC 610, EDC 730, EDS 514, EDS 517, and EDS 663.

The SC approved nominations for the Health Care Clinical Sciences Area Advisory Committee; University Appeals Board; Information Technology Coordinating Committee; and University Dining Advisory Committee. The Chair thanked senators for sending in nominations for the various committees.

In consultation with Dean of Undergraduate Education Ben Withers, SC appointed two new members of the UK Core Committee. There was one vacancy, each, in "Inquiry - Natural, Physical, and Mathematical Sciences" and "Global Dynamics."

Sharon Lock (NU) is the new chair of the Senate's Advisory Committee on Privilege and Tenure (SACPT).

A senator had formal objection to a course on a web transmittal and it was added to an SC agenda, but it was resolved prior to the SC meeting

b. Secretary

McCormick thanked senators for signing in, noting that office staff needed to keep a list of who attended and who did not. She said that senators who cannot attend a meeting should email that information so the absence can be excused. She noted that if a senator was absent more than three times, she was required to contact the senator's dean. McCormick thanked senators for regularly attending.

c. Parliamentarian

There was no report from Parliamentarian Seago.

d. Trustee

Trustee Grossman (AS) noted that Trustee Wilson was ill and therefore not present. Grossman shared information with senators about a survey he conducted regarding the Thursday, October 15 football game and noted the raw data was available online:

[http://www.uky.edu/Faculty/Senate/related\\_links.htm](http://www.uky.edu/Faculty/Senate/related_links.htm).

Debski (AS) asked what important matters the Board of Trustees (Board) was looking into. Grossman (AS) said that performance funding from the state will be coming down the pike. The state will set goals for Kentucky's universities and UK will have its own set of goals. If UK achieves those goals, UK will get additional funding. Debski asked about who was responsible for setting the goals; Grossman asked Harris (vice president for university relations) for his assistance in answering the question. Harris responded that there was a working group at the Council on Postsecondary Education that would be involved and the General Assembly would also likely weigh in. Harris said he was not sure about the timeframe of the working group, but that it was likely the group was waiting for the outcome of the governor's race to move ahead.

Blonder (ME) asked about the Board's October retreat and what the Board was told about the \$23 million Lewis Honors College gift. Grossman (AS) replied that the retreat was almost entirely dedicated to the 2015-2020 Strategic Plan and presentations from various strategic plan committee chairs. With respect to the Honors gift and soon-to-be-college, Grossman said that the donor was made very aware of the need for Senate to approve the Honors College; administrators are currently working on the proposal. He noted that a presentation had been given to SC, prior to the gift announcement.

3. Degree Recipient

a. Motion to Amend Something Previously Adopted (August 2009 Degree List): Bestow MM Music Performance and Rescind MA Music Theory for Student KA-06

The Chair explained that the last time Senate met, the body attempted to rescind/delete a degree for student KA-06 that the student had not actually earned. He said that a senator who originally voted in favor of the motion at the October meeting would need to move that the Senate amend the motion.

Porter (PH) **moved** that the Senate amend the motion relating to the degree awarded to Student KA-06 by correcting the degree deleted from "Master's of Arts in Music Performance" to "Master's of Arts in Music Theory," based on updated information from the Graduate School. Brown (AG) **seconded**. There was no discussion. A **vote** was taken and the motion **passed** with 63 elected faculty in favor, one opposed, and one abstained.

#### 4. Committee Reports

##### a. Senate's Admissions and Academic Standards Committee (SAASC) - Scott Yost, Chair

##### i. Change to Master's of Public Health - Drop CPH Exam Requirement

Yost, chair of the Senate's Admissions and Academic Standards Committee (SAASC), explained the proposal to remove the requirement for students to take a national exam in order to compete the Master's of Public Health degree. The Chair said that the **motion** from the SAASC was that the Senate approve the change to the Master's of Public Health by no longer requiring the CPH examination. Because the motion came from committee, no **second** was needed.

There were two comments concerning whether the proposal received appropriate college faculty approvals. Guest Katie Cardarelli (PbH/Health Behavior, associate dean of academic and student affairs) explained that the college's bylaws were currently being reviewed by the college's faculty council to refine the language about faculty council approval; Cardarelli explained that within the college, approval by the faculty council has historically implied faculty approval.

There were no further comments so a **vote** was taken and the motion **passed** with 61 in favor, 9 opposed and six in favor

##### ii. Proposed Change to PhD English (Remove World Language Requirement)

Yost (EN) explained the proposal, which would drop the requirement for a foreign language for students in the PhD English program. The Chair noted that the **motion** from the SAASC was that the Senate approve the change to the PhD in English by dropping the world language requirement. Because the motion came from committee, no **second** was required. There were a number of comments from senators.

Sachs (AS) expressed concern that the focus on the job market will undermine the need to emphasize cultural commitments. Fiedler (AS) said that the proposal trivialized the meaning of the current requirement, which is to have a reading knowledge of another language. He said he would vote against the motion. Doolen (AS) said that the decision to approve the change was unanimous, but Fiedler noted that the proposal documented a vote that was 15 in favor and five against, so it was not unanimous. Doolen spoke in support of the proposal, saying that the current requirement was so superficial that it was not a true measure of language acquisition. He noted that the proposal did not intend to advocate the abolition of language study; if a doctoral committee directors think students would benefit from additional training, that training can be required on a case-by-case basis.

Rice (AS) said that the things a student earning a PhD in English was expected to be expert in was much broader than in the past and would include cultural studies and digital humanities. Students currently have areas of interest that do not match up with traditional forms of language studies that students would have gotten decades ago. Symeonidis (AS) said he shared the concerns raised previously. He noted that the things he perceived as a burden when earning his degree were not actually burdens, but rather served to broaden his world view. Dean Kornbluh (AS) said that the Department of English undertook this proposal on its own, in part as a result of Kornbluh's request that departments think responsibly about graduate students and how to help students complete degrees in a timely manner. He supported Doolen's comments about requiring a foreign language learning on a case-by-case basis as opposed to having broad requirements that make it hard for a student to complete their degree in a timely manner.

There being no further comments, a **vote** was taken and the motion **passed** with 51 in favor, 21 opposed, and 6 abstained.

iii. PhD Mining Engineering (Remove World Language Requirement)

Yost (EN) explained the proposal, noting that the foreign language requirement was typically waived for international students who are native speakers elsewhere. The program faculty felt this was a burden to domestic students, particularly since students could not earn graduate credit for taking a foreign language class. The Chair said that the **motion** from the SAASC was that the Senate approve the change to the PhD in Mining Engineering by dropping the world language requirement. Because the motion came from committee, no **second** was required.

Truszczynski (EN) commented that Computer Science dropped a similar requirement about 20 years ago. He commented that high school and the undergraduate career should prepare students in a secondary language. There being no further comments, a **vote** was taken and the motion **passed** with 67 in favor, eight opposed, and two abstained.

b. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair

i. Proposed Name Change of School of Journalism and Telecommunications to School of Journalism and Media

Bailey (AG), chair of the Senate's Academic Organization and Structure Committee (SAOSC), explained the proposal. The Chair said that the **motion** from the SAOSC was that the Senate approve the change of name from School of Journalism and Telecommunications to School of Journalism and Media. Because the motion came from committee, no **second** was required.

There were no comments so a **vote** was taken and the motion **passed** with 75 in favor, one opposed, and one abstained.

c. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair

i. New Master of Applied Statistics in Applied Statistics

Schroeder (EC), chair of the Senate's Academic Programs Committee (SAPC), explained the proposal. The Chair said that the **motion** from SAPC was that the Senate approve, for submission to the Board of Trustees, the establishment of a new Master's degree: Applied Statistics, in the Department of Statistics within the College of Arts & Sciences. Wood (AS) said that the degree should be "Master of Applied Statistics." Schroeder accepted that change on behalf of the SAPC as a friendly amendment. Because the motion came from committee, no **second** was required. There were a few comments about the proposal.

A **vote** was taken on the motion that Senate approve, for submission to the Board of Trustees, the establishment of a new Master of Applied Statistics, in the Department of Statistics within the College of Arts & Sciences and the motion **passed** with 77 in favor, one opposed, and one against.

ii. New Graduate Certificate in Eurhythmics

Schroeder (ED) explained the proposal. The Chair said that the **motion** from the SAPC was that the Senate approve the establishment of a new Graduate Certificate in Eurhythmics in the School of Music within the College of Fine Arts. Because the motion came from committee, no **second** was required.

There were no comments from senators. A **vote** was taken and the motion **passed** with 77 in favor, one opposed, and two abstained.

iii. New Dual Degree: Master of Public Health and Masters of Health Administration

Schroeder (ED) explained the proposal. The Chair said that the **motion** from SAPC was that the Senate approve, for submission to the Board of Trustees, the establishment of a new dual degree program: Master's in Public Health and Master's in Health Administration, in the College of Public Health. Because the motion came from committee, no **second** was required.

There were no comments from senators. A **vote** was taken and the motion **passed** with 75 in favor, three opposed, and one abstained.

iv. New Graduate Certificate in Military Behavioral Health

Schroeder (ED) explained the proposal. The Chair said that the **motion** from SAPC was that the Senate approve the establishment of a new Graduate Certificate in Military Behavioral Health, in the College of Social Work. Because the motion came from committee, no **second** was required.

There were no comments from senators. A **vote** was taken and the motion **passed** with 78 in favor and one abstained.

v. Proposed Suspension of Admission into Graduate Certificate in Health Administration

Schroeder (ED) explained the proposal. The Chair said that the **motion** from the SAPC was that the Senate approve the suspension of admission into an existing graduate program: Graduate Certificate in Health Administration, in the College of Nursing. Because the motion came from committee, no **second** was required.

There were no comments from senators. A **vote** was taken and the motion **passed** with 78 in favor and one opposed.

d. Senate's Distance Learning and e-Learning - Roger Brown, Chair

Brown (AG), offered a report on what Senate Committee on Distance Learning and eLearning (SCDLLeL) had been doing recently. He noted that much of the work in the report was done under the leadership of the SCDLLeL's previous chair, Sharon Lock.

ii. Proposed Changes to *Senate Rules 7.2.2* ("Student Relations")

Brown (AG) explained that the *Senate Rules* had previously required faculty and instructors to return, discuss, or make available to students work that was handed in. This process is more difficult for distance learning (DL) classes, particularly if the instructor would not want to distribute exams or other assignments; with no physical classroom to meet in, there is a question about how to provide DL students with assignments and exams while also respecting an instructor's desire to not have the exam widely available to other students. Brown noted that the proposed change would be relevant in the rare cases that an instructor does not want to "hand back" the exams to DL students. The Chair said that the **motion** from the SCDLLeL was that the Senate approve the changes to *Senate Rules 7.2.2*. Because the motion came from committee, no **second** was required.

There were a couple questions from senators. A **vote** was taken and the motion **passed** with 75 in favor, 2 opposed, and three abstained.

i. Fall 2015 Report

Brown (AG) said that the SCDLeL had discussed other issues. UK has established a new testing center where distance learning (DL) students can register and take proctored exams for DL courses. The new testing center will likely also be available for other students and faculty, for things such as make-up exams. A room in the Whitehall Classroom Building has been identified as the location for the new testing center, although faculty will be asked to weigh in on the room arrangements. Brown opined that the new center would be operational in summer 2016.

Another issue the SCDLeL discussed was that of intellectual property and the ongoing confusion about who owns and controls materials developed for DL classes. Finally, Brown (AG) said that the SCDLeL was working on a vision statement for DL, with input from faculty and the administration. Brown explained that UK is investing millions of dollars to support the development of online courses while at the same time dedicated significant resources to residential colleges. Brown asked rhetorically if those things were in conflict; he said the intent was to have a vision statement that would guide future investments. There were a variety of questions from senators.

The Chair thanked Brown for his report. The Chair noted that the presenter for the next agenda item had not yet arrived, so he suggested moving to agenda item number six. There were no objections from senators.

#### 6. University Appeals Board (UAB) Report for 2014-15 - Joe Fink, Chair

Guest Joe Fink (PH/Pharmacy Practice and Science, chair of the University Appeals Board) gave a presentation to senators about the activities and processes of the University Appeals Board (UAB). He answered a number of questions from senators.

#### 5. Proposed Revisions to *Administrative Regulations 11:4* ("University Joint Committee on Honorary Degrees")

Guest Marcy Deaton, associate legal counsel, explained the proposed changes to *Administrative Regulations 11:4*. There were no questions from senators. The Chair explained that the **motion** from SC was that the Senate endorse the changes to *Administrative Regulations 11:4*. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 76 in favor and two abstained.

The Chair said that during "other business," senators can raise issues for discussion. Blonder asked how the proposed new honors college would be processed. The Chair replied that it was quite clear from the *Governing Regulations (GRs)* that Senate is charged with endorsing any change in UK's academic structure, which a new honors college would be. He said it would probably also include changes to the *Senate Rules*, changes to UK's admissions and academic standards, and could also be similar to a new program. The Chair said there would be ways for a number of Senate subcommittees to be involved in reviewing a proposal for a new honors college. He noted that any change to the *GRs* would also require review by the Student Government Association and the Staff Senate. The Chair added that Associate Provost for Undergraduate Education Ben Withers was leading the creation of a concrete proposal and he will consult with the chairs of the Senate's Admissions and Academic Standards Committee (SAASC), Senate's Academic Organization and Structure Committee (SAOSC), Senate's Academic Programs Committee (SAPC), and Senate's Rules and Elections Committee (SREC) prior to submission of the proposal. There were additional questions and comments about the Honors Program faculty of record, if faculty will be tenured in the new honors college, how many lecturers the Honors Program faculty of record will approve, the proposal's timeline, and the legal agreement between UK and the donor.

Schroeder commented that an honors task force met a few years ago and produced a report for the then-provost. The Chair said he would try to make all honors-related reports and files available to relevant committee chairs and to Withers, prior to reviewing any proposals related to the new honors college.

When there were no further questions or comments, the Chair solicited a motion for adjournment. Wood **moved** to adjourn and Schroeder **seconded**. A **vote** was taken and the motion **passed** by virtue of senators leaving the room en masse.

Respectfully submitted by Katherine McCormick,  
University Senate Secretary

Invited guests present: Katie Cardarelli, Marcy Deaton, Joe Fink, Chris Flaherty, Tom Lindlof, Cleo Price, Catherine Seago, and Martina Vasil.

Absences: Allday, Allen, Ayers, Beaulieu\*, Biery, Bird-Pollan, Birdwhistell, T., Birdwhistell, M., Blackwell, Brennen, Brown, K., Burks, Carvalho, Cassis, Christ, Clark, Cofield, Cox, Crist, de Beer, D’Orazio, Firey\*, Hazard\*, Healy\*, Hertog\*, Kyrkanides, Lauersdorf\*, Lee, C.\*, Lehman\*, Loven, Martin, Mazur, McCulley\*, Mullen, Niespodziany, O’Hair, MJ, Oser\*, Payne\*, Peffer\*, Richey, Rohr\*, Scott\*, Smith, Stemple, Swanson, Tagavi, Tick, Tracy, Vail, Vernon, Vosevich, Walz, Wasilkowski, Wilson, J.\*, Wilson, M.\*, Withers, Witt.

Prepared by Sheila Brothers on Thursday, November 19, 2015.

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\* Denotes an explained absence.

# CHANGE MASTERS DEGREE PROGRAM FORM

1. GENERAL INFORMATION			
College:	Public Health	Department:	
Current Major Name:	Public Health	Proposed Major Name:	No Change
Current Degree Title:	Master of Public Health (MPH)	Proposed Degree Title:	No Change
Formal Option(s):	N/A	Proposed Formal Option(s):	N/A
Specialty Fields within Formal Option:	N/A	Proposed Specialty Fields within Formal Option:	N/A
Date of Contact with Associate Provost for Academic Administration: <sup>1</sup>			
Bulletin (yr & pgs):	CIP Code: <sup>1</sup> 51.2201	Today's Date:	January 27, 2015
Accrediting Agency (if applicable): Council on Education in Public Health (CEPH)			
Requested Effective Date:	<input type="checkbox"/> Semester following approval	or	<input checked="" type="checkbox"/> Specific Date: <sup>2</sup> Fall 2015
Department Contact Person: Kathryn Cardarelli		Phone: 218-0241	Email: <a href="mailto:kathryn.cardarelli@uky.edu">kathryn.cardarelli@uky.edu</a>
2. CHANGE(S) IN PROGRAM REQUIREMENTS			
		<u>Current</u>	<u>Proposed</u>
1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)	9	No change
2.	Residence requirement (if applicable)	N/A	No change
3.	Language(s) and/or skill(s) required	N/A	No change
4.	Termination criteria	Scholastic probation for three Semesters or failing twice the final examination.	No change
5.	Plan A Degree Plan requirements <sup>3</sup> (thesis)	N/A	No change
6.	Plan B Degree Plan requirements <sup>3</sup> (non-thesis)	42 credit hours	No change
7.	Distribution of course levels required  (At least one-half must be at 600+ level & two-thirds must be in organized courses.)	At least one-half must be at 600+ level & two-thirds must be in organized courses.	No change
8.	Required courses (if applicable)		
9.	Required distribution of courses within program (if applicable)	N/A	No change
10.	Final examination requirements	Capstone defense	No change
11.	Explain whether the proposed changes to the program (as described in sections 1 to 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).		
	N/A		

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

<sup>2</sup>Program changes are typically made effective the semester following approval. No changes will be made effective until all approvals are received.

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



## CHANGE MASTERS DEGREE PROGRAM FORM

12.	List any other requirements not covered above.
	Certified in Public Health exam
13.	Please provide a rationale for changes. If the rationale involves accreditation requirements, please include specific references to those requirements.
	<del>At the January 2015 Administrative Council meeting in the College of Public Health, the council voted to recommend to Academic Affairs Council and Faculty Council that the CPH exam be removed as a requirement for MPH students. The recommendation was derived from a survey of alumni who had taken the CPH exam to assess the perceived utility and value of the CPH credential. A majority of the responding alumni did not perceive the CPH credential as providing a competitive edge in seeking employment. Furthermore, respondents <b>indicated that</b> most employers did not recognize the certification. Due to the responses the College received, the Administrative Council believes <b>resources would be better applied to other student-centric programs than to require the exam for future MPH cohorts.</b></del>

At the January 2015 Administrative Council meeting in the College of Public Health, the council voted to recommend to Academic Affairs Council and Faculty Council that the CPH exam be removed as a requirement for MPH students. The recommendation was derived from a survey of alumni who had taken the CPH exam, sparse national support for such an exam, none of our peer institutions require their students to take the exam, no definitive evidence that having this credential (passing the exam) makes a difference in hiring practices, and hence no additional value gained for the extra cost (to either students or the program) of the exam. The Administrative Council believes resources would be better applied to other student-centric programs than to require the exam for future MPH cohorts.

# SIGNATURE ROUTING LOG

**General Information:**

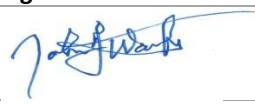


Proposal Name: MPH Program Change

Proposal Contact Person Name: Andrea Perkins Phone: 218-2021 Email: [andrea.perkins@uky.edu](mailto:andrea.perkins@uky.edu)

**INSTRUCTIONS:**

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Academic Affairs Committee	3/12/15	John Watkins/218-0240/john.watkins@uky.edu	
Faculty Council	3/25/15	Steve Fleming/218-2229/steven.fleming@uky.edu	
Academic Dean-Public Health	3/26/15	Kathryn Cardarelli/218-0241/Kathryn.cardarelli@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council	5/7/15	<i>Roshan Nikou</i>	
Health Care Colleges Council	4/21/15	Pam Stein	
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# Assessing the CPH Credential

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Katie Cardarelli

January 14, 2015



# Purpose

- To assess the value of the CPH certification.
- We sought to hear from alumni who have obtained the certification to see if the credential benefited them or made no difference in their job search or in the advancement of their careers.

# Population

- 49 alumni: graduates from 2010-2014 who registered for the CPH exam
- The list only goes back to 2010 because that's the year the college started paying for the exam; so, that's when we had a mechanism for tracking students who expressed an interest in having the college pay for their exam.
- Prior to 2010, an alumnus would have had to have taken the exam and reported it back to the college, which either did not happen or was not tracked.

# Methods

- Alumni received an e-mail from Scot McIntosh on 12/04/14 asking them to complete a brief survey that would be used to assess the value of the CPH. A link to the Qualtrics online survey was included in the e-mail.
- A reminder e-mail was sent to the same list of alumni on 12/10/14. The e-mail thanked those who had already completed the assessment and urged those who had not to consider completing it.
- The survey was closed on 12/17/14.

Alumni were asked to indicate their level of agreement with statements pertaining to the CPH credential.

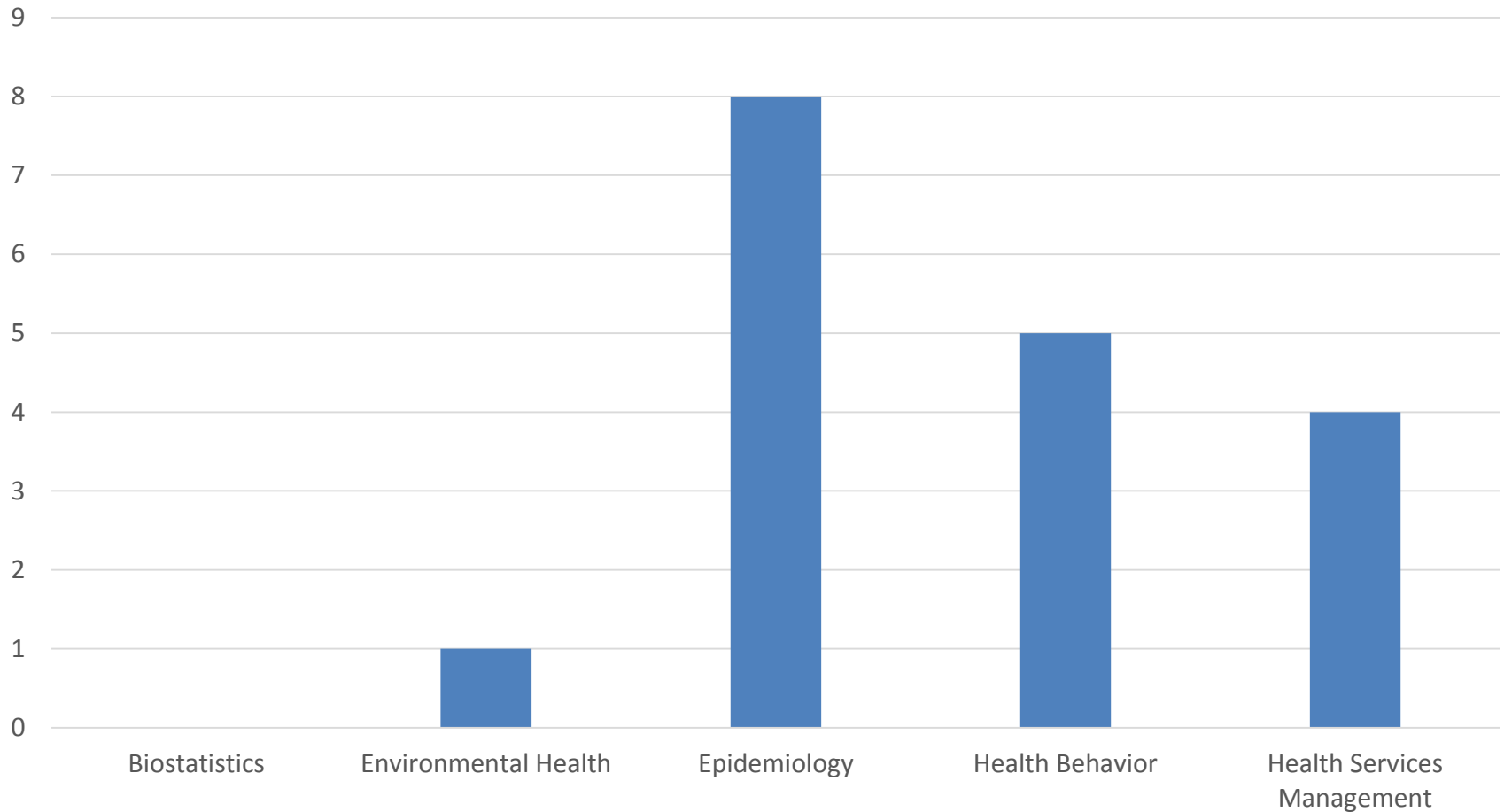
## RESULTS

# Participation

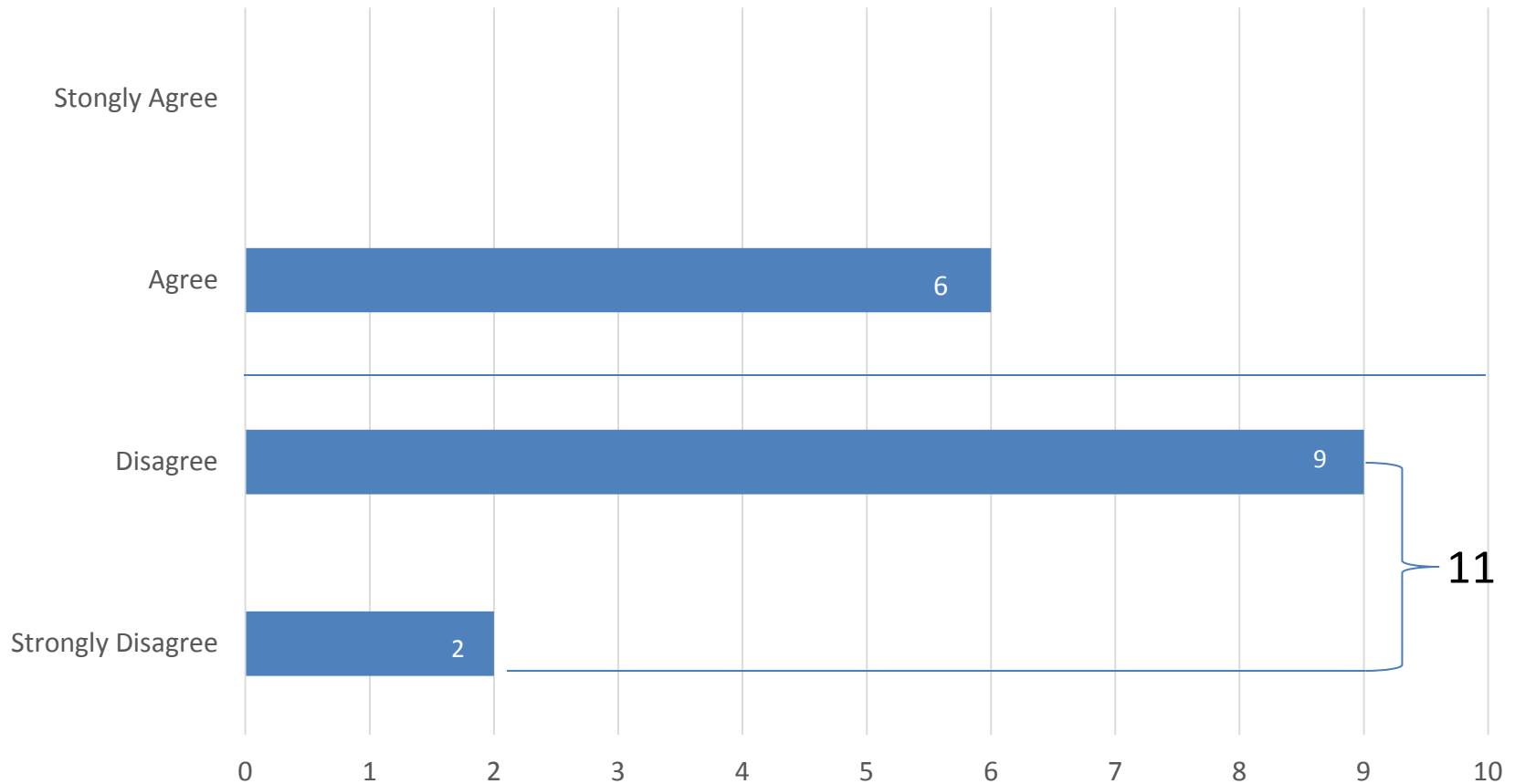
- 23 individuals clicked on/started the survey but only 18 submitted it.



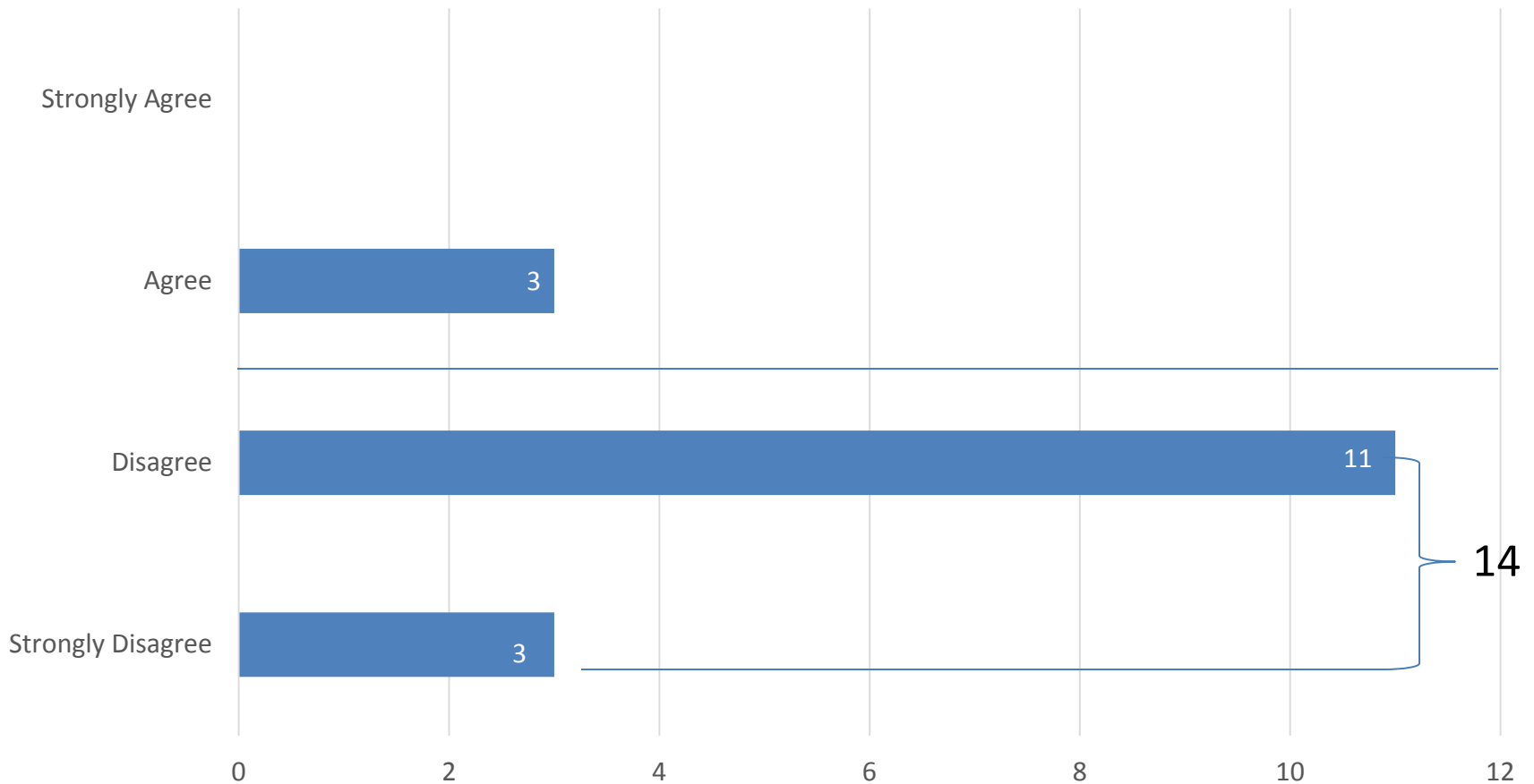
# “What was your area of concentration?”



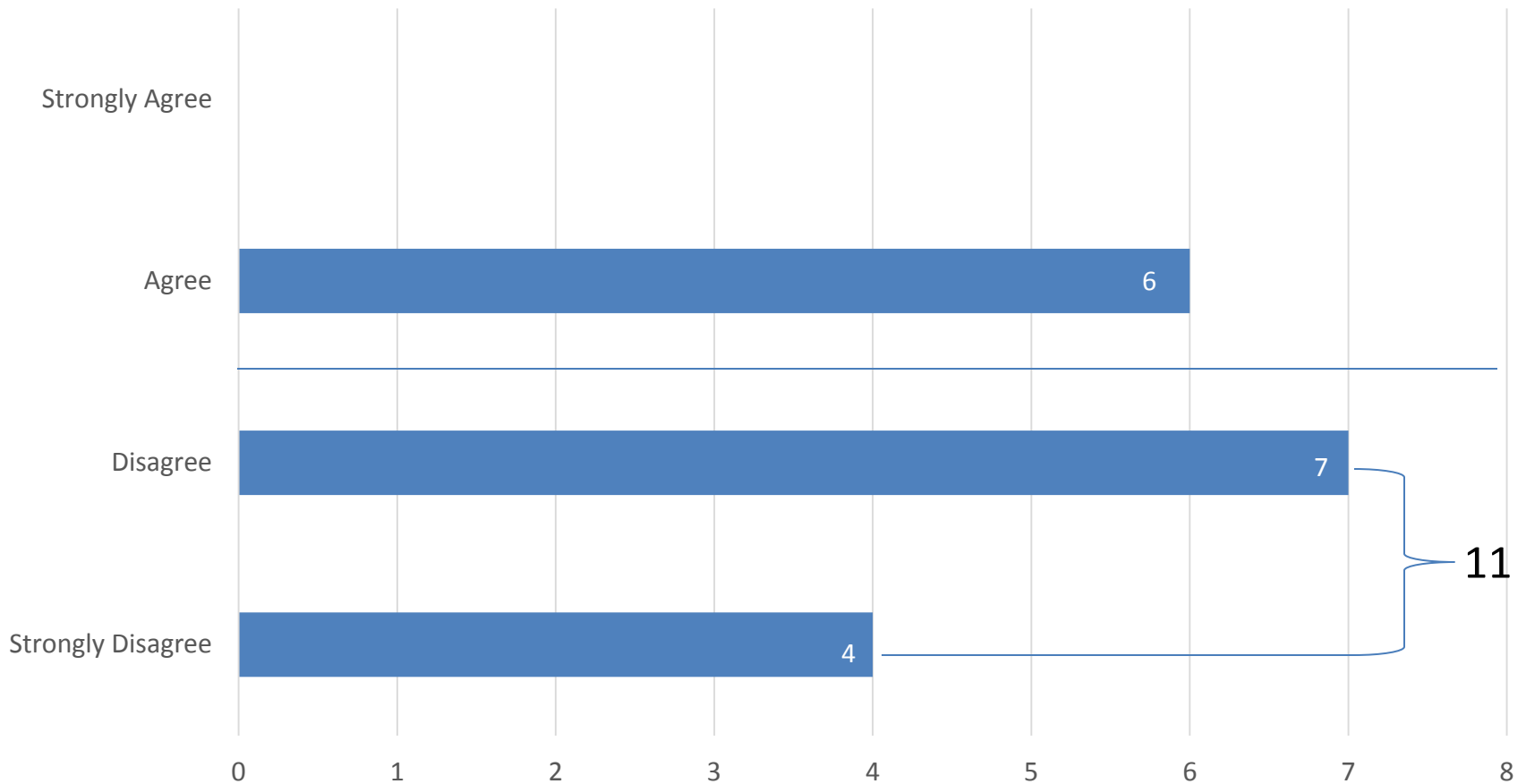
# “Obtaining the CPH made me more marketable to potential employers.”



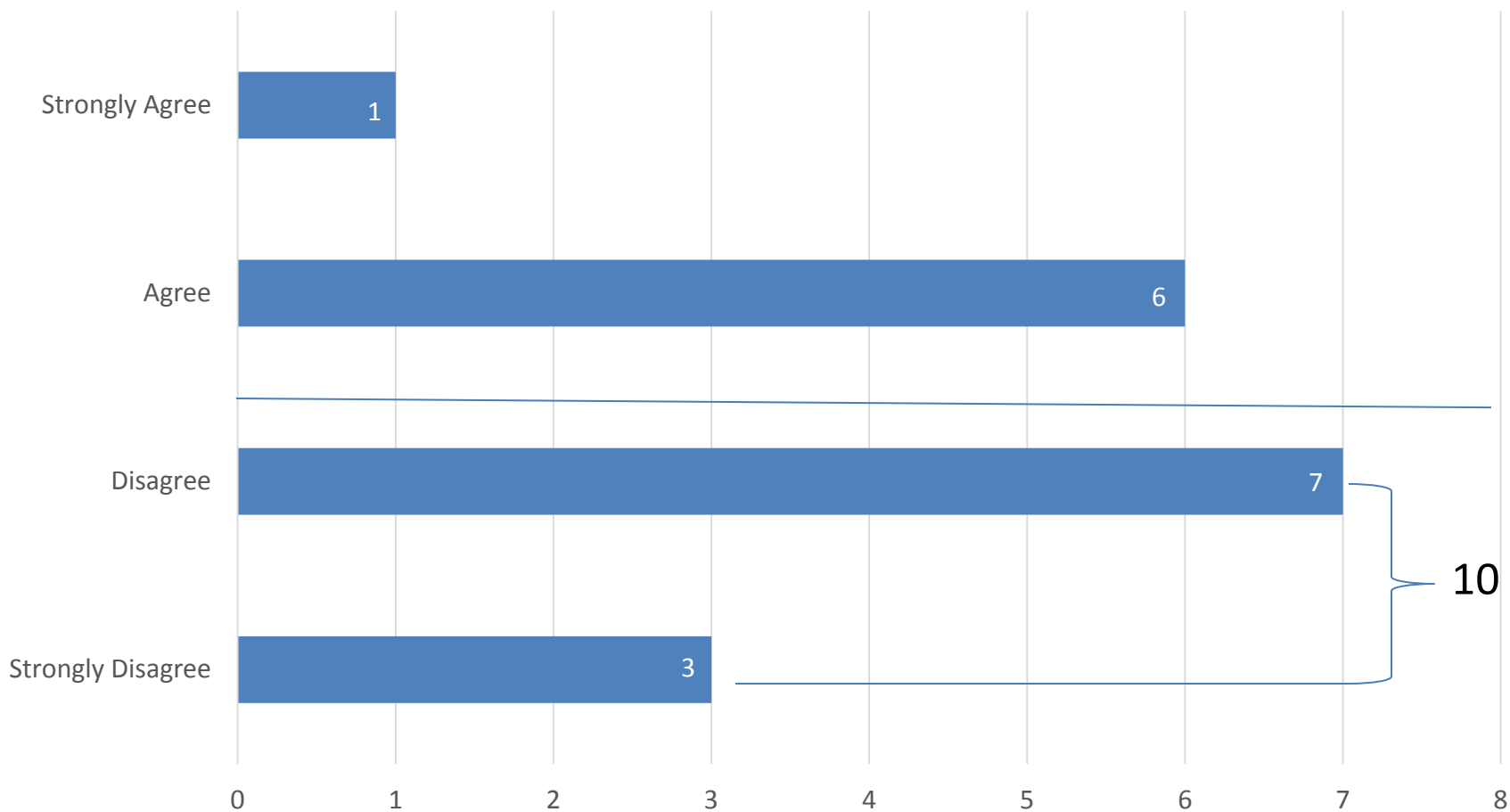
“The CPH credential gave me a competitive advantage over those who were not certified during my job search.”



# “Public Health employers value the CPH credential.”



# “Future graduates would benefit from obtaining the CPH credential.”



At the end of the survey, alumni were given one more opportunity to provide any other comments or feedback regarding the value of the CPH credential.

## COMMENTS

“I didn't bother to renew my CPH certification because the cost and requirements for maintaining the CPH certification were not practical at the time. The CPH certification should not expire in the first 2 years post exam. 5 or 10 years is reasonable, but the amount of CE credit and money that was required within 2 years of sitting the exam was not a reasonable request for a recent graduate. The CPH certification did not benefit me in any way during job searches. The MPH degree and internship experience were really all that mattered when it came to seeking employment.”

“The CPH certification has not helped me at all and was a total waste of my time and money.”

“I think that it is a valuable process (i.e. reviewing material from all core areas, etc), but I do not feel that it gives a competitive advantage (that is, to someone who already has a MPH). I'm not sure that it is a wise use of resources for UK to pay for students' exam fees, unless the CPH credential starts gaining more recognition by employers. Perhaps a 'splitting the cost' alternative would be better -- it would save UK money and would also encourage students to take the exam more seriously (i.e. study).”

“I was surprised to learn that employers were not familiar with the CPH credential. I believe that taking the exam confirmed my public health knowledge but it was not an advantage when it came to applying for jobs post graduation. Perhaps this credential will become more common and valuable in the future.”



“CPH credential is testing that an individual has a good command on skills learned during MPH. I believe what the employers are looking for are more of hands on experience. They are more interested in knowing what projects a candidate was involved in, what was their role, what they have accomplished, what they have learned, what skills they applied, what skills they have developed, which statistical software the candidate is good at, how are they communication and interpersonal skills. They want to know enthusiasm, willingness to listen and learn, adapt to the systems and be a good team player. I believe the MPH faculty have and should continue to bring real world experiences into class activity. That is the way to go.”

“I think that it helped in the job search a little, but now that I'm employed there's no real benefit. However if at some point in the future it becomes recommended or mandatory, I won't have to worry about taking the exam then. I do think in the future it will be more important to have CPH status, even though it's not important now.”

“The biggest benefit I have gotten from being CPH certified is access to mailing lists that have kept me up to date on trends, current research, job openings, etc. My employer (local health department) has never heard of the CPH. I am also CHES certified and have found that to be much more valuable, especially as far as job prospects go, and was also required by my employer. If students have to choose between one of the two, I would encourage them to become CHES certified over CPH. Overall I am satisfied with the CPH credential because my test fee was funded by UK. If I had paid for it myself, I would be unhappy with that choice.”

“Many fellowships, especially those sponsored by ASPPH, prefer to select candidates with the CPH credential.”

“Preparation for CPH examination expands one's knowledge of public health principles. It's a worthwhile investment.”

“I really don't think that the CPH gave me any advantage in the job search. Of course, it looks good on the resume but my educational background and experiences set me apart from candidates. The CPH was probably just the cherry on top. I have worked in the university setting and now the local health department and none of my colleagues knew what a CPH was. The only benefit to having the CPH is forcing yourself to keep current in public health competencies.”

# Initial Report





Last Modified: 12/02/2014

1. What year did you graduate from the MPH program?

Text Response
2008
2012
2010
2012
graduate of DrPH program 2014
2014
2012
2013
2013
2013
2012
DrPH - 2010
2009
2010
2014
2011
2012
2013

Statistic	Value
Total Responses	18

2. What was your area of concentration?

#	Answer	Bar	Response	%
1	Biostatistics		0	0%
2	Environmental Health		1	6%
3	Epidemiology		8	44%
4	Health Behavior		5	28%
5	Health Services Management		4	22%
	Total		18	

Statistic	Value
Min Value	2
Max Value	5
Mean	3.67
Variance	0.82
Standard Deviation	0.91
Total Responses	18




3. When did you obtain your CPH certification?

Text Response	
2011	
2012	
2010	
2012?	
2013	
May 2014	
2012	
A couple of months prior to the May 2013 graduation	
2013	
2013	
I did not pass the examination	
2010	
2010	
2010	
Full status in May 2014	
2011	
2013	




Statistic	Value
Total Responses	17

4. Obtaining the CPH credential made me more marketable to potential employers.

#	Answer	Bar	Response	%
1	Strongly Disagree		2	12%
2	Disagree		9	53%
3	Agree		6	35%
4	Strongly Agree		0	0%
	Total		17	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.24
Variance	0.44
Standard Deviation	0.66
Total Responses	17




5. The CPH credential gave me a competitive advantage over those who were not certified during my job search.

#	Answer	Bar	Response	%
1	Strongly Disagree		3	18%
2	Disagree		11	65%
3	Agree		3	18%
4	Strongly Agree		0	0%
	Total		17	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	0.38
Standard Deviation	0.61
Total Responses	17







6. Public Health employers value the CPH credential.

#	Answer	Bar	Response	%
1	Strongly Disagree		4	24%
2	Disagree		7	41%
3	Agree		6	35%
4	Strongly Agree		0	0%
	Total		17	





Statistic	Value
Min Value	1
Max Value	3
Mean	2.12
Variance	0.61
Standard Deviation	0.78
Total Responses	17

7. Because of its focus on life-long learning and professional development, having the CPH helps me stay current on best practices and education.

#	Answer	Bar	Response	%
1	Strongly Disagree		3	18%
2	Disagree		5	29%
3	Agree		7	41%
4	Strongly Agree		2	12%
	Total		17	





Statistic	Value
Min Value	1
Max Value	4
Mean	2.47
Variance	0.89
Standard Deviation	0.94
Total Responses	17

8. Overall, the investments I made to obtain the CPH (financial, time preparing for the exam, etc.) were worth it.

#	Answer	Bar	Response	%
1	Strongly Disagree		2	12%
2	Disagree		5	29%
3	Agree		9	53%
4	Strongly Agree		1	6%
	Total		17	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.53
Variance	0.64
Standard Deviation	0.80
Total Responses	17

9. Future MPH graduates would benefit from obtaining the CPH credential.

#	Answer	Bar	Response	%
1	Strongly Disagree		3	18%
2	Disagree		7	41%
3	Agree		6	35%
4	Strongly Agree		1	6%
	Total		17	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.29
Variance	0.72
Standard Deviation	0.85
Total Responses	17

10. Please use the space below to provide any other comments or feedback regarding the value of the CPH credential:

**Text Response**

I didn't bother to renew my CPH certification because the cost and requirements for maintaining the CPH certification were not practical at the time. The CPH certification should not expire in the first 2 years post exam. 5 or 10 years is reasonable, but the amount of CE credit and money that was required within 2 years of sitting the exam was not a reasonable request for a recent graduate. The CPH certification did not benefit me in any way during job searches. The MPH degree and internship experience were really all that mattered when it came to seeking employment.

I think that it is a valuable process (i.e. reviewing material from all core areas, etc), but I do not feel that it gives a competitive advantage (that is, to someone who already has a MPH). I'm not sure that it is a wise use of resources for UK to pay for students' exam fees, unless the CPH credential starts gaining more recognition by employers. Perhaps a 'splitting the cost' alternative would be better -- it would save UK money and would also encourage students to take the exam more seriously (i.e. study).

The CPH certification has not helped me at all and was a total waste of my time and money.

The biggest benefit I have gotten from being CPH certified is access to mailing lists that have kept me up to date on trends, current research, job openings, etc. My employer (local health department) has never heard of the CPH. I am also CHES certified and have found that to be much more valuable, especially as far as job prospects go, and was also required by my employer. If students have to choose between one of the two, I would encourage them to become CHES certified over CPH. Overall I am satisfied with the CPH credential because my test fee was funded by UK. If I had paid for it myself, I would be unhappy with that choice.

I am still a graduate student and so the credential has not played a role in gaining my current position, however, I think it is important for public health practice and to have standardization within the field.

I was surprised to learn that employers were not familiar with the CPH credential. I believe that taking the exam confirmed my public health knowledge but it was not an advantage when it came to applying for jobs post graduation. Perhaps this credential will become more common and valuable in the future.

Preparation for CPH examination expands one's knowledge of public health principles. It's a worthwhile investment.

Many fellowships, especially those sponsored by ASPPH, prefer to select candidates with the CPH credential.

The survey is geared to MPH graduates who were also job seekers. That was not my situation so the survey really didn't fit me. You might consider adjusting the questions for doctoral graduates who were already employed when they graduated. Thanks for the opportunity to voice my opinion!

CPH credential is testing that an individual has a good command on skills learned during MPH. I believe what the employers are looking for are more of hands on experience. They are more interested in knowing what projects a candidate was involved in, what was their role, what they have accomplished, what they have learned, what skills they applied, what skills they have developed, which statistical software the candidate is good at, how are they communication and interpersonal skills. They want to know enthusiasm, willingness to listen and learn, adapt to the systems and be a good team player. I believe the MPH faculty have and should continue to bring real world experiences into class activity. That is the way to go.

I think that it helped in the job search a little, but now that I'm employed there's no real benefit. However if at some point in the future it becomes recommended or mandatory, I won't have to worry about taking the exam then. I do think in the future it will be more important to have CPH status, even though it's not important now.

I really don't think that the CPH gave me any advantage in the job search. Of course, it looks good on the resume but my educational background and experiences set me apart from candidates. The CPH was probably just the cherry on top. I have worked in the university setting and now the local health department and none of my colleagues knew what a CPH was. The only benefit to having the CPH is forcing yourself to keep current in public health competencies.

Statistic	Value
Total Responses	12



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[www.as.uky.edu/English](http://www.as.uky.edu/English)

To: Graduate Council  
From: Jeffory Clymer, Chair  
Andy Doolen, Director of Graduate Studies  
Date: December 4, 2014  
Subject: English Department PhD Program Language Proposal

The English Department submits this memo in support of the department's proposal to eliminate its foreign language requirement as a component of the PhD degree program.

Ours is a progressive proposal that admittedly sets us apart from our benchmark institutions: each of our eleven benchmark English doctoral programs does currently have a foreign language requirement.

Although a level of competency in a foreign language is a noble goal, it is nonetheless vestigial to most modern fields of English literary and cultural studies. The discipline has evolved at the graduate research level over the last thirty years into a highly theoretical field that also requires deep historical knowledge of a student's period of study. Thus, the relatively cursory foreign language training required by most graduate programs, including our own, has been rendered nearly meaningless to most students' potential for success.

Further, for the students who are unable to waive the requirement because of prior coursework, the requirement puts them at a disadvantage relative to their peers. The requirement burdensomely detracts from the time they have to learn the essential and necessary material of their fields and ultimately increases their time to degree.

Certainly, we have no intention of eliminating foreign language training for those students whose research fields require language competency. Largely, these are medieval or early modern (pre-1700) fields of study in which a strong knowledge of Latin is mandatory. At the same time, students in these fields need far *more* language knowledge for success than is required by our current required minimum; for this subset of students, the requirement is thus also rendered meaningless. We feel it is much more appropriate and beneficial for these particular students to work closely with their advisors to set competency minimums, rather than to have a universal requirement.

## CHANGE DOCTORAL DEGREE PROGRAM FORM

### GENERAL INFORMATION

College:	<u>Arts and Sciences</u>	Department:	<u>English</u>
Current Major Name:	<u>English</u>	Proposed Major Name:	<u>English</u>
Current Degree Title:	<u>PHD</u>	Proposed Degree Title:	<u>PHD</u>
Current Formal Option(s):	<u>N/A</u>	Proposed Formal Option(s):	<u>N/A</u>
Current Specialty Fields w/in Formal Option:	<u>N/A</u>	Proposed Specialty Fields w/in Formal Option:	<u>N/A</u>
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> :			
<u>6/3/2014</u>			
Bulletin (yr & pgs):	<u>2013 pp 187-190</u>	CIP Code <sup>1</sup> :	<u>23.0101</u>
		Today's Date:	<u>9/11/2014</u>
Accrediting agency (if applicable): <u>      </u>			
Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval. OR <input type="checkbox"/> Specific Date <sup>2</sup> : <u>      </u>			
Dept Contact Person:	<u>Andrew Doolen</u>	Phone:	<u>859-257-1488</u>
		Email:	<u>avdool2@email.uky.edu</u>

### CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed: <i>(Maximum is Graduate School limit of total of 9 hours (or 25% of the credit hours needed to fulfill the pre-qualifying residency requirement.)</i>	<u>      </u>	<u>      </u>
2. Residence requirement: <i>(Minimum of one year before and after Qualifying Exams.)</i>	<u>      </u>	<u>      </u>
3. Language(s) and/or skill(s) required:	<u>reading knowledge of one foreign language required</u>	<u>no foreign language requirement</u>
4. Provisions for monitoring progress and termination criteria:	<u>      </u>	<u>      </u>
5. Total credit hours required:	<u>      </u>	<u>      </u>
6. Required courses:	<u>      </u>	<u>      </u>
7. Required distribution of courses within program:	<u>      </u>	<u>      </u>
8. Minor area or courses outside program required:	<u>      </u>	<u>      </u>
9. Distribution of courses levels required (400G-500/600-700):	<u>      </u>	<u>      </u>
10. Qualifying examination	<u>      </u>	<u>      </u>

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

<sup>2</sup> Programs are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

## CHANGE DOCTORAL DEGREE PROGRAM FORM

requirements:

11. Explain whether the proposed changes to the program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

The courses that currently fulfill this requirement are housed in the Modern and Classical Languages Department. This change was approved through email on September 12<sup>th</sup>, 2014, by Dr. Jeanmarie Rouhier-Willoughby, Chair of the Department of Modern and Classical Languages, Literatures and Cultures (the note is copied below and the email is attached to this document):

Catherine, MCLLC approves the change.

Jeanmarie

\*\*\*\*\*

Jeanmarie Rouhier-Willoughby

Professor of Russian, Folklore and Linguistics

Chair, Department of Modern and Classical Languages, Literatures and Cultures

Division of Russian and Eastern Studies

12. Other requirements not covered above:

\_\_\_\_\_

13. What is the rationale for the proposed changes? If the rationale involves accreditation requirements, please include specific references to those requirements.

The Ph.D in English wishes to drop the foreign language requirement for completion of this doctorate. The contemporary study of literature and culture at the doctoral level is an intense program that emphasizes theoretical and historical methodologies. A low-to-moderate proficiency in a foreign language is not as pertinent in most sub-fields of English literature and cultural studies. The average time-to-degree for our 2013-2014 doctoral graduates was 9.4 years. With our students being required to move from a 2-1 to a 2-2 teaching load, starting fall 2014, a requirement that is, in most cases, tangential to their field of study is an unnecessary impediment to their already strained progress in the program. ~~While many students come into the program already meeting the foreign language requirement (out of the 13 doctoral students in our Fall 2013 cohort, only 2 of them had not already fulfilled the requirement), those who do not have, to date, been required to take a foreign language course, for which the credit hours do not count toward their graduate course hours.~~

In our program, a strong knowledge of a foreign language is only necessary in the subfields of Medieval and early Modern literature. However, students in those subfields have received language training prior to entering the PhD program. The admissions application, including prior coursework, letters of recommendation, a statement of purpose, and writing sample, provides ample evidence of a student's language training. If they didn't have it, they would not have been admitted in the first place. Moreover, only a tiny number of students actually pursue research in these subfields, since we have only two faculty members in Medieval and early Modern literature. No doctoral student is currently doing research in Medieval literature and we offer no graduate courses in that subfield.

We acknowledge the possibility that it may be necessary, in exceptional cases, for a student in these subfields to pursue further language training. Should this occur, the student's director and advisory committee will determine if this is necessary. If further training is deemed necessary, then the committee members will oversee the course of study and assess the student's proficiency.

Many students come into the program already meeting the foreign language requirement (out of the 13 doctoral students in our Fall 2013 cohort, only 2 of them had not already fulfilled the requirement). To date, those who have not met the requirement, and hence have been required to take a foreign language course, cannot apply the foreign language credit hours toward their graduate course hours.



**CHANGE DOCTORAL DEGREE PROGRAM FORM**

**Signature Routing Log**

**General Information:**

Proposal Name: \_\_\_\_\_

Proposal Contact Person Name: Andy Doolen Phone: 257-6979 Email: avdool2@uky.edu

**INSTRUCTIONS:**

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
English Department Graduate Committee	10/22/14	Andy Doolen- DGS / 7-6979 / avdool2@uky.edu	Andy Doolen
ENG, Chair	10/22/14	Jeff Clymer / 7-2901 / jeff.clymer@uky.edu	Jeff Clymer
Education Policy Committee	12/4/14	Anna Bosch /7-3966 / anna.bosch@uky.edu	Anna Bosch
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>3</sup>
Undergraduate Council			
Graduate Council	5/7/15	<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>3</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Brothers, Sheila C

---

**From:** Clymer, Jeffory A  
**Sent:** Tuesday, October 27, 2015 1:27 PM  
**To:** Brothers, Sheila C; Doolen, Andrew V  
**Cc:** Clymer, Jeffory A; Bosch, Anna  
**Subject:** Re: Documentation of Department Vote, PhD English

Dear Sheila,

I am able to answer the department vote question on Andy's behalf. At our April 2nd, 2014 department meeting, the faculty voted 15 in favor, 5 opposed, and 0 abstaining to the "Proposal to Eliminate the Foreign Language Requirement for the PhD program."

I've copied Anna Bosch here to respond to the question about the EPC vote within the College's committee.

Best regards,  
Jeff Clymer

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/>



College of Arts & Sciences  
Educational Policy Committee  
202 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-6689  
*fax* 859 257-2635

[www.as.uky.edu/education-policy-committee](http://www.as.uky.edu/education-policy-committee)

October 27, 2015

Dear University Senate,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the English Doctoral program change proposal 4:3:2 on Tuesday, November 18, 2014.

Sadia Zoubir-Shaw was the chair of the Education Policy Committee at the time this program change was approved. As the current chair of the committee I am signing on her behalf.

Sincerely,

A handwritten signature in blue ink that reads "Stephen Testa".

Stephen Testa  
Chair, Education Policy Committee

## CHANGE DOCTORAL DEGREE PROGRAM FORM

### GENERAL INFORMATION

College:	<u>Engineering</u>	Department:	<u>Mining Engineering</u>
Current Major Name:	<u>Mining Engineering</u>	Proposed Major Name:	<u>Mining Engineering</u>
Current Degree Title:	<u>Doctor of Philosophy</u>	Proposed Degree Title:	<u>Doctor of Philosophy</u>
Current Formal Option(s):	_____	Proposed Formal Option(s):	_____
Current Specialty Fields w/in Formal Option:	_____	Proposed Specialty Fields w/in Formal Option:	_____
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> : _____			
Bulletin (yr & pgs):	_____	CIP Code <sup>1</sup> :	_____
		Today's Date:	<u>1/27/2015</u>
Accrediting agency (if applicable): _____			
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date <sup>2</sup> : <u>January 1, 2015</u>
Dept Contact Person:	<u>Braden Lusk</u>	Phone:	<u>257-1105</u>
		Email:	<u>braden.lusk@uky.edu</u>

### CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed: <small>(Maximum is Graduate School limit of total of 9 hours (or 25% of the credit hours needed to fulfill the pre-qualifying residency requirement.)</small>	<u>9</u>	<u>9</u>
2. Residence requirement: <small>(Minimum of one year before and after Qualifying Exams.)</small>	<u>2-Prequal, 1 Postqual</u>	<u>2-Prequal, 1 Postqual</u>
3. Language(s) and/or skill(s) required:	<u>1 Language</u>	<u>0 Language</u>
4. Provisions for monitoring progress and termination criteria:	<u>Yearly Review</u>	<u>Yearly Review</u>
5. Total credit hours required:	<u>36</u>	<u>36</u>
6. Required courses:	<u>no change</u>	<u>no change</u>
7. Required distribution of courses within program:	<u>None</u>	<u>None</u>
8. Minor area or courses outside program required:	<u>N/A</u>	<u>N/A</u>
9. Distribution of courses levels required (400G-500/600-700):	<u>None</u>	<u>None</u>
10. Qualifying examination requirements:	<u>Written and Oral</u>	<u>Written and Oral</u>

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

<sup>2</sup> Programs are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

## CHANGE DOCTORAL DEGREE PROGRAM FORM

11. Explain whether the proposed changes to the program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

The proposed changes will eliminate the requirement for PhD students to take a foreign language to satisfy the degree requirements. With the relatively small number of PhD students in the Mining Engineering program, the impact to any departments offering courses to meet the current requirement are expected to be very limited. Furthermore, students who's first language is not English have not been required to take a Foreign language and instead used proficiency in another language to meet the requirement.

12. Other requirements not covered above:

None

13. What is the rationale for the proposed changes? If the rationale involves accreditation requirements, please include specific references to those requirements.

The faculty voted on this issue in a faculty meeting in January. The vote passed unanimously to eliminate the foreign language requirement from the PhD program. Past history suggests that domestic graduate students have been subjected to a requirement that hasn't affected international students with proficiency in their first language. Since the language requirement is a department driven requirement and is not required by the University, the faculty selected to eliminate the requirement from our program.

**CHANGE DOCTORAL DEGREE PROGRAM FORM**

**Signature Routing Log**

**General Information:**

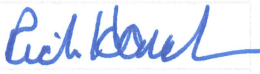

Proposal Name: Eliminate Language Requirement for Mining Engineering PhD

Proposal Contact Person Name: Braden Lusk Phone: 7-1105 Email: braden.lusk@uky.edu

**INSTRUCTIONS:**

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Mining Engineering	5/8/2015	Rick Honaker / 7-1108 / rick.honaker@uky.edu	
Mining Engineering DGS	5/8/2015	Braden Lusk / 7-1105 / braden.lusk@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>3</sup>
Undergraduate Council			
Graduate Council	5/7/15		
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>3</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## **Brothers, Sheila C**

---

**From:** Mehanna, Monica  
**Sent:** Wednesday, October 28, 2015 8:52 AM  
**To:** Brandenburg, Barbara J  
**Cc:** Lusk, Braden T  
**Subject:** Proposal to Drop Language Requirement for Mining ENgineering PhD Program

Good Morning BJ,

The Graduate Studies Team reviewed a proposal from the Department of Mining Engineering requesting that the foreign language requirement for PhD be dropped.

The GS Team voted unanimously to approve this proposal.

This email is just to let you know. I don't believe any other action is needed.

Take care,

Monica

Monica P. Mehanna  
Director, Research and Graduate Studies  
College of Engineering  
359B Ralph G. Anderson Building  
University of Kentucky  
859-257-3341 (Phone)  
859-257-5727 (Fax)

Department of Mining Engineering  
University of Kentucky

Faculty Meeting  
January 13, 2015

**Meeting Minutes**

1. Department Web Site
  - a. Ben Hughes, the College Web Master, discussed changes to the management of the department web site.
  - b. Faculty members are requested to submit a two-page NSF-style vitae.
  - c. Links to faculty specific materials are welcomed and can be implemented by emailing Ben with the information.
  - d. Research capabilities including laboratory facilities are not well recognized on the department web site. Geaunita Caylor will arrange for a photographer and coordinate efforts with Dr. Braden Lusk to take pictures of our laboratories. These pictures should be 'active' picture showing individuals using the equipment. The photo with Dr. Tom Novak and Greg Brenner is a perfect example.
2. Workshops
  - a. Workshop funding is needed to support the department budget given the significant reduction in donations from several companies.
  - b. A workshop will be organized for May in Evansville to focus on specific 'hot topics' in the industry such as the new dust regulations.
  - c. Dr. Zach Agioutantis agreed to lead the organization of the May workshop. The workshop description will be completed by January 31, 2015 and submitted to Geaunita Caylor.
  - d. Dr. Novak is willing to hold an automation workshop at UK sometime in the summer.
3. CUMT Conference
  - a. 7th International Conference on Mining Science and Technology at CUMT in Xuzhou co-sponsored by the University of Kentucky on April 26 – 29, 2015
  - b. Dr. Jhon Silva volunteered to be the Mining Engineering faculty representative.
4. Dr. Jack Groppo – Appointment to Adjunct Professor
  - a. Letters from the faculty providing their opinion on the appointment to the Adjunct Professor position will be provided by Friday, January 16.
5. Dr. Michael Karmis will be our 2015 Distinguished Lecturer. The topic of his presentation was discussed and 'Sustainable Mining Practices in the Coal Industry' was generally thought to be a good focus for the presentation.
6. Faculty members were in agreement to not hire a full-time recruiter at this time given the upcoming change to a common freshmen year for the College of Engineering.
7. A need for an office assistant position to handle project management and program assessment duties among other tasks was discussed. The faculty agreed to add funding into their project budgets for a project manager where possible. The funds generated will be used to support a future hire for the position. The current problems with project accounting such as the end-of-project balances and transfer of remaining funds on 'Fixed-Cost Contracts' were discussed.



8. The current class attendance policy was discussed which led to the following:
  - a. Dr. Novak submitted a motion to eliminate the mandatory department attendance policy. Dr. Lusk seconded. After discussions, the faculty members unanimously approved the motion.
  - b. Faculty members should remove the department policy from their syllabus.
  - c. Faculty members are free to develop their own policy but the policy must be included in the syllabus.
  - d. Dr. Chad Wedding made everyone aware of a new TIER 1 excused absence form that allows students to complete and sign in the case where the student is sick but does not need the attention of a medical physician. The university policy indicates that the instructor has the right to not accept TIER 1 forms. However, it is recommended that a certain number be allowed during the course for each student.
9. Faculty class attendance was discussed. Everyone agreed to limit the number of classes missed and make arrangements to cover any classes in their absence.
10. The proper completion of course self-evaluations was discussed and examples provided.
11. Student outcome assessment for the undergraduate program was discussed. Dr. Joe Sottile agreed to send everyone the list showing the courses that will be used to assess the ABET student outcomes.
12. Graduate student course requirements were discussed which led to the following:
  - a. Recognition that we do not offer a sufficient number of 600 level mining engineering courses to support the graduate program.
  - b. Supporting the undergraduate program with technical course offerings is the main reason for the lack of 600 level courses.
  - c. A potential solution was to reduce or possibly eliminate the technical course requirements from the undergraduate program.
  - d. Topic was tabled for a future meeting.
13. The second language requirement for the PhD program was discussed:
  - a. The requirement specifically targets U.S. students given that foreign students are allowed to use their native language to satisfy the requirement.
  - b. Dr. Novak submitted a motion to eliminate the foreign language requirement from the PhD program requirements. Dr. Wedding seconded the motion. After discussion, the faculty unanimously passed the motion.
  - c. Dr. Lusk will submit the required forms to eliminate the foreign language requirement.



October 18, 2015

Dr. Andrew Hipsley  
Chair, UK Senate Council

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*Fax (859) 257-8542*  
*Writer's email: ebailey@uky.edu*

The College of Communication and Information was formed in 1993 by merging the College of Communication and the College of Library and Information Science. The College currently consists of the Department of Communication, the Department of Integrated Strategic Communication, the School of Journalism and Telecommunications and the School of Information Sciences. Last year the Senate Academic Organization and Structure Committee (SAOSC) evaluated two proposals from this college that were subsequently recommended by the Senate and approved by the University Board. 1) The School Information Science changed its name from the School of Information and Library Science. 2) The Department of Integrated Strategic Communication was formed from a subset of faculty in the School of Journalism and Telecommunications.

This proposal asks to change the name of the "School of Journalism and Telecommunications" to the "School of Journalism and Media". The reason for the change is to more accurately represent the activities within the school. Last year they changed the name of one of their constituent programs from "Telecommunications" to "Media Arts and Studies". This change would bring the name of the school into alignment with the name of the program.

Beth Barnes is the acting Director of the School of Journalism and Telecommunications and the author of the proposal. She notes that a new director, Dr. Lars Willnat, has been appointed and will join the program in January 2016. The new director suggested and supported the name change. Dr. Barnes reported that the faculty in the affected school voted 14-0 in favor of the change. Two faculty could not attend the meeting but have not expressed dissent. The proposal includes letters from the chairs of the two departments in the college and the Director of the School of Information Science indicating that their faculty discussed the name change and were supportive.

The members of the SAOSC read the proposal and provided responses by email between October 6 and October 15. The proposal was clearly prepared with no apparent dissention. No one asked for a physical meeting of the committee. The committee voted 9-0 to recommend the name change.

Respectfully, on behalf of the SAOSC,

Ernest Bailey, PhD  
Professor  
Chair, 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*<sup>1</sup>.

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:	Change the name of the School of Journalism and Telecommunications to School of Journalism and Media to better reflect the programs in the school.				
Contact person name:	Beth E. Barnes	Phone:	257-4275	Email:	bbarnes@uky.edu
Administrative position (dean, chair, director, etc.):	Interim director				

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

Check all that apply and name the specific unit(s).					
<input type="checkbox"/>	Department of:				
<input checked="" type="checkbox"/>	School of:	Journalism and Telecommunications			
<input type="checkbox"/>	College of:				
<input type="checkbox"/>	Graduate Center for:				
<input type="checkbox"/>	Interdisciplinary Instructional Program:				
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:				

### Section III – Type of Proposal

Check all that apply.
-----------------------

<sup>1</sup> 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](http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm).)

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

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

**Section IV is for internal use/guidance.**

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

***SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)***

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

***SAOSC Review of Type B Proposals (All Other Changes)***

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
  - SAOSC information must be shared with unit 10 days prior to hearing.
  - Open hearing procedures disseminated.

***Voting by SAOSC, Senate Council and University Senate***

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
  - This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.
- ✓ Approve (or do not approve) the academic status or content of academic program.
  - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

## Proposal to Change the Name of the School of Journalism and Telecommunications

The faculty and administration of the School of Journalism and Telecommunications, a unit of the College of Communication and Information, request to change the name of the school to the School of Journalism and Media.

This new name is consistent with the school's makeup; the school has two degree programs, the B.A./B.S. in Journalism and the B.A./B.S. in Media Arts and Studies. The new name is also in line with recent changes at other programs accredited by the Accrediting Council on Education in Journalism and Mass Communication; for example, the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill changed its name this past summer to the School of Media and Journalism. Other programs with "Media" in their name include Arkansas State University, the University of Illinois, Northwestern University, Indiana University, Oklahoma State University and West Virginia University.

The new name was proposed by the school's incoming director, Dr. Lars Willnat, who will join the faculty in January 2016. After discussion among the school's faculty members at a meeting on August 18, the proposed name was approved unanimously by a vote of 14-0 (two faculty members were unable to attend the meeting). The new name has the support of the other units in the college (the departments of Communication and Integrated Strategic Communication and the School of Information Science); it has also been approved by the college's faculty council.

There will be no changes in personnel or resources as a result of this name change. The names of the two degree programs will not change. The only other change associated with the name change is for the abbreviation for the school's communications practicum, independent study and internship courses (241, 395 and 399, respectively) to change from JAT to JAM.

We do not expect any dissent from current students or alumni over this change. The "Telecommunications" name is a holdover from the previous name of the Media Arts and Studies major; that degree name was changed several years ago. As noted at the outset, this proposed name change brings the name of the school more closely in line with its degree programs.



School of Library and  
Information Science  
320 Little Library Building  
Lexington, KY 40506-0224  
859 257-8876  
fax 859 257-4205  
ci.uky.edu/lis/

August 24, 2015

Dr. Beth Barnes  
Professor, Department of Integrated Strategic Communication  
Interim Director, School of Journalism and Telecommunication  
College of Communication and Information  
University of Kentucky

Dear Dr. Barnes:

After consulting with faculty members in the School of Information Science, I write in support of the proposed name change for the School of Journalism and Telecommunication to the School of Journalism and Media. The name change is in keeping with the national trend among comparable schools. The proposed name change also provides a better reflection of the programs currently housed in the School.

Sincerely,

Jeffrey T. Huber  
Director and Professor




School of Journalism and  
Telecommunications  
118 Grehan Building  
Lexington, KY 40506-0042

859 257-1730  
*fax* 859 323-3168

[jat.uky.edu](http://jat.uky.edu)

September 1, 2015

MEMO TO: H. Dan O'Hair, Dean  
College of Communication and Information

FROM: Beth E. Barnes, Interim Director   
School of Journalism and Telecommunications

SUBJECT: Name Change

At its start-of-year meeting on August 18, the faculty of the School of Journalism and Telecommunications voted unanimously (14-0; two faculty members were unable to attend) to change the name of the school to the School of Journalism and Media.

There have been discussions about a possible name change for the past several years, since the name of the Telecommunications major was changed to Media Arts and Studies. Due to other pending changes in the school, any decision was put on hold. During a meeting last week with the school's incoming director, Dr. Lars Willnat, the subject of the name came up again and there was general agreement to make a decision prior to the start of the new academic year. The new name was proposed by Dr. Willnat.

The proposed name reflects both the programs that make up the school. It is also in line with recent name changes at some of our peer, ACEJMC-accredited institutions, including the University of North Carolina at Chapel Hill, which has changed its name from School of Journalism and Mass Communications to School of Media and Journalism. Other programs with "Media" (without a modifier) as part of the name include Arkansas State, Northwestern, Illinois, Virginia Commonwealth and West Virginia.

We purposely chose "Media" without either "Arts" or "Studies" for the school name because we believe it, in combination with "Journalism," reflects appropriate breadth and allows for growth of programs within the school.

We request that the proposed name change be approved by the college as soon as possible so that we can begin the university approval process. I have included support letters from the Department of Communication, Department of Integrated Strategic Communication, and School of Information Science.

Thank you.



Department of Communication  
228 Grehan Bldg.  
Lexington, KY 40506-0042  
859-257-3323  
Fax: 859-257-4103  
[comm.uky.edu](http://comm.uky.edu)

September 1, 2015

Dear Dr. Barnes,

On behalf of the Department of Communication, I am pleased to support the faculty of the School of Journalism and Telecommunications' vote to change the name of the school to the School of Journalism and Media. The tenured and tenure-track faculty in Communication have discussed the name change, and believe that it logically follows from the recent change in program name from Telecommunications to Media Arts and Studies. The program and unit name remains complementary to the teaching, research, and service performed in the Department of Communication that supports the Communication major's digital and mass communication track.

Sincerely,

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

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

Cc:  
H. Dan O'Hair, Dean, College of Communication and Information





Department of Integrated  
Strategic Communication  
118 Grehan Building  
Lexington, KY 40506-0042

859 257-1730  
*fax* 859 323-3168

<http://ci.uky.edu/isc/>

August 28, 2015

Dear Dr. Barnes:

As per your request, I have consulted the ISC faculty via email to determine if there would be any opposition to changing the name of the School of Journalism and Telecommunications to School of Journalism and Media. While I have not heard back from our entire ISC faculty, more than half have responded to my query and I am comfortable providing a summary.

All those who responded are in full support of the proposed name change to School of Journalism and Media. Two faculty members expressed slight disappointment that this name change was not pursued before ISC became a standalone department in July 2015. They only wished the proposal would have come sooner because it is overdue. In summary, I do not foresee any substantial opposition to the proposed name change coming from ISC faculty.

My own support for the School of Journalism and Media is whole-hearted. This name represents both major programs currently offered by the School with terms easily understood by prospective students. This is sure to aid you in recruitment. It also maintains the School's presence as a leader in journalism education, and I believe it will be well received by alums and the professional journalism and media communities.

Congratulations to your faculty for making an excellent choice.

A handwritten signature in black ink, appearing to read 'Alyssa Eckman'. The signature is written in a cursive style and is positioned below a thin horizontal line.

Dr. Alyssa Eckman  
Department Chair  
Integrated Strategic Communication




School of Journalism and  
Telecommunications  
118 Grehan Building  
Lexington, KY 40506-0042

859 257-1730  
*fax* 859 323-3168

[jat.uky.edu](http://jat.uky.edu)

September 1, 2015

MEMO TO: H. Dan O'Hair, Dean  
College of Communication and Information

FROM: Beth E. Barnes, Interim Director   
School of Journalism and Telecommunications

SUBJECT: Name Change

At its start-of-year meeting on August 18, the faculty of the School of Journalism and Telecommunications voted unanimously (14-0; two faculty members were unable to attend) to change the name of the school to the School of Journalism and Media.

There have been discussions about a possible name change for the past several years, since the name of the Telecommunications major was changed to Media Arts and Studies. Due to other pending changes in the school, any decision was put on hold. During a meeting last week with the school's incoming director, Dr. Lars Willnat, the subject of the name came up again and there was general agreement to make a decision prior to the start of the new academic year. The new name was proposed by Dr. Willnat.

The proposed name reflects both the programs that make up the school. It is also in line with recent name changes at some of our peer, ACEJMC-accredited institutions, including the University of North Carolina at Chapel Hill, which has changed its name from School of Journalism and Mass Communications to School of Media and Journalism. Other programs with "Media" (without a modifier) as part of the name include Arkansas State, Northwestern, Illinois, Virginia Commonwealth and West Virginia.

We purposely chose "Media" without either "Arts" or "Studies" for the school name because we believe it, in combination with "Journalism," reflects appropriate breadth and allows for growth of programs within the school.

We request that the proposed name change be approved by the college as soon as possible so that we can begin the university approval process. I have included support letters from the Department of Communication, Department of Integrated Strategic Communication, and School of Information Science.

Thank you.

## Brothers, Sheila C

---

**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Monday, October 19, 2015 4:25 PM  
**To:** Hippisley, Andrew R; Brothers, Sheila C  
**Cc:** Wood, Connie  
**Subject:** Masters: Applied Statistics  
**Attachments:** Master of Applied Statistics-signed revised.pdf

### Proposed New Masters: Applied Statistics

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new Masters degree: Applied Statistics, in the Department of Statistics within the College of Arts & Sciences.

Please find the revised proposal attached, which includes the verification of the department vote.

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](http://www.margaretmohrschroeder.com)





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

April 10, 2015

Dear Graduate Council:

I am pleased to express the College's strongest support of the proposed Master of Applied Statistics. The Applied Statistics Master would open up a number of opportunities for traditional and non-traditional students, working scientist, and professionals who seek new career opportunities by enhancing their statistical experiences. The enclosed proposal has been carefully vetted by the college's Education Policy Committee in close consultation with the Dean's office.

The proposed Master of Applied Statistics will utilize the strengths of the outstanding graduate faculty in Statistics.

The Applied Statistics Master is designed to train mathematical, social and natural scientists from a variety of disciplines to be professional statisticians.

The College of Arts and Sciences fully supports the proposed Master of Applied Statistics.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Kornbluh', written over a horizontal line.

Mark Lawrence Kornbluh  
Dean

**NEW MASTERS DEGREE PROGRAM FORM**  
 (Attach completed "Application to Classify Proposed Program"<sup>1</sup>)

**GENERAL INFORMATION**

College:	Arts & Sciences	Department:	Statistics
Major Name:	Applied Statistics	Degree Title:	Master of Applied Statistics
Formal Option(s):		Specialty Fields w/in Formal Option:	
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> :	February 23, 2015		
Bulletin (yr & pgs):	CIP Code <sup>1</sup> :	27.0501	Today's Date: December 8, 2014
Accrediting Agency (if applicable):			
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date <sup>2</sup> : Summer 2016
Dept. Contact Person:	Constance L. Wood	Phone:	859-257-1208
Email:	cwood@uky.edu		

**CHANGE(S) IN PROGRAM REQUIREMENTS**

1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)	9
2.	Residence requirement (if applicable)	
3.	Language(s) and/or skill(s) required	
4.	Termination criteria	Probation for two consecutive semesters; Failure to pass Final Exam on second attempt
5.	Plan A Degree Plan requirements <sup>3</sup> (thesis)	NA
6.	Plan B Degree Plan requirements <sup>3</sup> (non-thesis)	30
7.	Distribution of course levels required (At least one-half must be at 600+ level & two-thirds must be in organized courses.)	At least 1/2 at 600+ level; 2/3 in organized courses
8.	Required courses (if applicable)	STA 645, STA 646, STA 647, STA 648, STA 649
9.	Required distribution of courses within program (if applicable)	
10.	Final examination requirements	Oral Comprehensive Exam (Video Conference)
11.	Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).	
	No	

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

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

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

NEW MASTERS DEGREE PROGRAM FORM

12.	What is the rationale for the proposed new program?
-----	---

	See attached.
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# NEW MASTERS DEGREE PROGRAM FORM

## Signature Routing Log

**General Information:**

Program Name: Statistics

Proposal Contact Person Name: Constance L. Wood Phone: 257-1208 Email: cwood@uky.edu

**INSTRUCTIONS:**

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Statistics	3/8/15	Arny Stromberg / 7-6115 / arny.stromberg@uky.edu	Arny Stromberg
A&S EPC	4/7/15	Anna Bosch / 7-1584 / anna.bosch@uky.edu	Anna Bosch
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council	5/7/15	<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

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



College of Arts & Sciences  
Educational Policy Committee  
202 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-6689  
*fax* 859 257-2635

[www.as.uky.edu/education-policy-committee](http://www.as.uky.edu/education-policy-committee)

10/22/15

Dear University Senate,

The College of Arts and Sciences Education Policy Committee approved the Master of Applied Statistics program proposal 8:0:1 on Tuesday, April 7, 2015.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Testa".

Stephen Testa  
Chair, Education Policy Committee



## Brothers, Sheila C

---

**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Monday, October 19, 2015 4:25 PM  
**To:** Hippisley, Andrew R; Brothers, Sheila C  
**Cc:** Wood, Connie  
**Subject:** Masters: Applied Statistics  
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Best-

Margaret

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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](http://www.margaretmohrschroeder.com)





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

April 10, 2015

Dear Graduate Council:

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Sincerely,

A handwritten signature in black ink, appearing to read 'M. Kornbluh', written over a horizontal line.

Mark Lawrence Kornbluh  
Dean

**NEW MASTERS DEGREE PROGRAM FORM**  
 (Attach completed "Application to Classify Proposed Program"<sup>1</sup>)

**GENERAL INFORMATION**

College:	Arts & Sciences	Department:	Statistics
Major Name:	Applied Statistics	Degree Title:	Master of Applied Statistics
Formal Option(s):		Specialty Fields w/in Formal Option:	
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> :	February 23, 2015		
Bulletin (yr & pgs):	CIP Code <sup>1</sup> :	Today's Date:	December 8, 2014
	Per Mia Alexander-Snow, correct CIP is 27.0599		
Accrediting Agency (if applicable):			
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date <sup>2</sup> : Summer 2016
Dept. Contact Person:	Constance L. Wood	Phone:	859-257-1208
		Email:	cwood@uky.edu

**CHANGE(S) IN PROGRAM REQUIREMENTS**

1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)	9
2.	Residence requirement (if applicable)	
3.	Language(s) and/or skill(s) required	
4.	Termination criteria	Probation for two consecutive semesters; Failure to pass Final Exam on second attempt
5.	Plan A Degree Plan requirements <sup>3</sup> (thesis)	NA
6.	Plan B Degree Plan requirements <sup>3</sup> (non-thesis)	30
7.	Distribution of course levels required (At least one-half must be at 600+ level & two-thirds must be in organized courses.)	At least 1/2 at 600+ level; 2/3 in organized courses
8.	Required courses (if applicable)	STA 645, STA 646, STA 647, STA 648, STA 649
9.	Required distribution of courses within program (if applicable)	
10.	Final examination requirements	Oral Comprehensive Exam (Video Conference)
11.	Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).	
	No	

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

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**NEW MASTERS DEGREE PROGRAM FORM**

12.	What is the rationale for the proposed new program?
-----	---

	See attached.
--	---------------

## Brothers, Sheila C

---

**From:** Alexander-Snow, Mia  
**Sent:** Friday, February 26, 2016 8:04 PM  
**To:** Brothers, Sheila C  
**Subject:** CIP: Masters in Applied Statistics should be: 27.0599 (NOT 27.0501)

**Importance:** High

Dear Sheila,

Here is the CIP Code for Masters in Applied Statistics should be: **27.0599** (NOT 27.0501)

***Mia Alexander-Snow, PhD***

*Director, Planning and Institutional Effectiveness*

*Phone: 859-257-2873*

*Fax: 859-323-8688*

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

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



***The University of Kentucky***

---

**From:** Institutional Effectiveness  
**Sent:** Thursday, February 18, 2016 2:29 PM  
**To:** 'Arlington, Kimberly G (CPE)'  
**Cc:** Wielgus, Kimberly R; Brothers, Sheila C  
**Subject:** RE: Full Proposals

Hello All:

Please note: The CIP for the Masters in Applied Statistics should be: **27.0599** (NOT 27.0501)

Please update your records to reflect the correct CIP assignment.

Thanks,

Mia

***Mia Alexander-Snow, PhD***

*Director, Planning and Institutional Effectiveness*

*Phone: 859-257-2873*

*Fax: 859-323-8688*

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

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

# NEW MASTERS DEGREE PROGRAM FORM

## Signature Routing Log

**General Information:**

Program Name: Statistics

Proposal Contact Person Name: Constance L. Wood Phone: 257-1208 Email: cwood@uky.edu

**INSTRUCTIONS:**

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Statistics	3/8/15	Arny Stromberg / 7-6115 / arny.stromberg@uky.edu	Arny Stromberg
A&S EPC	4/7/15	Anna Bosch / 7-1584 / anna.bosch@uky.edu	Anna Bosch
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council	5/7/15	<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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



College of Arts & Sciences  
Educational Policy Committee  
202 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-6689  
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[www.as.uky.edu/education-policy-committee](http://www.as.uky.edu/education-policy-committee)

10/22/15

Dear University Senate,

The College of Arts and Sciences Education Policy Committee approved the Master of Applied Statistics program proposal 8:0:1 on Tuesday, April 7, 2015.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Testa".

Stephen Testa  
Chair, Education Policy Committee

## Brothers, Sheila C

---

**From:** Hippisley, Andrew R  
**Sent:** Tuesday, October 20, 2015 2:13 PM  
**To:** Brothers, Sheila C  
**Subject:** FW: MAS departmental approval  
**Attachments:** Support letter MS Applied Stat.docx

**From:** "Stromberg, Arnold" <[stromberg@uky.edu](mailto:stromberg@uky.edu)>  
**Date:** Monday, October 19, 2015 at 4:01 PM  
**To:** "Schroeder, Margaret" <[mmohr2@uky.edu](mailto:mmohr2@uky.edu)>  
**Cc:** Andrew Hippisley <[andrew.hippisley@uky.edu](mailto:andrew.hippisley@uky.edu)>, "Wood, Connie" <[cwood@uky.edu](mailto:cwood@uky.edu)>  
**Subject:** MAS departmental approval

The graduate faculty in Statistics met on March 8<sup>th</sup>, 2015 and unanimously approved the proposal for a Master of Applied Statistics.

Arnold J. Stromberg  
Professor and Chair  
Department of Statistics  
University of Kentucky  
313 Multidisciplinary Science Building  
725 Rose Street  
Lexington, KY 40536-0082  
Phone: 859-257-6115  
Fax: 859-323-1973



## **Proposal for a New Program**

**Degree Title:** Master of Applied Statistics

**Major:** Applied Statistics

**Primary College:** Graduate School

**Department/Graduate Program:** Statistics

**CIP Code:** 27.0501

**Statistics Departmental Contact:**

**Name:** Constance L. Wood  
Director of Graduate Studies  
Email: [cwood@uky.edu](mailto:cwood@uky.edu)  
Phone: 859-257-1208

### **Section 1: Overview of Master of Applied Statistics Program.**

The Master of Applied Statistics (MAS) is designed to train professional, practice-oriented statisticians. We propose a MAS degree which is housed in the Department of Statistics in the College of Arts & Sciences and administered by the graduate faculty in Statistics which also offers a MS with a Major in Statistics and a PhD with a major of Statistics as well as a Graduate Certificate in Applied Statistics. Specifically, the proposed MAS

- Is a thirty-hour, Plan B master's degree,
- Will be offered totally online,
- Will be accessible to practicing scientists and engineers,
- Can be completed in one or more calendar years.

**Section 2: Rational and Description of the Program.** The proposed Master of Applied Statistics is an innovative online professional graduate degree that can be completed in a summer and two consecutive semesters or on a part-time basis. The goal of this program is to create professional, practice-oriented statisticians who have both data analytic and computing skills. This program is unique in that it uses data visualization and statistical computing to teach fundamental concepts in statistical inference to students who only have two semesters of calculus instead of the coursework normally required for an MS program in Statistics. This program is designed to train mathematical, social, and natural scientists from a variety of disciplines to be professional statisticians. Specifically, the curriculum focuses on how to manage 'big' data and successfully describe, analyze, and make inferences using current and rapidly evolving statistical methodologies.

This terminal degree qualifies students for entry-level positions as statisticians in industries such as Google, Intel, and Pfizer as well as Wall Street and numerous federal, state, and local government agencies. It also bridges the wide gap between the two educational programs we currently offer; i.e., a research-oriented Master of Science in Statistics and the Graduate Certificate in Applied Statistics.

Specifically, we are proposing a thirty-hour, Plan B, Master's degree which will be offered online. All courses will have a required interactive component using video conferencing which will allow the students to engage in discussion and interact with faculty. The strength of this program will be the emphasis on statistical methodology and its applications.

The online format ensures access for working scientists, traditional and non-traditional students, and professionals who seek new career opportunities by enhancing their statistical expertise.

**Section 3: Potential Impact of the Program.** As the flagship university in the Commonwealth and the only university in the state that offers graduate training in Statistics, the University of Kentucky can and should be instrumental in training professional statisticians to work in industry, government, and education. In-state employers include Humana, Lexmark, American Greeting, Corning, clinical research organizations, actuarial firms, research universities, and government agencies. The online format ensures access to all students across the state. Moreover, we plan to recruit a diverse pool of domestic and international students. We expect this program to attract numerous applicants; Texas A&M offers an online, video-based master's degree which averages 2000 applicants per year for 100 slots. Moreover, each year we receive approximately 50 applicants for the MS in Statistics who do not have the mathematical background for that program, but are ideally suited for the MAS.

The demand for well-trained statisticians is strong at local, state, national, and international levels. According to the *Occupational Outlook Handbook*, published by the Bureau of Labor Statistics, the US demand for statisticians is currently high and growing with a 27% projected increase in jobs from 2012 to 2022. The Bureau of Labor Statistics stated that "Growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions." The *Wall Street Journal* chronicled the increasing student demand and interest in Statistics in "The Upbeat Stats on Statistics." See <http://blogs.wsj.com/numbers/the-upbeat-stats-on-statistics-1216> .

Eighty percent of the course work in the MAS program focuses on statistical methodology and computing in order to prepare students for entry level jobs as a practicing statisticians. The online format ensures access for access for working scientists, traditional and non-traditional students, and professionals who seek new career opportunities by enhancing their statistical expertise.

**Section 4: Comprehensive Program Description.** The graduate faculty in the Department of Statistics have developed new courses for this program that will prepare graduates

to function in the multiple roles of data analyst, data management technician, and statistical programmer. These courses are interrelated and will emphasize statistical inference and data visualization and management. Specifically, the program is designed to provide the student a firm grounding in linear and nonlinear models and address a wide variety of statistical and computing methods. See **New Courses** and **Appendix**. Under supervision, students will analyze data from multiple disciplines and learn to apply appropriate statistical methods and to verify assumptions required to use these techniques.

**Student Learning Outcomes:** At the end of the program, all students are required to meet the following set of learning outcomes that require mastery of material presented in multiple courses. Candidates must:

- 1) **Foundations and Statistical Inference**
  - a.) demonstrate professional level knowledge of basic probability, the standard statistical distributions and their common usages to describe commonly occurring response variables;
  - b.) demonstrate knowledge of fixed-sample and large-sample statistical properties of point and interval estimators appropriate for normal, categorical, discrete, and non-normal continuous data;
  - c.) demonstrate knowledge of the properties of parametric, semi-parametric, and nonparametric testing procedures.
- 2) **Statistical Computing and Data Management**
  - a.) demonstrate the ability to perform complex data management in SAS; and
  - b.) demonstrate the ability to perform complex data analysis in SAS and R.
- 3) **Methodology**
  - a.) demonstrate the ability to correctly apply linear, nonlinear, and generalized linear models and to verify the underlying assumptions required for these procedures to be valid;
  - b.) demonstrate knowledge of how to design experiments and surveys for efficiency; and
  - c.) demonstrate professional level knowledge of classical and repeated measures multivariate methods and computational techniques.

**Curriculum:** Eleven new online courses constitute the curriculum offerings for the MAS. These courses are designed to provide the instruction required for students to meet the Student Learning Outcomes detailed above. The unifying concept is the discovery of statistical techniques and approaches through data visualization and computing. All courses have been developed in a modular format to facilitate online delivery and interaction.

The curriculum consists of five required courses (17 hours) and thirteen hours of guided electives selected from six courses. The courses that have been developed are given in Table 1. Required courses are denoted by \*. These courses have been submitted through ECATS and sample abbreviated syllabi are given in the Appendix.

**Table1. MAS Courses**

Course	Course Title	Hours
STA 645*	Computational Theory and Data Visualization	3
STA 646*	Foundations of Probability and Inference	4
STA 647*	Statistical Computing with SAS	2
STA 648*	Regression Modeling	4
STA 649*	Design of Experiments	4
STA 650	Applied Multivariate Statistics	3
STA 651	Advanced Programming with R	1
STA 652	Advanced Statistical Modeling	3
STA 654	Applied Bayesian Analysis	3
STA 656	Statistical Quality Control	3
STA 659	Advanced Statistical Methods (subtitle required)	3 (Repeatable up to 6 hours)

\*Denotes Required Course

**Curriculum Map:** The courses in the MAS curriculum will *introduce, emphasize, or reinforce* one or more of the Student Learning Outcomes. Student Learning Outcomes map onto the courses as represented in Table 2.

**Table 2. Curriculum Map**

KEY: I=Introduce, E=Emphasize, and R=Reinforce

Student Learning Outcome	STA 645	STA 646	STA 647	STA 648	STA 649	STA 651	STA 652	STA 650	STA 654	STA 656	STA 659
Foundations and Statistical Inference	I	I	R	E	E	R	E	E	E	R	E
Statistical Computing and Data Management	I	R	I	E	E	I	E	E	E	E	E
Methodology	I	E	E	I	I	E	I	I	I	I	I

**Sample Programs of Study:** The MAS is structured so that a student can complete the program in one calendar year. However, this is an intensive program of study and can also be pursued on a part-time basis by working professionals. Sample One-Year, Two-Year and Four-Year are shown below.

**Table 3. One-Year Program of Study**

Summer 2 (9 hours)	Fall Semester (11 hours)	Spring Semester (10 hours)
STA 645, STA 646, STA 647	STA 648, STA 654, STA 656, STA 651	STA 649 and two from STA 652, STA 650, or STA 659

**Table 4. Sample Two-Year Program of Study**

	Summer 2	Fall Semester	Spring Semester
<b>Year 1</b>	STA 645, STA 647	STA 646, STA 648	STA 649, STA 652
<b>Year 2</b>		STA 654, STA 656, STA 651	STA 650

Note: STA 652, STA 650, STA 659 are interchangeable in the Sample Two-Year Program of Study.

**Table 5. Sample Four-Year Program of Study**

	Summer 2	Fall Semester	Spring Semester
<b>Year 1</b>	STA 645, STA 647	STA 646	STA 648
<b>Year 2</b>		STA 654	STA 649
<b>Year 3</b>		STA 656	STA 659
<b>Year 4</b>		STA 652	

Note: STA 654 and STA 656 are interchangeable in the Sample Four-Year Program of Study. Similarly, STA 652, STA 650 are STA 659 are interchangeable.

**Faculty Load and Course Rotation:** In order to facilitate timely completion of the program, we propose to offer the eleven courses for the MAS in the following rotation:

- Summer (9 credit hours)

- STA 645 STA 646 STA 647
- Fall (15 credit hours)
  - STA 646 STA 648 STA 654 STA 651 STA 656
- Spring (17 credit hours)
  - STA 648 STA 649 STA 652 STA 650 STA 659

**Faculty/Student Interaction and Online Student Support:** Since students in the online class will not have the benefit of working together in a classroom environment or face-to-face interaction with the instructor, we propose to use “**Real-time Discussion Boards**” and “**Talk to the Expert**” to provide this important component of classroom learning in an online environment.

**Real-time Discussion and Response:** Discussion boards are far from novel, but have been used in interesting and perhaps unique ways to facilitate classroom discussion in our other online courses. *All* questions about the course material will be posted on the discussion board. Questions about grades or other personal matters are to be emailed directly to the instructional team; i.e., the instructor and teaching assistants. Canvas will be the course management system used for these online discussions among students and the instructional team.

Specifically, forums will be set up on the course discussion board corresponding to different modules of material within the course. Within each forum there will be a post created for each day of the course. These threads will be fixed and students will be unable to create new threads. Our experience in other courses is that this greatly helps to minimize confusion. Students click on the day’s material that they have questions about. Once the student selects the day, they can ask a question or respond to other students’ questions. The instructional team will monitor these forums and follow up as necessary when peer answers are either in short supply or incomplete.

Once a student posts to *any* of the threads on any of the forums, the instructional team will receive an email alerting them that there is a new post. This allows the instructional team to monitor the discussion board without having to constantly log into the Course Management System and troll and allows postings to be addressed from a variety of platforms convenient to the instructor, e.g. via computer, tablet, or smartphone.

It should be emphasized that having the students post to the discussion board helps to eliminate having to answer the same question over and over. The organization of the forums allows students to easily find questions that were similar to their own, and allows them to answer other student’s questions. Prior experience with these forums suggests

that students do not “fish” for answers to the homework questions, but used the discussion board as intended and asked genuine questions.

**Talking with the Expert:** We also propose 2-3 hours per week of online interaction with the instructor, which we are calling “Talking with the Expert.” This time, essentially, online office hours, is certainly not unique, but has been effectively used our online courses. Adobe Connect, a web-conferencing software that allows an instructor to set up meeting times with individuals or groups of students, provides instructors the opportunity to present students with materials and have typed, audio or video discussions with students (video typically needs to be one-way only – instructor-to-student – because of bandwidth limitations). UK has a license to use this software so any student who signs up for any of our courses can access it as well, once the instructor has initiated access. Skype is an alternative method of direct communication which is easily accessible and allows students and instructors to connect face-to-face. Students tended to be more familiar with Skype, and it is easier to use than Adobe Connect. Skype, however, has fewer features and the instructor has less control over the communication and interaction.

**MAS Administration:** The faculty of record for the MAS is the Graduate Faculty in Statistics. The Director of Graduate Studies for Statistics will coordinate and approve all admissions to the program. In addition, a Director of MAS will be appointed who will assist in reviewing applications, will supervise day-to-day operations of the MAS, and have a primary role in assessment of the program and feedback for course assessment.

**Relationship to MS in Statistics and Graduate Certificate in Applied Statistics:** The MAS is an entirely separate degree program. Courses developed for the MAS do not carry degree credit for the MS in Statistics and students admitted to the MAS may not enroll in courses approved for the MS degree. <http://stat.as.uky.edu/masters-program>. These courses have a pre-requisite of graduate status in the MS /PhD program in Statistics.

Currently the Graduate Certificate in Applied Statistics is awarded to students who complete the required courses selected from the Department’s graduate level service courses. <http://stat.as.uky.edu/statistics-graduate-certificate>. We plan to develop an online version of this certificate which will utilize the courses developed for the MAS. This certificate program will differ from the one currently offered in that applicants will be required to have two semesters of calculus for admission.

**Section 5: Admissions and Graduation Requirements.** Applications to the MAS are welcome from all students holding a Bachelor’s degree in the social, mathematical, physical or biological sciences as well as engineering and education. All applicants must submit GRE scores and meet the minimum requirements for admission to the Graduate School. Applications will be processed through ApplyYourself.

Admission requirements include:

1. Advanced undergraduate or graduate level Statistical Methods course; eg, STA 570 or STA 569, and
2. Two semesters of calculus.

Admissions are made on a competitive basis. Preference will be given to students with research or professional experience.

**Section 6: Ongoing Assessment and Feedback.** The Master of Applied Statistics (MAS) is designed to prepare students to function in the multiple roles of data analyst, data management technician, and statistical programmer. The success of this program will be evaluated by A. students' achievement of Student Learning Outcomes in individual courses, B. students' overall mastery of program-specific Student Learning Outcomes, and C. the ability of the program to attract, retain, and graduate professionals capable of functioning as a practicing statistician.

**Course-Level Assessment:** An Application for New Course has been developed and is attached for each of the eleven new courses in the MAS curriculum. Included in this is a syllabus which contains course specific Student Learning Outcomes and assessment measures. At the end of each course, the instructor will summarize the students' performance and transmit this information to the Director of the Applied Statistics program. The results will be presented to the faculty at the first faculty meeting of the next semester. At this time, the Director will also organize a working meeting of the instructors from the previous semester and the instructors currently teaching in the program who will use the results of the assessment to modify current course learning activities to correct any observed deficiencies. Needed changes in pedagogy and infrastructure will also be addressed.

**Program Specific Student Learning Outcomes Assessment:** A students' overall mastery of the program-specific Student Learning Outcomes will be evaluated at the end of the program. The Department will develop a comprehensive final examination reflective of the curriculum in all constituent courses. Each question will be targeted to assess competency in several learning outcomes. Students will receive scores (1-5) on each of the learning outcomes based on their performance on the Final Examination for the MAS. Based on a student's performance on the targeted questions from his/her courses, questions on the Final Exam will target those outcomes that the student needs to demonstrate competency. This oral exam will be conducted by the student's Advisory Committee by video conferencing. A score of 3.0 or above is required for a Pass. Programmatic assessment will be based on the data for all students and be analyzed as an incomplete block design.

**Program Assessment:** The faculty in the program will collect data to allow us to assess the effectiveness of MAS in the preparation of professional, practicing statisticians and also allow



the program faculty to improve the ways we collaborate to provide effective instruction. We propose to collect information on program quality from the following involved parties:

- Candidate Program Feedback: Students enrolled in the MAS will complete questionnaires at the end of the first semester and at the end of the program.
- MAS Alumni Job Placement and Feedback: Two years after leaving the program, all MAS Alumni are surveyed to determine job placement, employment status and level of satisfaction with their preparation for the profession.
- Supervisor Feedback: Each graduate's job supervisors will be sent a questionnaire two years after the student has completed the program to document the effectiveness of the student in his/her current position.

In addition, the program will collect basic data on retention and completion rates, initial job placement and salary, and trends in distribution of scores on the Student Learning Outcomes.

**Section 7: Required Instructional Resources.** The Department of Statistics is extremely fortunate to have several faculty who have extensive experience in online instruction; namely, Derek Young, Mark Gebert, and Bill Rayens

Derek Young has taught nearly 500 graduate students during 14 semesters (from 2008-2013) teaching for Penn State University's online graduate programs in Statistics. He rewrote the material for their Regression Methods course, which is still used today. He firmly understands the technological tools necessary for successfully conducting online classes as well as the overall needs of online students – especially those seeking an online degree while working full-time.

Mark Gebert created STA 569, the Department's first graduate online methods course and taught it to several hundred graduate students over several semesters (summer and regular term). He also created our first, online version of STA 291 and taught it to hundreds of undergraduate over a period of about five years. He will be working exclusively in the online Master's program.

Bill Rayens will not be teaching in the new program but has an instrumental role in the development of the MAS. His job, in part, has been to oversee the pedagogy of the courses that comprise the new program. He created and has taught a highly interactive, personal, and paced online version of the Department's general education statistics course, STA 210. That course has proved to be very popular with students over the last three years.

In addition, many of our graduate students have been instrumental in the development of our online courses and their delivery. In order to staff the rotation of courses proposed in Section 4, one additional lecturer will be required. Permission to fill this position in Fall 2016 has been given by the Dean of Arts and Sciences.

**Section 8: Required IT Resources.** Faculty who are teaching in MAS must have reliable access to a computer with video camera and microphone capabilities as well as a tablet computer

with touchscreen capability. This will allow for the development of course material, the means for effective delivery, and the ability to facilitate faculty/student interaction.

Development of course material will involve presentation software programs (e.g., PowerPoint and LaTeX) and statistical software packages (e.g., R and SAS). Delivery of instructional material will be a mixture of voice-over presentations, prepared written handouts, recorded short vignettes using applications like Jing and Doceri, and recorded presentations using the lightboard. The lightboard is a transparent dry-erase board that allows the course instructor to face the camera while everything that they write appears in the correct direction for the viewer. This will allow for all online MAS course developers to create engaging, informative lectures. The University has an operational version of the lightboard that is located in the Media Depot. For the component of faculty/student interaction involving "Talking with the Expert", the faculty will need to utilize Adobe Connect or a comparable meeting software program.

Given the technical resources required, a dedicated IT person will need to be available to help with unforeseen technical difficulties that might arise, including the integration of developed media with Canvas.



**Department of Biostatistics, CPH**

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October 1, 2015

Margaret J. Mohr-Schroeder, Ph.D.  
SAPC University Senate Committee Chair

Dear Margaret:

This is to let your know that I am familiar with the curricula proposed in the online Applied Statistics degree program currently under review by your committee. In my opinion the new degree has no more overlap with our courses in Biostatistics than the current STA 670-STA 678 series of service course offered to graduate students on this campus. Briefly, the new program emphasizes applications in broad areas of statistics including industrial and agricultural applications while our courses focus on applications to biomedical studies including population based studies, observational studies, and clinical studies. While the underlying statistical principles have some overlap, the applications differ substantially.

We (the Department of Biostatistics) welcome this on line degree program since it is breaking ground for this university. We wish the Department of Statistics the best in offering this degree program to off campus students.

Sincerely,

A handwritten signature in black ink that reads 'Richard J. Kryscio'.

Richard J. Kryscio, Ph.D.  
Chair, Biostatistics

cc. Constance Wood, DGS Statistics;  
Steve Browning, DGS Epidemiology-Biostatistics degree program

## Brothers, Sheila C

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Wednesday, October 07, 2015 2:32 PM  
**To:** Brothers, Sheila C; Hippisley, Andrew R  
**Subject:** GC in Eurhythmics  
**Attachments:** Graduate Certificate in Eurhythmics Revised.pdf

### Proposed New Graduate Certificate: Eurhythmics

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Eurhythmics, in the School of Music within the College of Fine Arts.

Please find the revised proposal attached.

Best-

Margaret

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



UNIVERSITY OF KENTUCKY  
SCHOOL OF MUSIC  
COLLEGE OF FINE ARTS

**Proposal for a Graduate Certificate in Eurhythmics**

**Purpose and Background**

The main target student population for this Certificate is school music teachers, but eurhythmics training benefits all musicians and many others such as dancers, music therapists, and actors. There are three main approaches to teaching general music in the field of music education recognized by most music specialists. These approaches are the Orff Schulwerk, Kodaly Methods, and Dalcroze Eurhythmics. There are summer teacher training workshops in many higher education institutions for the first two approaches, but only very few in Eurhythmics, an approach to music education created by Emile Jaques-Dalcroze. The offering of Eurhythmics training at the University of Kentucky will answer to the demand for professional development opportunities for artists in this region, and perhaps would attract participants from overseas, especially from Asia where Eurhythmics is very well received. Our UK School of Music has implemented the Graduate Certificate in Orff Schulwerk for over ten years with good success as a gateway to our MM degree and Rank I studies. This Graduate Certificate in Eurhythmics will follow the Orff model.

**The Graduate Certificate Director**

The Administrative Director for the UK Graduate Certificate in Eurhythmics is Professor Martina Vasil. The Graduate Faculty of Record will comprise of Martina Vasil, (Graduate Certificate Director), David Sogin, PhD (Chair of the Music Education Division and DGS of Music), and Michael Hudson, PhD (Faculty of Music Education). Due to the specialty of the subject area, Master Teaching Artists certified by the American Eurhythmics Association are required to conduct the courses. William Todd Anderson, PhD, PTI, serves as program coordinator, and Kathy Thomsen, DMA, graduate faculty of Hamline University, serves as summer visiting instructor.

**Certificate Objectives**

Objectives and competencies of this curriculum align with those of the American Eurhythmics Society ([www.americaneurhythmics.org](http://www.americaneurhythmics.org)).

**Student Learning Outcomes (SLO)**

At the completion of this Graduate Certificate, students will be able to:

1. Demonstrate mastery of eurhythmics concepts.
2. Show facility in singing and identifying chromatic scales in the fixed-do system with sensitivity to intonation and expression, based on solfege

principles.

3. Improvise music for movement at the piano or using other instruments.
4. Show expertise in designing instructional materials and lesson activities implementing the Dalcroze philosophy, pedagogic techniques, and skills for students of varying age groups.

The SLO will be assessed according to:

1. Competencies embedded for each course as indicated by course assignments, peer presentation, and lesson plans.
2. Student portfolio showing representative samples of the process and products of a project implementing the Dalcroze philosophy and pedagogic techniques.

## Curriculum

The University of Kentucky Eurhythmics Certificate consists of 12 semester credit hours:

MUS 662 Dalcroze Approach I (3 cr.)	This course is especially designed for music teachers who wish to acquire knowledge and skills in Dalcroze pedagogy and musicianship. There are two parts of this course: on-site participation and an online component. Students will be immersed in the principal subjects of the Dalcroze approach: eurhythmics, solfège, and improvisation. The on-site session provides creative experiences of hands-on activities and the online component covers assignments related to the philosophy, history, composition, lesson designs, and discussion of the Dalcroze approach in music education.
MUS 663 Dalcroze Approach II (3 cr.)	
MUS 668 Dalcroze Approach III (3 cr.)	
	Each course level has different competencies. Students may repeat each course once. Students must complete each level in a successful manner prior to advancing to the next level, with approval of the course instructor.
MUS 669 Individual Dalcroze Project (3 cr.)	This course is especially designed for music teachers who have acquired adequate knowledge and skills in Dalcroze pedagogy and musicianship and are ready to demonstrate independence in designing and completing an instructional or research project that exemplifies the Dalcroze approach. Each student is guided at a distance by the instructor at all phases of the project and carry out the study at his or her own school or location.
	Pre-requisite: a) Successful completion of MUS 663 (or equivalence) and permission by instructor, <u>or</u> b) successful completion of MUS 668

## **Resources**

No additional resources are needed at the current time. The courses have been offered and ongoing since spring 2015. At the present time, these UK courses are the only eurhythmic courses offered online and will most likely attract students at distance locations in the future.

These four courses will be offered in rotation according to the need of the participants and can be flexible. Students must also participate in summer on-site workshops and pay a workshop fee in addition to regular tuition. Similar to the situation with the Orff Certificate, there should be enough revenue to support the visiting faculty based on workshop fees and credit tuition.

## **Admission Requirements and Application Procedures**

Students must have completed a Bachelor's degree in music of any emphasis. Students can enroll in one of these categories: 1) Post-baccalaureate, non-degree status or towards Rank I teacher certification; 2) Candidates who have satisfied all admission requirements towards an MM degree may apply these courses towards the MM degree in music education; 3) Graduate students enrolled in other programs may use this as electives towards other graduate music programs upon the approval of the students' advisor and the DGS.

Admission to the Graduate Certificate or award of the graduate certificate does not guarantee admission to any degree program at the University of Kentucky.

## **Graduate Certificate Completion Requirements**

The main target participants of this Graduate Certificate are in-service P-16 music teachers who hold a teaching job. However, the eurhythmics approach benefits musicians of all areas as well as dancers who are interested in creating expressive movement and music listening skills. All course work for the Graduate Certificate must be completed within five years of admission and with a GPA of 3.0 or better at all times.

## **Award of the Graduate Certificate**

Upon successful completion of the graduate certificate requirements, the Director shall send a completed, signed Graduate Certificate Completion Form and Certificate to the Dean of the Graduate School for verification and signature. The Graduate School will notify the Registrar for posting to the student's permanent transcript.

## **Benefits of the Graduate Certificate in Eurhythmics**

### **For the Students**

- Acquire expertise in an eclectic music approach in creative music teaching
- Better employment opportunities

### **For the College**

- Provides training in eurhythmics for diverse disciplines in the region and beyond
- Enhances reputation with innovative curriculum in the arts

### **For the University of Kentucky and the Commonwealth of Kentucky**

- Projects leadership in training in the arts
- Enhances career opportunities for teachers and artists in Kentucky
- Serves as a model eurhythmics program to other universities with online courses





August 4, 2015

John Scheib, PhD  
Director, School of Music  
University of Kentucky

Dear Dr. Scheib:

It was a pleasure to have met you in Lexington a few weeks ago when you stopped in to see our Dalcroze class. I thoroughly enjoyed my time at UK. I am writing to offer my perspective on the unique Dalcroze program created by Drs. Wang and Anderson. Before offering my thoughts I'd like to provide context for my perspective.

I served on the executive board of the Dalcroze Society of America (DSA) for ten years, and was president from 2008 – 2012. During this time I presided at two national Dalcroze conferences. I was editor of the American Dalcroze Journal for eight years. While DSA president I served as the United States delegate to the *Fédération Internationale des Enseignants de Rythmique* (FIER), based in Geneva, Switzerland. I have observed the teaching of Dalcroze eurhythmics internationally and in many locations in the US, and have myself taught in programs across the country.

After working for years within the DSA, I concluded the organization's ethos rendered it incapable of making the changes necessary to keep the Dalcroze work alive and growing among its most likely proponents – music educators. Last year two colleagues and I founded the American Eurhythmics Society (AES), a professional organization dedicated to training and certifying music educators in Dalcroze eurhythmics. We dropped the name Dalcroze from the title of the AES to avoid a conflict with the Dalcroze Institute in Geneva. (Incidentally, there are four schools for eurhythmics in Switzerland, only one of which uses the name Dalcroze. The international body, FIER, dropped the name Dalcroze over 25 years ago to allow for expansion of the methodology.) The AES is thriving, and we are proud to count UK as one of our training center partners.

The program at UK is simply outstanding. Drs. Wang and Anderson have created a unique blend of elements, promoting both high-level individual musicianship skills and effective Dalcroze-based teaching skills. Some training programs are largely instructor-driven presentations. The UK program is learner-centered. It is designed to challenge and support students over three summers of intensive training, covering all essential areas of the methodology. Students at UK are introduced to the methodology, they practice and refine their musicianship skills, and they apply what they have learned in live demonstrations and peer teaching. The UK program stimulates continued growth and development of its students, a quality that sets it apart from other programs.

Todd Anderson has not only established a comprehensive curriculum, he is a generous colleague and a first-rate teacher. He is as demanding as he is encouraging. I saw how well he shaped the rigorous two-week session, responding to individuals when necessary while also keeping the whole class moving forward together. Todd is a tremendous asset to the UK program.



To my knowledge, the online Dalcroze courses offered through UK are the only such courses in the US. These are especially valuable as the summer program is so intense. Students often need time to unpack the content and use it *in situ*, and the online courses are an effective tool for helping them. The online courses also serve to build positive relationships between students and the UK Dalcroze program. Students from all over the world can take advantage of the courses, even if they haven't attended the in-person summer session (although we hope the online courses will encourage them to come to Lexington). The AES will post a link on its website to the UK online Dalcroze courses. I can envision students trained elsewhere in Dalcroze wanting to take the online UK courses, as they would benefit any Dalcroze student at virtually any phase of training. Combining intensive summer training with academic year online courses is surely a smart way to build UK's Dalcroze program.

Dr. Wang's presence has a significant positive effect on the program. She not only saw to many practical details (furnishing hand-held percussion instruments, video taping sessions, ensuring that everyone had rides to the party), she provided advice and counsel to Todd and me about a host of issues. She suggested a better way to use our rubric when grading exams, and pointed out that we had useable data for research purposes right in front of us, if we would just take time to organize it. Her sincere care in setting up and nurturing the Dalcroze program make an enormous difference to students and faculty alike. There is a sense we are in good hands at UK, and I came to understand this feeling is due in large measure to Dr. Wang's influence.

Six students took portions of the AES certification exams at UK, more than any other summer training program in the history of the AES. These numbers bode well, certainly for the AES, and I hope also for UK. I believe we can build a mutually beneficial relationship over time.

The UK program is a model for other university programs. I plan to bring a number of UK features back to the University of St. Thomas Graduate Programs in Music Education next summer.

Thank you for your support of the Dalcroze program. The facilities this summer were ideal. I enjoyed my work at UK tremendously, and am thrilled to have been invited back for the summer of 2016. I look forward to seeing you then if not before.

Sincerely,

Kathy Thomsen, DMA  
Professor, Hamline University, St. Paul, MN  
Secretary/Treasurer, American Eurhythmics Society

Copy: Dr. David Sogin, Dr. Todd Anderson, Dr. Cecilia Wang

## SIGNATURE ROUTING LOG

### General Information:

Proposal Type: Course  Program  Other

Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): Graduate Certificate in Eurhythmics

Proposal Contact Person Name: Cecilia Wang Phone: 7-8203 Email: cecilia.wang@uky.edu

### INSTRUCTIONS:

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

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
School of Music		John Scheib / 7-4900 / john.scheib@uky.edu	
College of Fine Arts		Anna Brzyski / 388-9899 / anna.brzyski@uky.edu	
		/ /	
		/ /	
		/ /	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council		<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

## Brothers, Sheila C

---

**From:** Sogin, David W  
**Sent:** Thursday, October 29, 2015 4:23 PM  
**To:** Brothers, Sheila C  
**Cc:** Vasil, Martina  
**Subject:** Re: Voting email

Dear Sheila,

The College of Fine Arts Curriculum Committee Approved and signed off unanimously on the certificate in Eurhythmics on 1/15/15. If you need the actual documentation for that please let me know or anything else.

Thank you,  
David Sogin  
Assoc. Dean

--

Dr. David W. Sogin  
Professor of Music Education  
Coordinator for Music Education & Music Therapy  
School of Music  
University of Kentucky  
Lexington, KY 40506-0022

## Brothers, Sheila C

---

**From:** Vasil, Martina  
**Sent:** Wednesday, October 28, 2015 12:56 PM  
**To:** Brothers, Sheila C  
**Cc:** Sogin, David W  
**Subject:** Voting email

Dear Sheila,

Our School of Music Director, John Scheib, reports that on October 31, 2014, the School of Music Advisory Committee voted unanimously to support the Eurhythmics Graduate Certificate.

Sincerely,

Martina

Martina Vasil  
Assistant Professor, Music Education  
Orff Schulwerk Program Director  
<http://finearts.uky.edu/music/orff>  
University of Kentucky School of Music  
421 Rose St., Wessels House  
(Old Engineer's Residence)  
Rm. 203  
Lexington, KY 40506-0022  
(859) 257-8203  
martina.vasil@uky.edu

Begin forwarded message:

**From:** "Scheib, John" <[john.scheib@uky.edu](mailto:john.scheib@uky.edu)>  
**Subject:** Re: Voting email  
**Date:** October 28, 2015 at 12:33:16 PM EDT  
**To:** "Sogin, David W" <[David.Sogin@uky.edu](mailto:David.Sogin@uky.edu)>  
**Cc:** "Vasil, Martina" <[martina.vasil@uky.edu](mailto:martina.vasil@uky.edu)>

Great. Yes - I see from my notes it was on the agenda for Oct. 31, 2014 and was passed by unanimous vote.

- JS

**Ellis, Janie**

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**From:** Nikou, Roshan  
**Sent:** Friday, January 23, 2015 3:31 PM  
**To:** Brothers, Sheila C; Carvalho, Susan E; Ellis, Janie; Ett, Joanie M; Hippisley, Andrew R; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M  
**Cc:** Watkins, John; Fleming, Steve; Cardarelli, Kathryn; Diaz, Monica; Brzyski, Anna; Wang, Cecilia  
**Subject:** Transmittals  
**Attachments:** Program change PhD in Music Education-signed.pdf; Graduate Certificate in Eurhythmics rev-signed.pdf; Latino-signed.pdf; GC in BIOSTATISTICS Proposal-signed.pdf

TO: Andrew Hippisley, Chair and Sheila Brothers, Coordinator  
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator  
Graduate Council

Graduate Council approved the following proposals and is now forwarding them to the Senate Council to approve.

**Programs and Certificates**

PhD in Music Education

Graduate Certificate in Eurhythmics

Graduate Certificate in Latin American, Caribbean, and Latino Studies

Graduate Certificate in Biostatistics

*Roshan Nikou*

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

Hi Margaret, in the areas of art and music, we often invite artists and musicians of specific expertise to give seminars and workshops. Due to the nature of the field of study, Dalcroze Eurhythmics at this time has only a few experts in the USA (more in Europe). There are only five Masters of Arts teacher in the American Eurhythmics Society, and we are having two of them in the effort of reviving the approach. Such expertise in musical movement and dance cannot be measured with exact academic labels. For instance, the concert master of the Philadelphia orchestra may only have a performance certificate from the Curtis institute of Music but his expertise might only be matched by those of Isaac Perlman! The current teaching faculty has agreed to be committed to teach here for several years, and by that time, we will have grown our own certified instructors not only for us but for the rest of the country. By having UK be one of the few national AES training centers, we become an important hub for now, as it will allow us to attract students from many other states.

As the DGS , upon the approval of the certificate in Eurhythmics by the SC , I will submit the credentials of the instructors to the graduate school for Associate membership to the Graduate School.

Members of the graduate faculty associated with this certificate that either disassociate themselves with the University of Kentucky or retire, the Director of Graduate Studies in consultation with either the Director of the Certificate program or the division Coordinator for Music Education will appoint the replacement faculty members to the certificate with the appropriate credentials.

Margaret, Martina is now officially an Associate Member of the Graduate Faculty and will defend her dissertation for her Ph.D. on Dec 1, 2015. With that, she should be allowed if I understand correctly to act as the Certificate director.

Margaret, thank you again for responding to me in such a timely manner. I truly appreciate your due diligence and clarity on the matter and I realize that it is important that we do get this right. Thank you again for working with me and I hope it goes on through this time!

Best,  
David Sogin

--

Dr. David W. Sogin  
Professor of Music Education  
Coordinator for Music Education & Music Therapy  
School of Music  
University of Kentucky  
Lexington, KY 40506-0022



Schroeder, Margaret &lt;mmohr2@g.uky.edu&gt;

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**Re: New Cmte Item SAPC\_New Graduate Certificate in Eurhythmics**


---

**Wang, Cecilia** <cecilia.wang@uky.edu>

Fri, Apr 24, 2015 at 8:55 PM

To: "Schroeder, Margaret" &lt;m.mohr@uky.edu&gt;

Cc: "Sogin, David W" &lt;David.Sogin@uky.edu&gt;, "Scheib, John" &lt;John.Scheib@uky.edu&gt;

Dear Margaret,

Thank you for your review. I am happy to answer your questions.

Let me first try to put the subject matter in its wider perspectives, and to make a long story short. "Dalcroze Eurhythmics" is a special music teaching/learning approach that has been used successfully in many countries in the 20th Century. However, due to strict certification rules that resulted in the lack of opportunities for training in the United States, this approach diminished greatly in the last two decades. (As of last year, there were only about 60 members of the DalcrozeUSA compared to over 600 members of Dalcroze Society of Japan). There is now a new national organization--the American Eurhythmics Association (<http://www.americaneurhythmics.org>) with fresh new rules for certification. It is in this spirit of renewal that I hope UK would be a part in bringing this special creative approach back to the mainstream of the United States, especially to music teachers of Kentucky.

To answer your questions:

- o Need more information about the need and projected numbers for the program

It will take some time to build the program, so I would expect 4-6 students at the beginning. However, the program should be self-sustaining and hopefully expand. I am basing this on the model of the Graduate Certificate in Orff Schulwerk which has been in the black for 29 years. By offering summer courses, we utilize visiting faculty resources available only in the summer, as well as attracting in-service teachers for attendance.

- o There is mentioning of visiting professors, please clarify and how they will be used – graduate affiliate status

There are extremely few qualified instructors of the Dalcroze approach in the USA (less than ten with a Doctoral degree, and only four Master Teaching Artists certified by the AES). Two of them, Dr. Todd Anderson and Dr. Kathy Thomsen, will serve as our instructors this coming summer. Dr. Thomsen is a graduate faculty at Hamline University. Dr. Anderson, our part-time instructor and alumnus, has committed for overseeing our Dalcroze program on a long-term basis. This certification is supervised by Dr. David Sogin who is the DGS of the School of Music.

- o What is the Graduate Faculty of Record – School of Music or what Program?

While the Dalcroze approach can benefit all musicians and dancers, this Graduate Certificate aims at professional development of P-16 music teachers. The faculty coordinator of general music is the point person here. I am that person at the current time.

- o Clarification for who this is aimed at – mention having to go to schools and teach, etc. Who will be the users and what will they end up doing?

The target participants are for professional development of in-service music teachers who want to acquire musicianship and creative learning-and-teaching in a multi-modal setting. They may apply these courses towards a master's degree or Rank I, upon proper admissions procedures.

- o Stronger connection than just “people from Asia will be interested” – culturally relevant statement



9/22/2015

University of Kentucky Mail - Re: New Cmte Item SAPC\_New Graduate Certificate in Eurhythmics

There is no cultural intent here, only that the Dalcroze approach is popular in Asian countries.  
There are usually some participants from Asia attending our Orff summer courses.

Thank you again for your consideration.

Best Regards,  
Cecilia

[Quoted text hidden]



Schroeder, Margaret &lt;mmohr2@g.uky.edu&gt;

---

**Re: New Cmte Item SAPC\_New Graduate Certificate in Eurhythmics**


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**Wang, Cecilia** <cecilia.wang@uky.edu>

Sun, Feb 22, 2015 at 6:04 PM

To: "Brothers, Sheila C" &lt;sbrothers@uky.edu&gt;

Cc: "Schroeder, Margaret" <mmohr2@uky.edu>, "Wilhelm, Ronald J" <ron.wilhelm@uky.edu>, "Williams, John C" <jcwilliams@uky.edu>, "Alexander-Snow, Mia" <mia.alexander-snow@uky.edu>, "Arthur, Mary" <marthur@uky.edu>, "Baker, Michael R" <mrbake00@email.uky.edu>, "Browning, Steven R" <srbrown@email.uky.edu>, "Childs, Paul D" <paul.childs@uky.edu>, "Folmar, Chelsea N" <chelsea.folmar@uky.edu>, "Griffith, William S" <william.griffith@uky.edu>, "Ilahiane, Hsain" <hsain.ilahiane@uky.edu>, "Karan, P P" <ppkaran@uky.edu>, "O'Connor, Lisa G" <lisa.oconnor@uky.edu>, "Hippisley, Andrew R" <andrew.hippisley@uky.edu>, "Sogin, David W" <David.Sogin@uky.edu>, "Scheib, John" <john.scheib@uky.edu>

Dear Review Committee for the Graduate Certificate for Eurhythmics,

Please forgive me for writing to you directly. As the deadline of March 2 is near and that business is delayed due to bad weather, I feel it would be easier if I would address the two concerns posted by Sheila Brothers (Listed below with my response).

1. The proposal refers to the "main faculty," but there is no explicit mention of a faculty of record.

Response: The main faculty is the music education faculty teaching classes in the General Music area. This is me at the moment. Next year, we are expected to have a new faculty on board, her name is Dr. Martina Vasil (to be confirmed officially).

2. In the section "Admission Requirements and Application Procedures" there is a sentence about "candidates who have satisfied all admissions requirements toward an MM [Master of Music] degree may apply these courses towards the MM degree in music education." I am not clear on what exactly this means. In the past, SC has expressed concern about a student in an associated graduate degree program being able to earn the related graduate certificate merely by completing the graduate degree program requirements. It is acceptable for a student who is first enrolled in a graduate certificate, however, to transfer in up to nine credits from the certificate to count towards the graduate degree.

Response: While the courses required for the Graduate Certificate can overlap with courses for the MM degree, the Certificate has its own admission and completion requirements and the MM degree also has its own admission and completion requirements. One can complete the Graduate Certificate without the MM degree, and vice versa. Only up to nine hours of the Certificate can be transferred into the MM degree. In other words, we are careful to follow the Graduate School requirements in each case.

Thank you for your attention. Please feel free to call me ([859-552-6772](tel:859-552-6772)) if you need further explanation.

Regards,

Cecilia Wang

On Fri, Jan 30, 2015 at 3:39 PM, Brothers, Sheila C <[sbrothers@uky.edu](mailto:sbrothers@uky.edu)> wrote:

Good afternoon, Margaret. There is another item ready for review by the Senate's Academic Programs Committee (SAPC). This is for a new Graduate Certificate in Eurhythmics.

This proposal is attached here and can also be found at <http://www.uky.edu/Faculty/>

[Senate/committees\\_councils/standing\\_committees/academic\\_programs.htm](#).

Cecilia Wang is the contact person for this proposal.

Please note – there are two issues that need to be clarified during the SAPC’s review.

1. The proposal refers to the “main faculty,” but there is no explicit mention of a faculty of record.
2. In the section “Admission Requirements and Application Procedures” there is a sentence about “candidates who have satisfied all admissions requirements toward an MM [Master of Music] degree may apply these courses towards the MM degree in music education.” I am not clear on what exactly this means. In the past, SC has expressed concern about a student in an associated graduate degree program being able to earn the related graduate certificate merely by completing the graduate degree program requirements. It is acceptable for a student who is first enrolled in a graduate certificate, however, to transfer in up to nine credits from the certificate to count towards the graduate degree.

This is tentatively scheduled to be reviewed by the Senate Council on Monday, March 2, and by the Senate on Monday, March 9. Therefore, I’ll need the determination of your committee no later than Tuesday, February 24. If this proposal requires a longer review period, please let me know and I will adjust the agenda scheduling.

If you have any questions or requests, please don’t hesitate to let me know.

Thank you,

Sheila

*Sheila Brothers*

Staff Representative to the Board of Trustees

*Office of the Senate Council*

203E Main Building, -0032

Phone (859) 257-5872

<http://www.uky.edu/faculty/senate>

--

Cecilia Wang, PhD  
School of Music, College of Fine Arts  
Division of Music Education and Music Therapy  
University of Kentucky

## Brothers, Sheila C

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Wednesday, October 07, 2015 2:38 PM  
**To:** Brothers, Sheila C; Hippisley, Andrew R  
**Subject:** Dual Degree in MPH and MHA  
**Attachments:** MPH-MHA Joint Degree-signed revised.pdf

### Proposed New Dual Degree Program: Master's in Public Health and Master's in Health Administration

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new Dual Degree Program: Master's in Public Health at the University of Kentucky and Master's in Health Administration, both in the College of Public Health at the University of Kentucky.

Please find the revised proposal attached.

Best-

Margaret

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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](http://www.margaretmohrschroeder.com)



Brian,

Thanks for your call this past week re: the question of a concurrent degree for the MHA/MPH rather than a dual degree. In discussing this with our faculty, we would like to move forward with the dual degree program as it allows us to market it to attract highly qualified students who are interested in both degrees. We believe the dual degree will be particularly attractive to students interested in global health and to students looking for new job opportunities as a result of healthcare reform. This dual degree is available at other universities and we want UK to be in the mix when students are looking for this dual degree.

Let me know what the next steps are in the process, Brian, and thanks for your assistance.

Martha

Martha C. Riddell, DrPH  
Associate Professor and  
Director, MHA Program  
Health Management and Policy  
College of Public Health  
University of Kentucky  
111 Washington Avenue  
Lexington, KY 40506  
859-218-2012

## **MPH/MHA DUAL DEGREE PROGRAM**

### **Background**

The academic disciplines of healthcare and population health, which have traditionally been taught and housed in separate sectors, are rapidly converging. The new healthcare models supported by the Centers for Medicare and Medicaid Innovation focus explicitly on the essential role of non-clinical inputs to individual and community health. Likewise, the Centers for Disease Control and Prevention's Community Transformation Grant program aims to improve population health through the merging of approaches traditionally separated into public health and healthcare silos. In keeping with this nationwide articulation of the need for population health orientation in healthcare, employers in the U.S. healthcare sector are building their institutional competence in public health. Healthcare provider organizations are seeking individuals to bridge the knowledge the gap between delivery of healthcare services and management of the health of a population. Chief Population Health Officers are now being hired to lead healthcare organizations through the transition of changing reimbursement models. These market forces and caregiving paradigms point to the need for an MPH/MHA dual degree option.

The MPH/MHA is a degree that is being added by universities as the need for this combination of unique skills increases with healthcare payment reform. Since both the MHA and the MPH degrees are housed within the College of Public Health, the dual degree can be completed without requiring additional resources by the College. Students may complete the degree in two and a half or three years rather than the four years required if the degrees are completed separately. Initial enrollment is anticipated to be 2-3 students/year. Current enrollment in the MHA program is approximately 25 students while approximately 50 students are enrolled each year in the MPH program.

The University of Kentucky Master of Health Administration (MHA) degree is a two-year, 54-hour program that is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) and offered through the College of Public Health. The Master of Public Health follows a two-year, 42-hour curriculum in the College of Public Health and is accredited by the Council on Education in Public Health (CEPH) as part of the college's accreditation. Under the MPH-MHA dual degree, 9 credit hours would be recognized as fulfilling degree requirements in both programs, allowing the student to complete both MPH and MHA degrees with a total of 87 credit hours, compared with the 96 credit hours required for both programs separately. The graduate program faculty are the graduate faculty of record for each of the degrees' home departments. Initially, students will be in the MPH concentration in Population Health Management and Policy, which is housed in the same department as the MHA program. In future, if students have other MPH concentrations, the graduate faculty in their MPH home department will coordinate advising through the students' MHA advisors.

### **Structure of Program**

#### **A. Admissions**

Application to both programs is through the Schools of Public Health Application System (SOPHAS). Admission standards for the dual degree are the same as for applications to each of the programs; applicants should note on all application forms that admission is being sought for the MPH/MHA dual degree program. The dual degree program is not suitable for part-time students.

Students who are currently enrolled in either the MPH or the MHA program can be considered for admission to the MPH/MHA dual degree program at the time when they apply or at the end of the first full-time year in either program. Application for admission must be accepted by the program in which the student is not yet enrolled. The MPH/MHA program is not applicable to students who have earned one of the degrees.

#### **B. Advantages**

Students can complete this dual program of study in two or three academic years, more than one year less than the combined four years of study required for the separate MPH and MHA degrees.

**C. Programs of Study**

To earn the MPH/MHA, a student must satisfy the graduation requirements of both degrees. If there is a scheduling problem, representatives of the two programs will resolve conflicts on an ad hoc basis.

The following track applies to all students who enter the program at the beginning of their coursework; individual tracks will be determined for students who enter after completing the first year of either program. Of note, CPH 663, which is required of MHA students to fulfill College of Public Health accreditation requirements, would not be required of dual degree students because they will complete all the core public health courses as part of their MPH curriculum.

**See attachment**

**D. Grade Point Average**

Grade point average for each program is calculated independently. Dual degree students are required to remain in compliance with the academic standards of each degree-granting unit.

**E. Granting of MPH/MHA Degree**

Upon satisfactory completion of all degree requirements of both programs, the student is granted both degrees.

**G. Fee Payments**

The MPH and MHA programs are in the same college, so this issue does not arise.

**H. Failure to Complete MHA or MPH Requirement**

The MPH/MHA dual degrees will be granted only upon successful completion of all coursework and examinations. If a student is unable to complete the requirements of either degree, the student may complete the requirements for the remaining degree program, including up to six credit hours of coursework completed in the other program with a grade of B or better.

---

**Signatures of Agreement**

\_\_\_\_\_  
Linda Alexander, PhD                      Date  
Director of Graduate Studies, MPH

\_\_\_\_\_  
Martha C. Riddell, DrPH                      Date  
Director of Graduate Studies, MHA

\_\_\_\_\_  
Wayne Sanderson, Ph.D.                      Date  
Dean

\_\_\_\_\_  
Associate Dean for Academic Affairs

Updated 9/30/2015



Grade point average for each program is calculated independently. Joint degree students are required to remain in compliance with the academic standards of each degree-granting unit.

**E. Granting of MPH/MHA Degree**

Upon satisfactory completion of all degree requirements of both programs, the student is granted both degrees.

**G. Fee Payments**

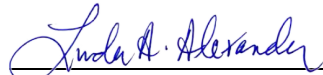
The MPH and MHA programs are in the same college, so this issue does not arise.

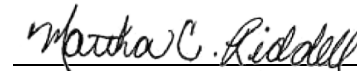
**H. Failure to Complete MHA or MPH Requirement**

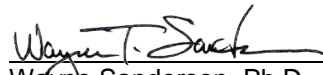
The MPH/MHA joint degrees will be granted only upon successful completion of all coursework and examinations. If a student is unable to complete the requirements of either degree, the student may complete the requirements for the remaining degree program, including up to six credit hours of coursework completed in the other program with a grade of B or better.


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**Signatures of Agreement**

  
\_\_\_\_\_  
Linda Alexander, PhD                      Date  
Director of Graduate Studies, MPH                      11-12-14

  
\_\_\_\_\_  
Martha C. Riddell, DrPH                      Date  
Director of Graduate Studies, MHA                      11-12-14

  
\_\_\_\_\_  
Wayne Sanderson, Ph.D.                      Date  
Dean                      11-12-14

  
\_\_\_\_\_  
Associate Dean for Academic Affairs                      Date  
11-12-14

Updated 9/26/2014

Example of MPH/MHA Curriculum

Fall Semester (12 credits)

CPH 600/HA 601 Overview of the U.S. Health System  
 STA 580 Principles of Biostatistics OR HA 621 Quant Methods  
 CPH 604 Principles of Health Behavior  
 CPH 650 Management of Public Health Organizations

**Cumulative subtotals**

MPH	MHA	Joint
3	3	3
3	3	3
3		
3		
<b>12</b>	<b>6</b>	<b>6</b>

Spring Semester (12 credits)

CPH 601 Occupational and Environmental Health  
 HA 636 Health Economics  
 HA 623 Healthcare Operations Management  
 HA 635 Management Accounting for Health Care Organizations

**Cumulative subtotals**

3		
	3	
	3	
	3	
<b>15</b>	<b>15</b>	<b>6</b>

Summer Semester II (6 credits)

CPH 609 Practicum  
 CPH 551 Comparative Health Systems (online)

**Cumulative subtotals**

3		
3		
<b>21</b>	<b>15</b>	<b>6</b>

Fall Semester (12 credits)

HA 603 Health Law  
 HA 637 Health Finance  
 CPH 605 Principles of Epidemiology  
 HA 673 Health Policy  
 MPH elective

**Cumulative subtotals**

	3	
	3	
3		
3	3	3
3		
<b>30</b>	<b>24</b>	<b>9</b>

Spring Semester (12 credits)

CPH 753 Public Health Law  
 HA 628 Human Resource Mgt in Healthcare  
 MHA elective  
 HA 624 Information Systems in Healthcare

**Cumulative subtotals**

3		
	3	
	3	
	3	
<b>33</b>	<b>30</b>	<b>9</b>

Summer (6 credits)

HA 711 Internship  
 MHA elective or independent study  
 MPH elective or independent study

**Cumulative subtotals**

	1	
	2	
3		
<b>36</b>	<b>33</b>	<b>9</b>

Fall Semester (14 credits)

HA 602 Strategic Planning & Marketing in Healthcare  
 HA 604 Healthcare Ethics and Governance  
 CPH 614 Managerial Epidemiology  
 MPH elective  
 CPH 608 MPH Capstone

**Cumulative subtotals**

	3	
	2	
	3	
3		
3		
<b>42</b>	<b>41</b>	<b>9</b>

Spring Semester (13 credits)

HA 660 Decision Making in Healthcare Organizations  
 HA 785 Independent Study for capstone  
 MHA electives or indep study

**Cumulative subtotals**

	3	
	1	
	9	
<b>42</b>	<b>54</b>	<b>9</b>

# SIGNATURE ROUTING LOG

**General Information:**

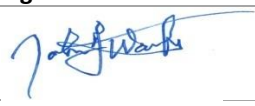


Proposal Name: MPH-MHA Dual Degree Program

Proposal Contact Person Name: Andrea Perkins Phone: 218-2021 Email: [andrea.perkins@uky.edu](mailto:andrea.perkins@uky.edu)

**INSTRUCTIONS:**

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

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Academic Affairs Committee	10/9/2014	John Watkins/218-0240/john.watkins@uky.edu	
Faculty Council	11/4/2014	Steve Fleming/218-2229/steven.fleming@uky.edu	
Academic Dean-Public Health	11/7/2014	Kathryn Cardarelli/218-0241/Kathryn.cardarelli@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council		<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Brothers, Sheila C

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Monday, October 12, 2015 8:58 PM  
**To:** Brothers, Sheila C; Hippisley, Andrew R  
**Subject:** Graduate Certificate: Military Behavioral Health  
**Attachments:** Military Behavioral Health Certificate\_SAPC rev.pdf

### Proposed New Graduate Certificate: Military Behavioral Health

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Military Behavioral Health, in College of Social Work.

Please find the revised proposal attached.

Best-

Margaret

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



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**PROPOSAL FOR AN INTERDISCIPLINARY GRADUATE CERTIFICATE  
IN MILITARY BEHAVIORAL HEALTH**

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Contents:

1. Background
2. Focus and Rationale
3. Certificate and University Needs
4. Eligibility and Program Description
5. Student Skills, Learning Outcomes, and Assessment
6. Resources and Budget
7. Advisory Board
8. Support from Colleges and Department Heads
9. Appendix I: SW 530 Syllabus
10. Appendix II: SW 738 Syllabus
11. Appendix III: FAM 759 Syllabus
12. Appendix IV: Elective Requirement: List of Approved Electives
13. Appendix V. Letters of Support

## **Proposal for Graduate Certificate in Military Behavioral Health**

### **1. Background:**

Military operations conducted since 2001 have placed extraordinary demands on military members and their families. Current use of Reserve Component warriors in combat operations is unprecedented. Military families have endured repeated separations and thousands of returning veterans suffer from severe physical and psychological injuries. This is happening against a backdrop of a worldwide economic recession. Guard and Reserve members are also currently returning to communities affected by economic recession and a shrinking job base. The Department of Defense (DOD) and the Department of Veterans Affairs (VA) are struggling to meet the service demands of returning veterans and their families.

Military members and their families face unique demands and stresses including repeated, prolonged family separations, frequent family relocation, dislocation from informal support systems, extraordinary physical and psychological risk to the service member, and challenges related to role stress during reintegration of returning service member. Also, military society is characterized by its own laws, rules, customs and traditions. "...Military training, socialization, and indoctrination provided by the US armed forces creates a belief system, set of values, and lifestyle among service members (and their dependents) that is different enough from their pre-military, civilian values and behaviors to warrant the term 'military culture' "( Exum & Coll, 2008, p. xiii).

As of 2000, Kentucky had a veteran population of over 336,000 (US Census Bureau, 2012). The state is also the home of two large Army posts, Ft Knox and Fort Campbell. Fort Campbell hosts the 101<sup>st</sup> Airborne Division, which has suffered disproportionate casualties in current operations. Behavioral health professionals working in Kentucky are likely to encounter military veterans and families in practice, regardless of whether their practice setting specializes in work with this population.

### **2. Focus and Rationale:**

Providing effective mental health services to military personnel and returning veterans and military families requires specific knowledge and skills. Practitioners who serve veteran families must be attuned to the way military culture affects individual and group behavior, knowledgeable of military systems of care, and cognizant of unique limits on confidentiality inherent when serving military members. To gain trust and establish therapeutic relationships with veterans and military families, practitioners must be mindful of the cultural stigma attached to receipt of mental health services within this population. Military families may be reluctant to trust the helping professional unless they perceive the professional to be knowledgeable of military life. A specialized course of study that focuses on practice with military and veteran populations will assist in preparing graduates to meet these needs.

### **3. Certificate and University Needs**

This initiative responds to several university needs. It provides an opportunity respond to an emerging need. Today, numerous universities are offering specialized instruction in this subject matter in order to respond to the increasing demands discussed above.

The certificate can also enhance recruitment to UK. High enrollment in the recently implemented SW 580-221, Responding to Military and Veteran Populations, course suggests that current students are interested in this topic area. And, a survey of SW580 students revealed that 80% express interest in pursuing the certificate. Of course, this doesn't necessarily translate to enrollment in the certificate however, this response, in addition to very high enrollment in the first two offerings of SW 580-221, (course number to be changed to SW 530), indicate a substantial interest in this topic area among currently enrolled students. Also, once established, the certificate will be available to graduates who are interested in returning to the classroom to gain additional skills for working with military and veteran populations. Finally, implementation of specialized curricula in this area will make certain doctoral programs, such as the doctor of social work program at UK, more competitive in attracting Department of Defense sponsored doctoral students. The DoD routinely sends active duty social work officers to complete doctoral education in civilian schools of social work. These students are fully funded by the DoD, and tend to select doctoral programs with established military interests and connections.

The certificate can also provide important enrichment and retention opportunities. Students entering studies within the certificate will gain personalized instruction and unique contact with faculty members, military personnel, and veterans. Completion of SW 738, Independent Work, will provide students an opportunity to work closely with a faculty mentor to examine a relevant topic in-depth. Increased contact with faculty has been shown to increase retention (Belcheir & Michener, 1997). Depending on the nature of this independent work, some students will also have the opportunity to interact with military personnel and/or with professional service providers who serve this population.

#### **4. Eligibility and Program Description**

##### Eligibility:

The certificate will be available to graduate and post-graduate students from UK and other accredited universities. Eligibility is limited to students who hold, or are pursuing, a graduate degree in the counseling professions. These include Social Work, Family Sciences, Clinical Psychology, and Educational, School and Counseling Psychology. Graduate and post-graduates from other human services disciplines may petition the advisory board for acceptance to the certificate. Exceptions will be evaluated by the advisory board on a case-by-case basis. The board will consider exceptions based on assessment of the applicant's academic and vocational history. All applicants must apply to the certificate director for admission.

Students must obtain a grade point average of 3.0, or above in certificate-specific coursework in order to successfully complete the certificate.

Undergraduate students who complete SW 530 will not be required to repeat the course as graduate if the course was completed within two years of enrolling in the certificate. These

students may substitute an additional approved elective to meet the overall credit hour requirements for the certificate.

Graduate students who complete SW 530 and/or FAM 759 certificate within two years prior to being accepted to the certificate may count this previously completed coursework toward completion of the certificate. However, if substantial changes are made to these courses the advisory board retains the option of requiring students to accomplish these courses.

#### Enrollment:

Enrollment will be capped at 10 for the pilot year. Upon completion of the first cohort, the advisory board will make a determination regarding future enrollment caps.

#### Program Description

In order to earn the graduate certificate, students must complete a total of 12 credit hours. Students will complete three designated 3 credit hour courses, SW 530 Responding to Military and Veteran Populations (Appendix I), , and SW 738 Independent Work with Military Populations (Appendix II), FAM 759 Special Topics: Working with Military Families (Appendix III), as well as three hours of elective credit approved by the Certificate Advisory board. Students may select from a list of pre-approved electives (Appendix IV), or may petition the advisory board to consider alternative electives. Approved electives were selected based on their potential to enhance knowledge and skills relevant to working with military and veteran populations in a variety of venues (e.g. Veterans Administration, Department of Defense healthcare and educational settings). Students petitioning for acceptance of other elective courses must present a credible argument that knowledge and skills derived from the alternate course will meet this criterion.

SW 738 will serve as a capstone experience, incorporating knowledge and skill obtained in the other required courses. Therefore, students must complete SW 530 and FAM 759 prior to enrolling in SW 738. The approved elective course may be taken in advance of, or concurrently with, SW 738.

The advisory board will develop a variety learning opportunities, in liaison with local military and veteran organizations, such as the Veterans Administration and military medical treatment facilities. Students will chose from a list of available opportunities, or may submit a proposal to the advisory board for an alternative learning experience. These Independent learning experiences will vary considerably, based on opportunity and student interest. Some students may select learning experiences that allow them to interact with military personnel in a medical or field setting, while others may complete an independent research project on a military/veteran related topic.

Students will develop a detailed learning agreement, in collaboration with their SW 738 instructor and on-site mentor that addresses student learning outcomes defined in the SW 738 syllabus. The advisory board will assist students to gain access to resources necessary to complete the learning experience (e.g. assist a student to arrange an opportunity to shadow a treatment provider in a military medical setting).



## 5. Student Skills, Learning Outcomes, and Assessment

The Military Behavioral Health curriculum will benefit students by enhancing their understanding and appreciation of cultural and environmental factors that affect individual and family functioning for military and veteran populations. They will gain skills in assessment, intervention, and prevention of psychosocial problems typically encountered by this population.

SW 738, Independent Work with Military and Veteran Populations, will serve as a capstone experience. Students will develop an electronic portfolio, addressing each address each learning outcome described below. Additionally, specific course assignments in SW 530 and FAM 759 will address these outcomes, as detailed below.

Table 2 below presents student learning outcomes to be addressed in the program, and the mechanisms by which these will be assessed. Outcomes were adapted from the Council on Social Work Education's Core Competencies for Advances Social Work Practice in Military Social Work (CSWE, 2010).

Table 2. Student Learning Outcomes and Assessment Mechanisms

Outcome	Measure	Method
1. Demonstrate professional behavior that reflects awareness of and respect for military and veteran cultures	Student exhibits professionalism in all interactions with study site personnel, clients, and other students	a) Survey of study cite supervisor regarding student's behaviors during site visits  b) Course instructor's observation of student's interactions with other seminar students
2. Demonstrate knowledge related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience	Student demonstrates a sophisticated level of understanding of challenges and stresses related to military service, the effects of these on functioning and wellbeing of military populations, as well as an understanding of the role of specific protective factors in ameliorating distress and pathology	a) Capstone course; electronic portfolio part 1  b) SW 530 signature assignment  c) FAM 759 Research paper
3. Locate, evaluate, and analyze current research literature related to military behavioral health	Student identifies and critically analyzes scientific literature regarding psychosocial interventions that address problems and pathologies that commonly affect military and veteran	a) Capstone course; electronic portfolio parts 2 & 3  b) SW 530 signature assignment  c) FAM 759 research paper

	populations.	
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4. Demonstrate the ability to critically appraise the impact of the social environment on overall wellbeing of service members, veterans, their families, and their communities	Student identifies and critically assesses the role of environmental factors that affect a specific military population in terms of health and wellbeing	a) Capstone course; electronic portfolio assignment part 1  b) SW 530 signature assignment
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## 6. Resources and Budget

It is difficult to estimate exactly how much support needed to carry out the certificate, but it is expected that the certificate can be implemented with relatively small investments on the part of the certificate associates. No new permanent faculty positions will be required and relevant expertise is currently available through the affiliated academic units.

### Instruction:

A part-time instructor will be required to teach some sections of SW 530. This will be contingent upon identification of a part-time instructor with appropriate skills and expertise to deliver this course. In the event that a qualified part-time instructor is unavailable, the certificate director will deliver all sections of SW 530. In this case, the College of Social Work will fund a part-time instructor to cover another course that is typically taught by the certificate director, in order to free the director to take on the additional section of SW 530. This cost will be covered by the College of Social Work, and will be offset by revenue generated from additional student credit hours generated by the course.

The Certificate Director will require one course release per academic year in order to attend to administrative duties related to implementation and management of the certificate. The College of Social Work will absorb the cost of replacing this teaching assignment.

Family Sciences will also need to fund an instructor for FAM 759. The same considerations discussed above will apply to this expenditure, as well.

Other affiliates may see an increased demand for approved electives, which may require the addition of course sections. Increased enrollment is generally desired by most academic units, and an increase in student credit hours tends to make expansion of course offerings revenue positive. Decisions regarding expansion of course sections to accommodate certificate-seeking students are no different than those made in response to increased enrollment for other reasons. Colleges and departments are not required to make elective seats available to students

seeking the certificate. Rather, students will select approved electives based on interest and availability.

Other Expenses:

It is anticipated that some local travel expenses will be incurred in order to accomplish certain activities related to implementation and management of the certificate. These will likely involve occasional local travel to military installations and other agencies. Travel expenses will be funded by the individual faculty member's educational unit. Also, the advisory board may choose to invite guest speakers for specific events or classes related to the certificate. This would likely involve speakers who reside within driving distance of the UK campus. Decisions regarding invitation of outside speakers will be made by the advisory board, in consultation with deans and department heads, and will be based on available funding from the certificate affiliates.

Table 1. Proposed Annual Budget:

Expense of hiring a part-time instructor to cover teaching of one course	
Per academic year for Certificate Director	2,600
Part-time instructor for SW 530	
	2,600
<u>Travel/Guest Speakers</u>	<u>1,500</u>
<u>Total</u>	<u>6,700</u>

Key Personnel:

Graduate Certificate Director: Dr. Chris Flaherty, Associate Professor, College of Social Work. Prior to joining the faculty of the College of Social Work, Dr. Flaherty served 20 years in the US Air Force, practicing in the service's mental health and social services systems. He has developed an elective course titled, Responding to Military and Veteran Populations. He is current a co-investigator for the UK Veteran Suicide Bereavement Study, funded by the Department of Defense.

**Certificate Associates:**

College of Social Work: The graduate certificate will be housed in the College of Social Work. Social work's position in serving military members and their families is well established. Over 500 active duty social work officers are currently serving in uniform (National Association of Social Workers, 2011). Hundreds more serve the Department of Defense (DOD) as contractors and civil service employees.

The Department of Veterans Affairs—the largest employer of social workers in the country—employs more than 12,000 social workers (NASW, 2011). The VA is affiliated with over 180 Graduate Schools of Social Work, and operates the largest and most comprehensive clinical training program for social work students - training 900 students per year (VA Office of Academic Affairs, 2010). The UK College of Social Work partners with the local VA Medical

Center to provide veteran-specific field training experiences for social work students interested in future work with this population.

Department of Family Sciences: The Department of Family Sciences brings invaluable knowledge and skills in the effort to prepare human service providers working with military and veteran populations. Military families face unique stressors, including the omnipresent risk of loss of a family member, severe role strain due to the military deployment cycle, and frequent, forced family relocations, resulting in extreme demands on families' adaptive capacities. Helping professionals serving military and veteran populations need to develop skills to apply culturally appropriate interventions to their work with these populations. The Family Sciences faculty brings invaluable knowledge regarding family-focused assessment and interventions to the learning environment.

Early Childhood, Special Education, and Rehabilitation Counseling: The University of Kentucky Rehabilitation Counseling Program brings expertise in the development and dissemination of best practices for treating individuals or chronic illnesses to maximize personal, educational, and vocational independence and functioning. These skills are especially relevant to those seeking the certificate due to the large number of veterans returning from military operations with physical and psychological wounds that inhibit potential for educational and vocational success in the civilian sector. Also, military social work has a long tradition of providing services for military families with special medical or educational needs.

UK Veterans Resource Center Coordinator: The Veterans Resource Center is the primary contact for student veterans, pursuing studies at UK. The VRC seeks to make transition from military service to college as smooth as possible. The center offers numerous services, including providing guidance to student veterans regarding use of military educational benefits, sponsoring veteran-focused student organizations, and increasing faculty and staff awareness of issues relevant to supporting and retaining student veterans. The VRC also provides valuable linkages to military organizations and agencies within Kentucky, such as the Kentucky National Guard, active duty military installations, the Department of Veterans Affairs, and local Veterans Centers.

## **7. Faculty of Record**

The faculty of record for the certificate will consist of the following members:

Dr. Chris Flaherty, Associate Professor, College of Social Work; Dr. Ron Werner-Wilson, Director, Department of Family Sciences; Dr. Carlton Craig, College of Social Work; Dr. Judy Van de Venne, part-time faculty research staff member, UK Veteran Suicide Bereavement Study; Doctors Malachy Bishop, Sonja Feist-Price, and Jackie Rodgers, Department of Early Childhood, Special Education, and Rehabilitation Counseling.

Faculty of record for the certificate will meet and vote on addition of new members when a member becomes ineligible (e.g., leaves the university, no longer teaches in the program).

The faculty of record will direct and oversee all aspects of the certificate, including development of policies, selection of candidates, and development of educational resources. Relevant policies and procedures will be determined by a simple majority vote by the faculty of record.

## 8. Advisory Board

The Advisory board will consist of the faculty of record, along with additional university and community partners identified by the faculty as valuable partners. The composition of the advisory board may change over time, as new partners are identified and vetted by the faculty of record. Currently identified advisory board members include, Anthony Dotson, M.A., Veterans Resource Center Coordinator and adjunct Faculty, College of Family Sciences, Brad Jones Marine Corps veteran and author, and 1<sup>st</sup> Lieutenant Timothy Olsen, Army Social Work Officer and UK College of Social work doctoral student.

Student Mentorship: In order to complete SW 738 Independent Work, students will work under the direction of course instructor. However, depending on the topic of independent project, students may require mentorship from one or more advisory board members in order to optimize the learning experience. Mentorship of specific student projects will be assumed by board members based on student need and faculty availability. Additionally, board members will provide academic and career advising to certificate candidates on a case by case basis, as desired by the candidate. This advising process will be in addition to academic advising that takes place in the students' academic units.

## 9. Program Assessment:

In addition to student learning outcomes addressed above, several programmatic outcomes will be assessed on a yearly basis.

Table 3. Program Outcomes and Assessment Methods

Program Outcome	Assessment Method
1. The Military Behavioral Health certificate will produce students who are able to respond to emerging and cutting-edge fields	Data collected on exit and post-graduate surveys regarding experiences with, and perceived skill in working with target populations.
2. The certificate will enhance recruitment to UK.	Survey of students entering the certificate regarding the influence of the certificate in decision to attend UK. Records of number of DoD-sponsored doctoral students matriculating in a behavioral science discipline at UK.
3. The certificate will enhance retention of UK Students.	Certificate enrollment and retention rates.
4. The certificate will provide strong	Records of number of mentoring sessions with

mentorship to guide academic and career plans of certificate candidates

certificate students. Exit and post graduate surveys of students regarding role of mentorship in selection of career path.

### **10. Support from Colleges and Departments**

The certificate is supported by the following academic and administrative units: College of Social Work; Department of Family Sciences, Department of Early Childhood, Special Education, and Rehabilitation Counseling; Graduate Center for Gerontology; and the Student Veteran Resources Center. See Appendix V, letters of support.

## References

- Belcheir, M.J., & Michener, B. (1997). *Dimensions of retention: Findings from quantitative and qualitative approaches*. [http://files.eric.ed.gov/fulltext/ED414869.pdf]. January 1, 1997; Available from: ERIC, Ipswich, MA. Accessed August 20, 2014.
- Council on Social Work Education (2010). *Advanced Social Work Practice in Military Social Work*. PDF retrieved August 28, 2014 from: <http://www.cswe.org/File.aspx?id=42466>
- Exum, H. & Coll, J.E. (2008). *A civilian counselor's primer for counseling veterans*. Deer Park, NY:Linus Publications, Inc.
- National Association of Social Workers (2011). *Social workers in government agencies: Occupational profile*. Washington, DC: NASW, Center for Workforce Studies.
- US Census Bureau (2012). *Statistical abstract of the United States*. Retrieved August 19, 2014 from: <http://www.census.gov/compendia/statab/2012/tables/12s0520.pdf>

SW 530-221  
Responding to Military  
And Veteran Populations

Instructor: Chris Flaherty, PhD  
Office Phone: 859-257-3254  
Office Address: 649 Patterson Office Tower  
Email: [chris.flaherty@uky.edu](mailto:chris.flaherty@uky.edu)

**Meeting Times:** The course meets exclusively online. See *Course Structure* section below.

*Note: I respond to student emails within a 24 hour timeperiod, with the exception ofweekends, wherein it may be 72 hours. Please use the e-mail feature on your Blackboard course shell for all correspondence regarding the course.*

**Course Description:**

This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b)the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d)a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.

**Prerequisites:** Open to graduate students and upper division undergraduate students.

**Content Warning:** Some material used in this course depicts graphic combat imagery. Some students, especially those who have experienced combat, may find this material distressing. Students who have experienced combat-related trauma are encouraged to use discretion in selecting this elective course. If you experience excessive stress while engaging the course material, you are strongly encouraged to seek the services of a qualified mental health professional. University of Kentucky students may receive services through the Counseling Center (<http://www.uky.edu/StudentAffairs/Counseling/services.html>); (859) 257- 8701). Your instructor is also available to assist in helping students to access these services, as needed. Additionally, students will be exposed to coarse language in some media used in the course.

**Goals/Objectives:**

Students completing SW 530 will develop competencies to inform practice with military and veteran populations, whether within Department of Defense/Veterans Administration service settings, or in community-based practice. Course material is presented within a socio-cultural context, emphasizing unique strengths and challenges inherent to this population, as well as a survey of evidence-based interventions for commonly encountered psychosocial problems. The course will build upon knowledge and skills obtained through previously completed human behavior and psychopathology courses.

*In this course, students will be able to:*



1. Describe the military's distinct subculture, encompassing specific values, customs, rituals and behavior; and to articulate implications for social work practice within this culture.
2. Analyze the impact of the socio-cultural milieu of military life and its potential impact on individual and family functioning.
3. Explicate evidence-based intervention strategies directed toward alleviating psychopathologies and psychosocial stresses commonly encountered by service members and their families.
4. Distinguish the functions of DoD and VA systems of health and mental health care and methods through which these systems intersect with community-based practice settings, and can collaboratively enhance care provision.
5. Identify and describe historical and contemporary roles of social workers in serving military and veteran populations.
6. Examine special ethical considerations for helping professionals serving military populations.

#### **Practice Behaviors (Learning Outcomes)**

This course assists students to develop competency in the following practice behaviors:

##### **Primary Practice Behaviors:**

1. Identify and practice within professional roles and boundaries (2.1.1.3).
2. Recognize and manage personal values so that professional values guide practice (2.1.2.1)
3. Recognize personal biases and values to manage their influence in working with diverse groups (2.1.4.1).
4. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression (2.1.4.2).
5. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences (2.1.4.3).
6. Critique and apply knowledge to understand person and environment (2.1.7.2)
7. Analyze models of (a) prevention, (b) assessment, and (c) intervention (2.1.3.2)

##### **Secondary Practice Behaviors**

1. Develop a commitment to engage in career long learning (2.1.1.5).
2. Make ethical decisions by applying standards of the NASW and other social work code of ethics (2.1.2.2)
3. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1.4).
4. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences (2.1.4.4).
5. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

##### **Means Practice Behaviors**

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (2.1.3.1)
2. Demonstrate effective oral and written communication in professional settings (2.1.3.3).
3. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

##### **Texts:**

##### **Required:**

Rubin, A., Weiss, E.L., & Coll, J.E. (Eds.) (2013). *Handbook of Military Social Work*. Hoboken, NJ: Wiley & Sons, Inc.

#### **Other Useful Resources:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed., text revision). Washington, DC: American Psychiatric Association.

Beder, J. (2012). *Advances in Social Work with the Military*. New York, NY: Routledge.

Hall, L.K. (2008). *Counseling Military Families: What Mental Health Professionals Need to Know*. New York, NY: Routledge.

#### **Course Structure**

**Distance Learning Format:** The course content and interaction are delivered using Blackboard (web-based). Digitally recorded lectures, along with other multimedia content, will be presented via Blackboard each week. The majority of online activities take place in an *asynchronous* manner, that is, material is posted each week, and students have one week to complete assigned tasks. The first week's material will be posted Monday, June 16<sup>th</sup>. All assignments will be due on designated Mondays throughout the semester (see course calendar). There will one *synchronous* activity; the mid-term exam will be administered online in real-time, meaning students will need to be available to complete the online exam at a designated time (see course calendar).

**Class Online Discussion Boards/Quizzes** graded online class assignments and quizzes will be administered throughout the semester. Students will be required to participate in on-line discussion activities regarding each week's content. This interaction will constitute the participation portion of the course grade. Only students who miss assignment deadlines for a reason that constitutes an excused absence (see the Student's Rights and Responsibilities Handbook) will be provided an opportunity to make up an in-class assignment given on the day of an absence from class (verification of excused absence is required). Check Blackboard for rubric for online discussion posts. Online discussion post answers are due before the start of class on the date assigned.

**Technologies requirements for this course:** Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see "Technical Requirements" tab in Blackboard to assess your readiness for this course or at this website: <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

#### **Technical Difficulties**

Questions regarding technical difficulties may be directed towards UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT>) or 859-218-HELP.

**Course Expenses:** This course makes extensive use of streaming videos. The majority of the video resources assigned are available via free file sharing sites such as YouTube. However, on occasion, students will be assigned a video that must be purchased on a pay-per-view basis through a commercial vender such as Amazon Prime. Typically, these fees are small (\$1-2 per view). The total cost for video fees will be negligible, as compared to the cost of a second text or workbook.

### **Distance Learning Library**

Information about distance learning library services can be accessed at (<http://libraries.uky.edu/dlls>). The distance learning librarian for the University of Kentucky is Carla Cantagallo ([Carla@uky.edu](mailto:Carla@uky.edu); 859-257-0500, ext. 2171). All distance learning students and main campus students receive link blue and library accounts. These accounts allow students to have remote access via proxy servers to electronic library services and materials. There is also a library resource tutorial available that is specific to social work and reviews library services and how to navigate the website: <http://libguides.uky.edu/LibGforSW>.

### **Grading Scale:**

#### **Undergraduate:**

A = 90-100  
B= 80-89  
C=70-79  
D=60-69  
E =<60

#### **Graduate:**

A = 90-100  
B= 80-89  
C=70-79  
E= <70

#### **Undergraduate Grade Weights:**

Electronic poster	25%
Mid-term:	30%
Research Paper	30%
Participation:	15%

#### **Graduate Assignments:**

#### **Graduate Grade Weights:**

Electronic poster	10%
Accompanying paper	15%
Mid-term:	30%
Research Paper	30%
Participation:	15%

### **Mid-term Grades**

Mid-term grade will be provided to undergraduate students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

### **Disability Statement**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive

accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## Course Assignments & Exams

**Small Group Presentation (electronic poster)** – Students will be assigned to groups of 3-4. Select an historical US military conflict for examination. Prepare an electronic poster that covers the following:

[1] Discuss pertinent political and cultural antecedents to the conflict, including: (a) the roles of various nation-states and other international entities, including formal and informal alliances (b) a timeline of significant events that precipitated armed conflict, including the process by which the US ultimately became involved in armed conflict [2] Describe the American public's reaction to the buildup of tensions, and ultimate decision by US leaders to enter the conflict. Include: (a) to what extent was the military intervention supported by the general populace? (Include statistical data, where available) (b) Was there an organized opposition to the conflict? If so, what tactics did these entities use? (c) Did public opinion regarding the conflict change after the cease of military operations? [3] Describe a social consequence of the conflict. For instance, did the conflict result in the large scale orphaning of children? Did the conflict result in significant economic change, such as economic boom, recession, major shifts in the labor market (use relevant statistical data to support this discussion) [4] Discuss one or more "lessons learned", from a psychosocial perspective, from this conflict. This discussion might include lessons learned regarding the relationship between war-related trauma and psychopathology, proper treatment of psychological injuries, or insights gained through social changes necessitated by the conflict.

*Note: Students may need to search bodies of literature outside typical social science databases. Searches of political science and history databases may be especially useful.*

*Note: Groups must get pre-approval from the course instructor for selected topic.*

### **Additional assignment for graduate students**

Graduate students will write a 6-8 page paper, examining the effects of the selected armed conflict on the general population, or a selected sub-population of the opposing nation-state. This paper should include discussion of: [1] the political and economic systems in place leading up to the time of armed conflict [2] the process by which the nation became involved in armed conflict with the US [3] perceived level of support for conflict by the nation's state's population [4] The socioeconomic consequences of the conflict for the state's population, and [5] the state's current political and economic structures, and nature its current political relationship with the US.

The paper should cite a minimum of 6 scholarly sources, and should comply with writing and formatting standards outlined in the American Psychological Association Publication Manual, 6<sup>th</sup> Edition.

**Grading:** The electronic poster will account for 25% of the final course grade for undergraduate students and 10% of the final course grade for graduate students. The related written assignment required for graduate students will account for 15% of the final course grade.

**Mid-term exam:** This will be a comprehensive examination of all material covered in the first half of the course. Questions will be in multiple choice and short-answer formats. The exam will be timed and completed via Blackboard synchronously (in real time), and will be administered during the scheduled class meeting time.

**Individual research paper** – Students will select a macro or micro social problem currently or historically relevant to military and/or veteran populations. Some examples of macro-level issues include integration of minority groups into the military, economic hardship, geographic mobility, reintegration into the civilian workforce. Some examples of micro-level issues include, substance use disorders, conflict-specific injury, family dysfunction [note: you may not select PTSD unless pre-approved by instructor].

Papers will include:

- 1) Background information regarding the presentation and historical development of the selected macro or micro problem. For instance, did the problem arise from a particular military conflict, or was an existing social problem exacerbated by the conflict? Relevant background data will depend on how you frame your paper. You may choose a problem, such as substance misuse, and examine its relationship to a specific conflict (e.g. the Vietnam War). Or, you might choose to examine a problem such as depression, and how it has been related to a several conflicts over time. This section should contain properly cited epidemiological data.
- 2) A discussion of the social response to the problem. What policy initiatives were undertaken toward addressing the problem? Relevant policies may include federal, state, and local laws, as well as policies implemented by governmental organizations or changes in standards of practice for particular professional entities. Were novel micro or macro interventions developed in response to the problem?
- 3) Discuss the current state of the problem. Were intervention efforts successful? To what extent? Cite relevant research findings to support your arguments.
- 4) Describe the limitations of our current knowledge of the issue. What important information is unavailable at this time? What is the impact of these knowledge deficits on society's ability to ameliorate the problem?

For Graduate Students only:

- 5) Propose a research plan to address a specific knowledge gap related to the social problem. The plan should include: a) Study design (experimental, quasi-experimental, epidemiological, etc.), b) Description of the research sample. Explain which characteristics are specifically sought, and why, c) Study methods: What exactly will be done? How will data be analyzed? And d) Implications of the findings for guiding social work practice.

[This section should be approximately 3-4 pages]

General Instructions for the research paper:

Undergraduate students: Total length 8-10 pages, minimum of 8 scholarly references.

Graduate students: Total length 11-13 pages, minimum of 12 scholarly references.

*All: Papers should comply with standards describes in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition.*

Grading: This assignment will account for 25% of the course grade.

## Course Policies

### **Verification of Absences**

Except for the mid-term examination, this course will be delivered in an asynchronous format, meaning students will complete course requirements at times of their convenience, within specified deadlines, typically on a week-to-week basis. Students who are unable to complete the mid-term exam on the scheduled time, or who are unable to complete assigned tasks by designated deadlines, must verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

### **Submission of Assignments**

Papers need to be formatted according to **APA publication guidelines (6<sup>th</sup> edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1” margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

**All assignments are due by 11:59 pm, on the designated due date, and must be submitted via Blackboard. Late assignments will be penalized 5% each day late unless otherwise arranged with the professor.**

### **Make-up Opportunities**

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss graded projects because of unexcused absence will not be able to make up that graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student’s responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

### **Academic Integrity Statement**

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) 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. In cases where students feel unsure about the question of plagiarism involving their own 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 acknowledgement of

the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiarism. 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 (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

**A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.**

### **Classroom Behavior, Decorum, and Civility**

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment. These expectations apply regardless of medium used for communication: face-to-face, electronic discussions, etc.

Students are expected to actively participate in the course by:

- \* Demonstrating a commitment to share thoughts and feelings with other students
- \* Actively participating in on-line discussions
- \* Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- \* Sharing relevant information from one's knowledge base or life experiences with classmates
- \* Contributing substantially to small group assignments and behaving in a constructive, collegial manner with other students
- \* Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

### **Course Calendar**

Week 1      Introduction to the Course – Overview of the military as a social institution & social work's historical role in serving military populations

Text- A brief history of social work with the military and veterans

Week 2 US Military Culture – Implications for social work practice

**Readings:**

Text - Military culture and diversity

Shelton, I. (2022). *The civil-military gap need not become a chasm*. National Defense University Press, US Department of Defense: (64), pp. 6—66. Full text available at <http://www.ndu.edu/press/civil-military-gap.html>

Parco, J.E. & Levy, D.A. (2013). Policy and paradox: Grounded theory at the moment of DADT repeal, *Journal of Homosexuality*, 60:356–380.

Week 3 The Warrior, the family, and the veteran – Examining the roles and experiences of those who serve

**Readings:**

Text- A brief history of US military families & the role of social workers

Supporting National Guard and Reserve members and their families

Manske, J.E. (2006). Social work in the department of Veterans Affairs: Lessons learned. *Health and Social Work*, 31(3), pp. 233-238.

Week 4 The cost of service – Psychosocial stress and pathology in the warrior community (part 1 – the warrior)

**Readings:**

Levy, B.S. & Sidel, V.W. (2009). Health effects of combat: A life-course perspective. *Annual Review of Public Health*, 30, pp.123-136.

Text – Post traumatic stress disorder (PTSD) in veterans

Text – Suicide in the military

Week 5 The cost of service – Psychosocial stress and pathology in the warrior community (part 2 – the family)

**Readings:**

Text – Cycle of deployment & family well-being

Text – Grief, loss, & bereavement in military families



Week 6 Women warriors – Unique stresses

**Readings:**

Text – Women in the military

Bell, M.E. & Reardon, A. (2011). Experiences of sexual harassment and sexual assault in the military among OEF/OIF veterans: Implications for health care providers. *Social Work in Health Care*, 50(1), pp. 34-50.

Week 7 \* Mid-term exam \*

Week 8 Evidence-based interventions – Traumatic brain injury (TBI)

**Readings:**

Text - Traumatic brain injury (TBI) in the military

Text – TBI and social work practice

Week 9 \*Electronic Posters due\*

Evidence-based Interventions – Post Traumatic Stress Disorder

**Readings:**

Text – The neurobiology of PTSD and Cognitive Processing Therapy (CPT)

Text – Treating combat-related PTSD with Virtual Reality Exposure Therapy

Text – Psychopharmacology for PTSD and co-occurring disorders

Week 10 Evidence-based interventions – Substance Use Disorders & Co-morbidity

**Readings:**

Text – Assessing, preventing, and treating substance use disorders in active duty military settings

Text – Preventing and intervening with substance use disorders in veterans

Week 11 Evidence-based interventions – Marital and Family Stress

**Readings:**

Text – Family-centered programs and interventions for military children & youth

Text – Couple therapy for redeployed military veteran couples

Text – Theory and practice with military couples and families

Week 12 Evidence-based interventions – Loss & bereavement

**Readings:**

Text – Grief, loss and bereavement in military families

Week 13 **\*Research paper due\***

Coming home – Challenges to transition from military to civilian life

**Readings:**

Text – Transitioning veterans into civilian life

Text – Homelessness among veterans

Text – The stress process model for supporting long-term family caregiving

Week 14 Systems of Care -- Department of Defense, Department of Veterans Affairs, and community-based services

**Readings:**

Text – Navigating DoD and VA systems of care

Beder, J., Postiglione, P & Strolin-Goltzman, J.(2012). Social Work in the Veterans Administration Hospital System: Impact of the Work. *Social Work in Health Care*, 51:8, 661-679.

Week 15 Serving those who serve -- Ethical considerations for helping professionals

Text – Ethical decision making in military social work

Text – Secondary trauma in military social work

**University of Kentucky**

College of Social Work

**SW 738: Guided Independent Work: Military and Veteran Populations  
(3 credit hours)**

Instructor: Chris Flaherty  
Office hours: By appointment

Office: 649 Patterson Office Tower  
Email: [chris.flaherty@uky.edu](mailto:chris.flaherty@uky.edu)  
Phone number: 859-257-3254

Classroom: TBA  
Meeting pattern: TBA

*Note: I respond to student emails within a 24 hour time period, with the exception of weekends, wherein it may be 72 hours. Please use the e-mail feature on your Blackboard course shell for all correspondence regarding the course.*

**Course Description**

**SW 780 Independent Work**

Organized study, research and/or tutorial focused on special issues or problems affecting military and veteran populations.

Prerequisites: Graduate standing of 3.0 overall GPA. SW 580 (replace with permanent #) and FAM 759, one of which may be completed concurrently with SW 780.

**Course Objectives**

This guided independent study is a graduate student-directed learning experience, for which faculty provide oversight and direction. Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype. The seminar instructor will determine the most effective means of communication with students, considering access to various web-based communication tools.

The purpose of this course is to provide students with an opportunity to independently explore, investigate, and critically analyze specific issues or problems, or conduct research activities of interest to the student, in relation to working with military and/or veteran populations. Students complete this study by working with the seminar instructor. The Military Behavioral Health Certificate Advisory Board may also assign students to work with an additional mentor, based on interest and expertise. Students will work collaboratively with the seminar instructor to and formulate focused project that addresses required student learning outcomes. Students will apply knowledge and skills gained from other areas of the curriculum.

To pursue a guided learning experience, students will work collaboratively with the seminar instructor to identify a study project and/or area of focus. Working the seminar instructor, students complete a learning agreement that delineates how the student's final electronic portfolio will reflect successful completion of each learning outcome. (See attached sample Independent Study Form).

**Learning Outcomes**

Student learning outcomes will be addressed through assessment of relevant advanced practice behaviors. Student work will address the following student learning outcomes:

*In this course, students will be able to:*

1. Demonstrate professional behavior that reflects awareness of and respect for military and veteran cultures
2. Demonstrate knowledge related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience
3. Locate, evaluate, and analyze current research literature related to military behavioral health
4. Demonstrate the ability to critically appraise the impact of the social environment on overall wellbeing of service members, veterans, their families, and their communities

### **Primary Practice Behaviors (Learning Outcomes)**

This course assists students to develop competency in the following practice behaviors:

1. Exhibit professionalism in all interactions with study site personnel, clients, and other students
2. Demonstrate a sophisticated level of understanding of challenges and stresses related to military service, the effects of these on functioning and wellbeing of military populations, as well as an understanding of the role of specific protective factors in ameliorating distress and pathology
3. Identify and critically analyze scientific literature regarding psychosocial interventions that address problems and pathologies that commonly affect military and veteran populations.
4. Identify and critically assess the role of environmental factors that affect a specific military population in terms of health and wellbeing

### **Secondary Practice Behaviors**

6. Develop a commitment to engage in career long learning
7. Make ethical decisions by applying standards of the NASW and other social work code of ethics
8. Demonstrate professional demeanor in behavior, appearance, and communication
9. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences
10. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services)

### **Means Practice Behaviors**

4. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom
5. Demonstrate effective oral and written communication in professional settings
6. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services)

Assessment Methods:

**Electronic Portfolio:**

An assessment of the student's achievement of learning outcomes will be accomplished through the development and submission of an electronic portfolio. The portfolio will demonstrate successful completion of each learning outcome described above. See Appendix A for portfolio structure and contents. The portfolio will be the primary means of assessment of quality of work submitted, and course grade. Participation, including proactive communication with the course instructor regarding the process of developing the portfolio, will also contribute the final evaluation of course grades. See detailed description of portfolio components below.

Components of Final Course Grade:

80%	Electronic Portfolio
20%	Participation

**Required Reading**

Reading assignments will be determined by the student and faculty mentor. **Note:** For a project to be considered appropriate for SW 780 there must be an academic component beyond participating in experiential learning.

**Teaching Format:**

The seminar will be conducted in a distance learning format. The course instructor will develop a schedule for individual and group seminar discussions based on student needs. These communications will be conducted via web-based tools, as described above. The instructor has discretion to schedule mandatory synchronous meetings, as needed.

**Technologies requirements for this course:** Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see “Technical Requirements” tab in Blackboard to assess your readiness for this course or at this website:

<http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

**Technical Difficulties**

Questions regarding technical difficulties may be directed towards UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT>) or 859-218-HELP.

**Distance Learning Library**

Information about distance learning library services can be accessed at (<http://libraries.uky.edu/dlls>). The distance learning librarian for the University of Kentucky is Carla Cantagallo ([Carla@uky.edu](mailto:Carla@uky.edu); 859-257-0500, ext. 2171). All distance learning students and main campus students receive link blue and library accounts. These accounts allow students to have remote access via proxy servers to electronic library services and materials. There is also a library resource tutorial available that is specific to social work and reviews library services and how to navigate the website: <http://libguides.uky.edu/LibGforSW>.

**Graduate Grading Scale**

- A = 90-100
- B = 80-89
- C = 70-79
- E = Below 70

### **Disability Statement**

Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the Disability Resource Center at 859-257-2754 to discuss accommodations necessary to ensure his/her full participation in this course.

### **Submission of Assignments**

Any papers required as part of the individual study are to be written and formatted according to **APA publication guidelines (6<sup>th</sup> edition)**. Students should consult with their instructor if they have questions about requirements of APA style writing. Students are expected to submit required papers free of grammatical and spelling errors, and to use citations when appropriate. Students should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning.

### **Academic Integrity Statement**

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Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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. In cases where students feel unsure about the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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 (Section 6.3.1).

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### **Student Participation Expectations**

Students are expected to actively participate in the SW 780 by:

- \* Initiating the independent study idea and actively participating in its planning.
- \* Attending meetings with the faculty mentor and other community or faculty personnel having completed the necessary work and reading and being prepared to discuss them
- \* Demonstrating an active interest in the topic of the independent study as demonstrated by verbal and nonverbal behaviors and follow-through with assignments

### **Professional Preparation**

As a graduate student in social work, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

## Instructions for Electronic Portfolio

The electronic portfolio chronicles the student's learning experience, using various electronic media, and addressing specified learning outcomes. The course instructor, in collaboration with the student, will set deadlines for each element of the portfolio based on the nature of the student's experiential learning arrangement. The portfolio must address all learning outcomes in order to successfully complete the course.

Unless, an alternative format is approved by the course instructor, the elements of the portfolio will be structured in the following way:

### Portfolio Contents:

Part 1 (25 points) : Develop an electronic poster detailing the unique experiences and challenges of a particular military or veteran sub-population associate with your placement. The e-poster should include:

- A demographic description of the population, including relevant information regarding age, gender, and sexual orientation, as applicable
- A detailed discussion of this group's history within the Armed Forces
- A detailed discussion of unique experiences and challenges experienced by this population, including perceptions of relative power, oppression, or stigma experienced within the military system

Part 2 (20 points): Develop an annotated bibliography of scholarly work that addresses a particular challenge faced by the identified population. Include a minimum of 15 scholarly sources.

Part 3 (50 points): Submit an 11-13 research paper that critically examines the body of literature relevant to the experiences/challenges experienced by the identified target population. The paper should be written in accordance to APA guidelines, and should address:

- A summary of the historical experiences of the population within the military
- A detailed discussion of one or more psychosocial stresses or pathologies that uniquely affect this population
- A critical analysis of the extant research literature regarding prevention and/or intervention strategies that have been implemented to address the particular problem within this population. Include:
  - o Discussion of your assessment of the effectiveness of current interventions
  - o Discussion of cultural factors that may influence the effectiveness of interventions with this particular population, in relation to the identified stresses/challenges
- A proposal for improving services to this population and/or a research plan to address limitations of current knowledge in this area.

Part 4 (5 points): A list of electronic resources or services available to assist the population or the specific challenges discussed above. Provide a brief description of purpose and components of each resource.

If no such resources are available, write a one page paper, proposing the creation of a new resource that would serve to address the identified problem area.



## FAM 759 – Section 201

### Special Topics – Working with Military Families

**Instructor:** Laura M. Frey  
**Office Address:** 316D Funkhouser Building  
**Email:** [laura.frey@uky.edu](mailto:laura.frey@uky.edu)  
**Office Phone:** (859) 257-4033

#### **Course Description:**

This course provides an overview of military work-and-family connections. Students will gain familiarity with the challenges unique to military individuals and families and the resources available to address them. Topics to be covered include (1) theoretical approaches to understanding the impact of military work on individuals and families; (2) demographic profiles of and organizational demands on military service personnel and their families; (3) military service and outcomes for children and adolescents and the roles and challenges of military spouses; (4) family policy in the military, including formal and informal support structures and emerging trends in serving military families.

#### **Student Learning Outcomes:**

At the end of the course, students should be able to

1. Explain about military culture, military organizations, and the theoretical frameworks that guide understanding of outcomes to military service
2. Describe the unique challenges and opportunities facing active duty personnel and their families
3. Identify differing effects of military service (including deployment and injury) on military personnel and family members
4. Analyze the benefits, formal programs, policies, and support services for personnel, their spouses, and their children.
5. Demonstrate and synthesize knowledge through discussion, interviews, papers, and/or information pieces.

#### **Required Materials:**

Macdermid Wadsworth, S., & Riggs, D. (2011). *Risk and resiliency in military families*. New York, NY: Springer.

#### **COURSE REQUIREMENTS**

##### **A. Weekly Discussion Posts (10 points each –140 points total)**

Each week, the instructor will post a discussion topic on Blackboard. The assignment is to post a critical analysis on the given subject based on knowledge you have acquired and

synthesized from your readings. This post should be roughly two paragraphs in length at least and incorporate ideas, language, and your thinking stimulated by the reading. In addition, you must comment on at least two other students' postings, after everyone has posted their initial responses. In doing so, you may wish to clarify their information with information of your own or agree/disagree with their positions. No one-liners, flames, or reiteration of a classmate's comment. These responses do not need to be lengthy, perhaps a paragraph, but they should still be analytical in nature and drawn from the material in the assigned readings. You must support your responses and/or positions with material found in your readings or with another source. Use APA guidelines when citing sources.

Each new discussion topic will appear on Blackboard on the Wednesday before the week it is due. Your initial post should be posted by midnight on Wednesday of the week it *is* due. Your responses to classmates' posts should be made by midnight on Friday of that week. As an example, Week 2 will begin on January 16. Therefore, (a) the discussion topic will appear on Wednesday January 11, (b) you should post your initial response by January 18, and (c) your responses to classmates' posts will be due January 20.

### **B. Three Learning Activities (25 points each – 75 points total)**

The assignment is to complete 3 learning activities and write a report of the activities completed. Written reports will be posted on Blackboard and shared with other students. Below, options for activities are listed. **Assignment due: April 23.**

1. Visit a military museum, VA hospital, military installation, or other service agency serving military personnel and their families. Write a 1-2 page synopsis about where you went, what you learned, and how it relates to information covered in class.
2. Attend a conference concerning military family support issues and write a 1-2 page synopsis about where you went, what you learned, and how the conference information relates to information covered in class.
3. Participate in a military support activity and give a 1-2 page report. This option can include a wide array of activities, such as writing letters to service men and women, offering support to a family with a deployed member, putting together a care package for a deployed member or donating time to work on another type of military care project through your religious community or civic organization.
4. Utilizing information you have learned in the course, conduct an interview with a military service member and/or a member of their family. Write a 1-2 page report noting the issues you discussed such as the challenges of military work, and family life, resources and strategies that the families use during different phases of the deployment cycle, the impacts of military service on different family members.
5. Take an hour of your time and take a thorough visit of two or three websites designed to assist military families. Write a critique on the strengths and weaknesses of the websites you choose (at least one page per website). Do they

address relevant issues for the populations targeted? Do links work? Are relevant services offered? How many hits exist on each web page? Are articles and information pieces up to date? How could it be improved? See some examples of military websites below or you may use a search engine and find others.

Military Community: [www.military.com](http://www.military.com)

Military One Source: [www.militaryonesource.com](http://www.militaryonesource.com)

USA 4 Military Families: [www.usa4militaryfamilies.dod.mil](http://www.usa4militaryfamilies.dod.mil) Military Wives:  
[www.militarywives.com](http://www.militarywives.com)

Operation Military Kids (OMK): [www.operationmilitarykids.org](http://www.operationmilitarykids.org) Our Military Kids: [www.ourmilitarykids.org](http://www.ourmilitarykids.org)

### **C. Research Project (100 Points) – Two Options**

This project will be completed in two stages: an annotated bibliography due at midterm and the research paper itself which is due the last week of class.

**Research Topic – 5 points** – Before beginning the next two assignments, you must choose a research topic that is approved by the instructor. Your topic should be one that you can discuss for at least 6-10 pages. You are welcome to contact the instructor by phone or email to discuss your options. **Assignment due: February 6**

**Annotated Bibliography – 30 points** – Utilizing APA format, the student will compose an annotated bibliography of the sources they will use in their research paper / information pieces. The bibliography should include approximately 10-15 references. Please see Blackboard under Course Documents for a 3-page APA Format for Annotated Bibliographies which includes examples. **Assignment due: March 5**

**Research Paper – 65 points** – Choose one of the following options:

**Option 1:** Using the 10-15 references from your annotated bibliography, write an 8-10 page paper covering a relevant military family issue

**(approved by instructor).** You may choose a topic covered in class readings or one that has not been covered. The paper can be written as an informative piece concerning the given issue or as a positional piece where you will defend an argument regarding a current policy being utilized by the armed forces. **Assignment due: April 30**

**Option 2:** Utilizing the 10-15 references from your annotated bibliography, design a 6-10 page activity or information piece on a topic **(approved by instructor)** that could be used with military families or with those within the general population who may have issues that are similar. For example, you may design an activity to help different family members through the moving process (i.e., before, during, and after the move) or you may design several pages of helpful tips for transitioning into a new home, school, or community. Several Cooperative Extension information pieces are available on Blackboard as examples. **Assignment due: April 30**

### **Course Grading**

Grading scale for graduate students 90-  
100% = A  
81 – 89% = B  
71 – 79% = C  
Below 70% = F

### **Course Policies:**

#### **Submission of Assignments:**

Students are expected to submit assignments online via Blackboard. In the rare even that Blackboard is unavailable, students should submit their assignments via email to the instructor at [laura.frey@uky.edu](mailto:laura.frey@uky.edu). Late assignments will be docked 20% of the final grade for each 24-hour period past the due date for which they are late.

#### **Attendance Policy.**

Because of the online nature of this course, no attendance will be taken. However, your involvement and participation in the course will be monitored through your weekly discussion posts.

#### **Excused Absences: (The following policies apply to events that result in late assignments.)**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

#### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other

academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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. In cases where students feel unsure about the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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 (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**BLACKBOARD AND EMAIL SUPPORT**

Feel free to email me with questions or issues you have regarding the course material. I will make every attempt to return your emails within a 24-hour period if I receive them prior to weekends. Computer technical issues should be resolved with trained Blackboard

personnel. Blackboard technicians are available by phone at 859-257-1300 or by email at helpdesk@uky.edu.

### Temporary Course Schedule

DATE	TOPIC	READING
<b>Week 1</b> January 11	Introduction	Get to know Blackboard.
<b>Week 2</b> January 16	Introduction to Military Culture – Part I	Families Under Fire - Ch. 12; Video: Tony Dotson
<b>Week 3</b> January 23	Introduction to Military Culture – Part II	MW & R - Ch. 1; Booth - pp. 1-22;
<b>Week 4</b> January 30	Theoretical Perspectives	VanBreda - all VPA - all McDonald - all
<b>Week 5</b> February 6	Military Issues for Spouses <b>Research Topics Due for Approval</b>	MW & R- Ch. 2, 4
<b>Week 6</b> February 13	Impact of Military Life on Young Children	MW & R - Ch. 7, 8, 9
<b>Week 7</b> February 20	Impact of Military Life on Adolescents	MW & R - Ch 12 Huebner & Mancini - all
<b>Week 8</b> February 27	Major Challenges in the Military	Pincus (all) Johnson et al. (your choice) Video: Major Jesse Hedge & Pamela
<b>Week 9</b> March 5	Impact of Combat, Trauma, and Injury <b>Anonymous Feedback</b>	MW & R - Ch. 11, 13; <b>Annotated Bibliography due</b>
<b>Week 10</b> March 12	SPRING BREAK	SPRING BREAK
<b>Week 11</b> March 19	Special Issues: Reserve and Guard	MW & R – Ch. 3 Griffith (all) Burnett-Zeigler (all)
<b>Week 12</b> March 26	Special Issues: Women in the Military	MW & R - Ch. 17; McManimon - all Video: Candace Terry
<b>Week 13</b> April 9	Special Issues: Single Service-members	MW & R – Ch.15, 16
<b>Week 14</b> April 16	Special Issues: Retirement from Service	Taylor (all);
<b>Week 15</b> April 23	Formal and Informal Support Services	Bourg & Segal (all); Booth et al. Ch. 7-8; NGA - all Video: Barbara Slater <b>Learning Activities due</b>
<b>Week 16</b> April 30	<b>Anonymous Feedback</b>	<b>Research Paper due</b>

Booth et al., (2007). *What We Know About Army Families: 2007 Update*. Retrieved from <http://www.mwrbrandcentral.com/HOMEPAGE/Graphics/Research/whatweknow2007.pdf>

Bourg, C. & Segal, M.W. (1999). The impact of family supportive policies and practices on organizational commitment to the Army, *Armed Forces & Society*, 25(4), 633-652. Retrieved from <http://web.ebscohost.com.ezproxy.uky.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=13&sid=c9393ab5-7567-458e-bad2-57299a4d0496%40sessionmgr11>

Burnett-Zeigler, I., Valendstein, M., Ilgen, M., Blow, A. J., Gorman, L. A., & Zivin, K. (2011). Civilian employment among recently returning Afghanistan and Iraq National Guard veterans. *Military Medicine*, 176, 639-646. Retrieved from <http://web.ebscohost.com.ezproxy.uky.edu/ehost/pdfviewer/pdfviewer?vid=4&hid=13&sid=7dae627d-fd9e-4c2e-9198-0255eb158bb1%40sessionmgr10>

Everson, R. B., & Figley, C. R. (2011). *Families under fire: Systemic therapy with military families*. New York, NY: Taylor & Francis Group. **In E-Reserves on Blackboard.**

Griffith, J. (2011). Reserve identities: What are they? and do they matter? An empirical examination. *Armed Forces & Society*, 37, 619-635. Retrieved from <http://afs.sagepub.com.ezproxy.uky.edu/content/37/4/619.full.pdf+html>

Huebner, A. J., & Mancini, J. A. (2005). *Adjustments among adolescents in military families when a parent is deployed: A final report submitted to the Military Family Research Institute and the Department of Defense Quality of Life Office*. Falls Church, Virginia: Virginia Tech, Department of Human Development. Retrieved from [http://www.juvenilecouncil.gov/materials/june\\_8\\_2007/MFRI%20final%20report%20JUNE%202005.pdf](http://www.juvenilecouncil.gov/materials/june_8_2007/MFRI%20final%20report%20JUNE%202005.pdf)

Johnson, S. J., Sherman, M. D., Hoffman, J. S., Johnson, P.L., Lochman, J. E., Magee, T. N., & Riggs, D. (2007). *The psychological needs of U.S. military service-members and their families: A preliminary report*. Prepared by the American Psychological Association, Presidential Task Force on Military Deployment Services for Youth, Families, and Service-members. Retrieved from <http://www.ptsd.ne.gov/publications/military-deployment-task-force-report.pdf>

McDonald, L. (nd). Hill's theory of family stress and buffer factors: Build the protective factor of social relationships and positive perception with multi-family groups. Retrieved from [http://cecp.air.org/vc/presentations/2selective/3lmcdon/HILL'S\\_FAMILY\\_STRESS\\_THEORY\\_AND\\_FAST.htm](http://cecp.air.org/vc/presentations/2selective/3lmcdon/HILL'S_FAMILY_STRESS_THEORY_AND_FAST.htm)

McManimon, S. (2009). Facts About Women in the U.S. Military. AFSC National Youth and Militarism Program . Retrieved from: <http://www.cyberspacei.com/jesusi/focus/co/cows/afsc/youthmill/women.htm>

National Governors Association. (2004). *State support for National Guard and regular military members and their families*. Office of the Deputy Under Secretary of Defense, Military Community and Family Policy. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/072104REPORTNATIONALGUARD SUPPORT.pdf;jsessionid=F3708957627A5407FD8FFBD138A70823>

Pincus, S. H., House, R., Christenson, J., & Adler, L. E. (2005). The emotional cycle of deployment: A military family perspective. Retrieved from <http://hooah4health.com/deployment/familymatters/emotionalcycle2.htm>

Taylor, M. A. Shultz, K. S., Spiegel, P. E., Morrison, R. F., & Greene, J. (2007). Occupational attachment and met expectations as predictors of retirement adjustment of Naval officers. *Journal of Applied Social Psychology, 37*, 1697-1725. Retrieved from <http://onlinelibrary.wiley.com.ezproxy.uky.edu/doi/10.1111/j.1559-1816.2007.00234.x/pdf>

Van Breda, A.D. (2001). *Resilience theory: A literature review*. Pretoria, South Africa: South African Military Health Service. Retrieved from <http://www.vanbreda.org/adrian/resilience.htm>

Violence Prevention Alliance (2010). *The ecological framework. Examples of risk factors at each level*. Retrieved from <http://www.who.int/violenceprevention/approach/ecology/en/index.html>



## Approved Electives for Military Certificate

### Social Work

#### **SW 642 PSYCHOLOGICAL ASPECTS OF HUMAN AGING. (3)**

Description and explanation of behavior, socialization and personality differentiation during the post-maturation developmental period: emotional aspects of aging; perception; intelligence; learning; motivation; normal and abnormal behavior; sexuality; life style. Prereq: SW 620 or equivalent, or consent of instructor.

#### **SW 627 COLLABORATIVE PRACTICE: SUBSTANCE ABUSE, MENTAL HEALTH AND SOCIAL SERVICE. (3)**

This course provides students with critical knowledge about substance abuse and mental health problems experienced by families. A variety of subjects related to substance use disorders and mental health problems will be discussed such as screening, assessment, case management, and referral services. Collaborative practice with substance abuse, mental health service providers, social services, and other providers is addressed. Prereq: Completion of a baccalaureate degree.

#### **SW 626 FORENSIC MENTAL HEALTH: EVALUATION AND TREATMENT. (2-3)**

An intensive analysis and study of forensic mental health including court evaluation, courtroom testimony and treatment of the victim. Students who wish to take this course for three credits will be expected to make an in-depth study of a specific content area. Lecture, two hours; laboratory (only for those taking the course for three hours), two hours per week. Prereq: Knowledge of behavior and personality theory is highly recommended.

#### **SW 618 SOCIAL WORK PRACTICE WITH GAY AND LESBIAN PEOPLE. (2-3)**

This course is designed to expand the knowledge and understanding of students about the theory and dynamics of homophobia, heterosexism, and homonegativity. The effects of living with prejudice and discrimination among the gay and lesbian support systems available. Micro and macro social work intervention strategies will be studied as they relate to overall themes. Prereq: SW 600 or 601 or consent of instructor

#### **SW 617 FAMILY VIOLENCE: SOCIAL WORK INTERVENTIONS. (2-3)**

The development of a knowledge based framework for understanding, preventing and intervening in family violence as seen in child, spouse and elder abuse.

#### **SW 603 SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH. (2)**

Study and analysis of developmental crises and problems of children and youth. Emphasis upon social work strategies of intervention for prevention, amelioration or resolution. Prereq: SW 600 or 601 or consent of instructor.

**SW 606 SEMINAR IN CRIMINAL JUSTICE PROCESSES. (2)**

Criminal justice processes are studied and evaluated emphasizing system aims, theories of criminality and societal reaction, the consequences and costs to offenders and to society of current policies to control and prevent crime. Traditional and innovative community and institutional programs for adult and juvenile offenders will be examined.

**SW 611 SOCIAL WORK PRACTICE IN MENTAL HEALTH. (2-3)**

Description, analysis, and examination of social work practice in the mental health service delivery system, with particular emphasis on social work interventions and roles.

**SW 612 SEMINAR ON SOCIAL WORK PRACTICE WITH WOMEN. (2-3)**

This seminar focuses on the special problems and practice strategies relevant to selected groups of women served by social work.

**SW 505 CHILD WELFARE SERVICES. (2-3)**

This course provides a comprehensive introduction to child abuse and neglect, including historical perspectives, indicators of maltreatment, theories about its etiology, and effective interventions on the micro and macro levels. Students will learn about child protective policies and services, and the social worker's roles and responsibilities.

**SW 510 MENTAL HEALTH KNOWLEDGE FOR THE SOCIAL PROFESSIONS. (2-3)**

An analysis of personality development, behavior patterns, and social structural factors with special reference to mental health, its service delivery system, and implications for practice in the social professions.

**Family Sciences**

**FAM 502 FAMILIES AND CHILDREN UNDER STRESS (3).**

An investigation of the stressors and crises experienced by families and their members and their efforts to cope with them. Special attention is given to prevention, management and enrichment strategies. Implications for practitioners will be drawn from conceptual frameworks and recent research.

**FAM 688 FAMILIES IN CRISIS (3)**

An examination of non-normative, crisis events experienced by families and appropriate clinical interventions. Both transitional and situational crisis events will be explored along with typical family dynamics. Emphasis will be placed on intervention strategies for clinicians.

**FAM 553 PARENT-CHILD REL ACROSS THE LIFECYCLE**

Exploration of the parenting process from a lifespans perspective. Current theory and research, with childrearing application, will be emphasized. Emphasis will be on parent education methods and the changing parental role over the life cycle.

## **FAM 585 AGING AND ENVIRONMENT**

Experience of environment. Physiological, psychological and social changes are related to adjustment urban and rural community environments, special housing for the elderly, and long-term care environments.

## **FAM 601 SYSTEMIC FAMILY DEVELOPMENT**

An advanced exploration of normal family functioning from family systems theory and family development/life cycle perspectives. The diversity among normal families due to various contextual factors (e.g., ethnic/cultural/gender/family structure/ and historical factors) will be examined. Recent theory development and research pertaining to the study of families, as well as critiques of this work, will be included.

## **FAM 686 THEORY/METHODS IN MARRIAGE & FAMILY THERAPY**

A survey of theories and methods used in marriage and family therapy. Designed to provide students with a knowledge of the theoretical bases for marriage and family therapy, including an introduction to procedures used to assess, diagnose and treat marriage and family dysfunctions.

## **FAM 687 TREATMENT MODALITIES IN MARRIAGE/FAMILY THERAPY**

The primary systemic modalities in marriage and family therapy are presented both in theory and in case study analysis. The presenting problem, history of the problem, family history, identification of dysfunctional dynamics, goals, plan of treatment, and outcome/evaluation are emphasized in each modality. Procedures of assessment, diagnosis, and intervention specifically applicable to each modality are emphasized together with techniques common to both systemic and nonsystemic modalities. Research relevant to outcome/evaluation of each modality is also emphasized. Students are expected to observe marriage and family therapy and to serve as beginning level co-therapists with more advanced students under faculty supervision.

## **Gerontology**

### **GRN 600 A STUDY OF THE OLDER PERSON**

This will be a didactic/experiential course designed to give the student an overview of the effects of the aging process on the individual person. Didactic lectures will focus on the psychological, social and biological impact of aging. The experiential component will consist of having the students interact with healthy elderly individuals from Donovan Scholars Program, the Sanders-Brown subject registry, and individuals suffering from diseases related to aging.

### **GRN 610 PSYCHOLOGY OF AGING**

This is a graduate level seminar on the psychology of aging. The course will focus on many of the major topics and theories relevant to understanding the aging process. It focuses on health behaviors, sensation and perception, cognitive abilities, personality, social interactions, motivation and emotion, psychological disorders, end of life issues, and successful aging. The course examines the topics above from a normal aging perspective, atypical aging, successful aging, and demonstrates the interrelationships between the topics to address the aging individual. The course will also focus on the methods used to conduct psychological research with an aging population.

## **GRN 772 AGING AND THE LIFE COURSE**

This seminar will establish a common foundation of knowledge through examinations of traditional "life courses" influencing individuals as they age through time, including household and family, education and work, and housing. This foundation will be built upon using critical examinations of such themes as gender roles, spatial experience, cognitive change and memory, and structural effects on life trajectories. Emphasis will be placed on surveys of existing literature and on integrating various life course elements within social and behavioral theory.

## **Psychology**

### **PSY 622 PROSEMINAR IN PERSONALITY**

Investigation and current developments in the area of personality.

### **626 Survey of Health Psychology**

A survey of the field of health psychology. It will explore the ways in which social and psychological research contribute to an understanding of health and illness behavior.



UNIVERSITY OF KENTUCKY

# Memo

Department of Family Sciences

*College of Agriculture*  
*315 Funkhouser Building*  
*Lexington, KY 40506-0054*  
*(859) 257-7750*  
*Fax: (859) 257-3212*  
*www.uky.edu*

**From:** Ronald Jay Werner-Wilson, Ph.D.  
Department Chair

**Date:** 4/30/2014

**Re:** Support for Certificate in Military Behavioral Health

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I am writing to enthusiastically support the proposed Certificate in Military Behavioral Health. The Family Sciences Department will participate as an affiliate unit. Our department offers FS 759 – Working with Military Families; students in the certificate program will be permitted to take other courses in our department as needed.



John F. Watkins, PhD  
geg173@uky.edu

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University of Kentucky  
Graduate Center for Gerontology  
740 S. Limestone, J523 Kentucky Clinic  
Lexington, KY 40536-  
859-218-0240  
(fax) 859-323-5747

## MEMORANDUM

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TO: Dean of the Graduate School  
106 Gillis Building  
Lexington, KY 40506-0033

FROM: John F. Watkins  
Graduate Center for Gerontology

SUBJECT: Support for New Graduate Certificate in Military Behavioral Health

DATE: April 23, 2014

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On behalf of the Graduate Center for Gerontology, I am pleased to offer our support of the implementation of the graduate certificate in Military Behavioral Health, to be housed in the College of Social Work. Our program will allow access of certificate students to our graduate courses, with the exception of our Ph.D. core seminars. Students from outside the Gerontology Department may take our courses on a space-available basis.

Sincerely,

A handwritten signature in black ink, appearing to read "John F. Watkins".

John F. Watkins, Ph.D.  
Professor  
Director of Graduate Studies



UNIVERSITY OF KENTUCKY

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

TO: Dean of the Graduate School  
106 Gillis Building  
Lexington, KY 40506-0033

FROM: Ralph M. Crystal  
Wallace Charles Hill Professor of Rehabilitation Education  
Department of Early Childhood, Special Education, and Rehabilitation  
Counseling  
224 Taylor Education Building 0001

SUBJECT: Support for New Graduate Certificate in Military Behavioral Health

DATE: April 28, 2014

The Rehabilitation Counseling Program faculty endorses and fully supports the implementation of the graduate certificate in Military Behavioral Health to be housed in the College of Social Work. Our department will allow access to the following graduate courses for students who have been admitted into this certificate program:

RC 515 Medical and Psychosocial Aspects of Disabilities I;  
RC 516 Medical and Psychosocial Aspects of Disabilities II; and  
RC 540 Chemical Dependency in Rehabilitation Counseling.

Students from outside the Department of Early Childhood, Special Education, and Rehabilitation Counseling, enrolled in the Military Behavioral Health Certificate, may take these courses on a space-available basis.

A handwritten signature in black ink, appearing to read 'Ralph M. Crystal'.

Ralph M. Crystal, Ph.D.  
Professor



College of Social Work

619 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-6654  
fax 859 323-1030

[www.uky.edu/SocialWork/](http://www.uky.edu/SocialWork/)

October 21, 2015

Susan Carvalho, Interim Dean and  
Associate Provost  
University of Kentucky  
The Graduate School  
106 Gillis Building  
Lexington, Kentucky 40506

Dear Dean Carvalho,

I support the implementation of the Interdisciplinary Graduate Certificate in Military Behavioral Health, to be housed within the College of Social Work. The College will provide material support in the form of one course release per year for the certificate director and funding for one part-time instructor to assist in delivering the curriculum, as directed by the certificate director and the certificate faculty of record. The College will also provide funding for local travel by the certificate director to establish and maintain community partnerships to implement the experiential learning requirement for the newly established certificate capstone course. The College will also provide support for travel expenses for distinguished guest speakers, contingent upon availability of resources.

Sincerely,

A handwritten signature in blue ink that reads "Ann Vail".

Ann Vail, PhD  
Interim Dean, College of Social Work  
Director, School of Human Environmental Sciences

A logo consisting of the word "see" in a light blue, lowercase, sans-serif font, positioned above the word "blue." in a darker blue, lowercase, sans-serif font. The "e" in "see" is slightly larger and overlaps with the "b" in "blue.".





TO: Dean of the Graduate School  
106 Gillis Building  
Lexington, KY 40506-0033

FROM: Anthony G. Dotson  
Director, Veterans Resource Center  
124 Funkhouser Building

SUBJECT: Support for New Graduate Certificate in Military Behavioral Health

DATE: April 29, 2014

Veterans Resource Center  
124 W.D. Funkhouser Building  
Lexington, KY 40506-0054  
859-257-1148  
fax 859-257-3823  
www.uky.edu

The Veterans Resource Center fully supports the implementation of the graduate certificate in Military Behavioral Health to be housed in the College of Social Work. My office will bring to bear all applicable resources both internal and external to the campus. I am honored to serve on its steering committee as well as a guest lecturer on military culture as needed. I will also help promote participation among our student veteran population both local and national as well as the many veteran service providers in the state of Kentucky.

I am excited to see this initiative nearing fruition and very much look forward to promoting it among my contemporaries.

Sincerely,

A handwritten signature in cursive script that reads "Anthony G. Dotson". The signature is written in black ink and is positioned above the printed name and title.

Anthony G. Dotson  
Director, Veterans Resource Center



**Graduate Template**  
**[ Military Behavioral Health (CIP\_\_\_\_)]**  
**Certificate Course Curriculum**

**CERTIFICATE DEGREE REQUIREMENTS: (At Least 12 Credit Hours)**

**PROGRAM CORE REQUIREMENTS (9 credit hours):**

*Note: These are courses required of all students in the degree program*

Prefix & Number	Course Title	Course Description	Credit Hours	Existing or New Course
530	Responding to Military and Veteran Populations	This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b)the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d)a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.	3	New
SW 738	Independent Work with Military Populations	Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype.	3	New
FAM 759	Special Topics: Working with Military Families	This course provides an overview of military work-and-family familiarity with the challenges unique to military individuals and available to address them. Topics to be covered include (1) theoretical and the impact of military work on individuals and families; (2) der organizational demands on military service personnel and their family outcomes for children and adolescents and the roles and challenges of policy in the military, including formal and informal support structures serving military families.	3	Existing

**GUIDED ELECTIVES**

*Note: Specified electives for the program and for each of the concentration/specialty; they are organized as groups of electives*



*courses, from which a student chooses one (or two, or three, etc.).*

**Program Elective Requirements: ( At least 3 credit hours from the selected list**

*Note: Required of All students in the program*

Prefix & Number	Course Title	Course Description	Credit Hours	Existing or New Course
SW 642	PSYCHOLOGICAL ASPECTS OF HUMAN AGING		3	existing
SW 627	COLLABORATIVE PRACTICE: SUBSTANCE ABUSE, MENTAL HEALTH AND SOCIAL SERVICE		3	existing
SW 626	FORENSIC MENTAL HEALTH: EVALUATION AND TREATMENT.		2-3	existing
SW 618	SOCIAL WORK PRACTICE WITH GAY AND LESBIAN PEOPLE.		2-3	existing
SW 617	FAMILY VIOLENCE: SOCIAL WORK INTERVENTIONS.		2-3	existing
SW 603	SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH.		2	existing
SW 606	SEMINAR IN CRIMINAL JUSTICE PROCESSES		2	existing
SW 611	SOCIAL WORK PRACTICE IN MENTAL HEALTH		2-3	existing
SW 612	SEMINAR ON SOCIAL WORK PRACTICE WITH WOMEN.		2-3	existing
SW 505	CHILD WELFARE SERVICES		2-3	existing
FAM 502	FAMILIES AND CHILDREN UNDER STRESS		3	existing
FAM 688	FAMILIES IN CRISIS		3	existing
FAM 553	PARENT-CHILD REL ACROSS THE LIFECYCLE		?????	existing
FAM 585	AGING AND ENVIRONMENT		?????	existing
FAM 601	SYSTEMIC FAMILY DEVELOPMENT		????	existing
FAM 686	THEORY/METHODS IN MARRIAGE & FAMILY THERAPY		????	existing
FAM 687	TREATMENT MODALITIES IN MARRIAGE/FAMILY THERAPY		????	existing



GRN 600	A STUDY OF THE OLDER PERSON		????	existing
GRN 610	PSYCHOLOGY OF AGING		????	existing
GRN 772	AGING AND THE LIFE		????	existing
PSY 622	PROSEM IN PESONALITY		????	existing
626	Survey of Health Psychology		????	existing
<b>Summary of Required Degree Program Hours</b>			<b>Minimum Credit Hours*</b> <i>If not applicable, please not "na"</i>	
<i>Program Course Requisites</i>			<b>na</b>	
<i>Program Core</i>			<b>9</b>	
<i>Guided Elective Hours for Program (e.g., elective courses required for program major )</i>			<b>3</b>	
<b>Total Program Core Hours</b>			<b>9</b>	
<i>Concentration/Specialty Core (e.g., courses required of students for specific concentration/specialty)</i>			<b>na</b>	
<i>Electives for Concentration/Specialty (e.g., electives specific to the concentration/specialty)</i>			<b>3</b>	
<i>Free Electives (i.e., these are "non-specified" electives and/or general elective hours outside the program required by the College/University for degree completion)</i>			<b>na</b>	
<b>Total Degree Hours*</b> (Total degree hours may be the same as Total Program Core Hours)			<b>12</b>	

## Brothers, Sheila C

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Thursday, October 08, 2015 1:19 PM  
**To:** Brothers, Sheila C; Hippisley, Andrew R  
**Subject:** Suspension of Graduate Certificate in Health Administration  
**Attachments:** HealthAdminGC\_Complete\_TOSC revised.pdf

### Proposed Suspension of Graduate Certificate: Health Administration

This is a recommendation that the University Senate approve the suspension of admission into an existing graduate program: Certificate in Health Administration, in the College of Nursing.

The revised proposal is attached.

Best-  
Margaret

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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](http://www.margaretmohrschroeder.com)



**Brothers, Sheila C**

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**From:** Hippisley, Andrew R  
**Sent:** Wednesday, April 02, 2014 10:34 AM  
**To:** Brothers, Sheila C  
**Subject:** RE: Graduate Certificate in Health Administration

**Graduate Certificate in Health Administration**

This is a recommendation that the University Senate approve the suspension of admission into an existing graduate program: Certificate in Health Administration, in the College of Nursing.

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Dr Andrew Hippisley  
Professor and Director of Linguistics  
Department of English  
1377 Patterson Office Tower  
University of Kentucky  
Lexington, Kentucky 40506-0027 USA  
1-859 2576989

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

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## PROGRAM SUSPENSION/DELETION FORM

### 1. General Information

College:	College of Nursing	Department:	_____
Major Name:	_____	Degree Title:	_____
Formal Option(s), if any:	Health Administration Graduate Certificate	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	51.0701	Today's Date:	10292013
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date <sup>1</sup> : _____
Contact Person in the Dept:	Sharon Lock	Phone:	323-6332
		Email:	selock0@uky.edu

### 2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input type="checkbox"/> Deletion
Rationale for suspension/deletion:	See attached document	
What provisions are being made for students already in the program?	See the attached document for explanation	
Will another degree program replace the one suspended/deleted?	NO	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

<sup>1</sup> Suspensions/deletions are made effective for the semester following approval. No suspension/deletion will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

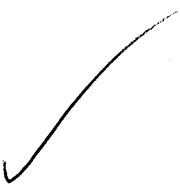
Dr. Blackwell,

We are requesting that the following certificate options be deleted from the graduate school. Students were last admitted/completed the Public Health certificate in 2006-2007 and no students have ever been admitted to the Health Administration certificate. All students enrolled in the Nursing Studies certificate have completed and a new professional certificate has been created in the College of Nursing as courses in this option are now offered through the DNP program.

Please advise if there are any other steps we need to take to have these removed from the inventory and removed from the Graduate School website.

HLAD	Health Administration	CERTG	HAC	51.0701	8/22/2005
NUST	Nursing Studies	CERTG	NUT	51.3802	6/9/2005
PHNU	Public Health Nursing	CERTG	PHN	51.3811	6/9/2005

Sharon E. Lock, PhD, APRN  
Associate Professor and  
Interim Associate Dean for Masters (MSN) and Doctor of Nursing Practice (DNP) Studies  
Coordinator of Primary Care Nurse Practitioner Track  
University of Kentucky  
College of Nursing  
Email: [selock0@uky.edu](mailto:selock0@uky.edu)  
Office: (859) 323-6332  
FAX: (859) 323-1357





## Ellis, Janie

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**From:** Holsinger, James  
**Sent:** Sunday, July 19, 2015 4:29 PM  
**To:** Ellis, Janie  
**Cc:** Prybil, Larry  
**Subject:** RE: Grad Cert Health Administration suspension

Hey Janie: I am back from two weeks in China. I have spoken with Dr. Prybil and we feel that there is no reason retain this Graduate Certificate. Thanks for your help. Jim Holsinger

**From:** Ellis, Janie  
**Sent:** Thursday, July 02, 2015 8:17 AM  
**To:** Holsinger, James  
**Cc:** Prybil, Larry  
**Subject:** Grad Cert Health Administration suspension

Jim/Larry, while reviewing various older proposals, we came across the above which has been with us since November 2013.

Over this time there has been several series of emails, the last of which was October 4, 2014 in which you indicate both you and Larry would like to hold onto this certificate. Since the proposal has been in our office for some time, do you still want to keep it as viable or withdraw the proposal until you make a decision as to what you want to do with it?

Let me know your thoughts and plans.

**Janie Ellis**  
Staff Support  
Senate Council Office  
257-5871  
[Janie.ellis@uky.edu](mailto:Janie.ellis@uky.edu)

## 7.2.2 Student Relations

Uphold the student academic rights as set forth in the *University Senate Rules* (see Section VI).

Present the subject matter of a course as announced and approved by the faculty in accordance with the procedures set forth by the University Senate, and to avoid the persistent intrusion of material which has no relation to the subject.

Meet classes as scheduled in accordance with University regulations. (Absences caused by illness or emergencies are clearly excusable; absence owing to attendance at scholarly meetings, occasional professional service, pedagogical experimentation, and the like, are exceptions which should be approved by the department chair and, where appropriate, substitution or reschedulings should be arranged.)

Be available to students for advising and other conferences, preferably by posting office hours and/or by allowing students to arrange for appointments at other mutually convenient times.

Arrange for appropriate interaction and communication with graduate students in the direction of their theses.

~~Return to, discuss with, or m~~ Make available to students all papers, quizzes and examinations within a reasonable period of time. If any of the records mentioned above are not returned to the students, they shall be retained by the instructor until 180 days subsequent to the conclusion of the academic term in which the problem occurred. In addition, student records and grading policy procedures including roll books, syllabi and attendance records (if applicable)--or copies of this information--shall be on file with the instructor or the department office whenever the instructor will no longer be available. [US: 10/16/89]

- \* In accordance with FERPA requirements any student (including postdoctoral scholars/fellow; and clinical residents/fellows) must be allowed to inspect and review any educational record pertaining to that student. Private notes written by an instructor that are not shared with any other person nor placed in the student's file are not educational records within the meaning of SR 7.2.2. [SREC: DATE]

- \* Students and instructors may contact the UK Office of Distance Learning Programs for advice about sharing student records remotely and securely.

Give final examinations in accordance with procedures approved in Section 5.2.4.7.

Inform students when their individual or collective efforts are to be used for professional or personal advancement of a faculty member, or when the student(s) is (are) to be used as research subject(s), and in either case, to ensure that the student may elect not to participate without prejudice to his or her academic standing; and to recognize appropriately any significant contribution by the student(s).

Know the academic requirements and the various degree programs of the University affecting students whom they advise.



UNIVERSITY OF  
**KENTUCKY**<sup>®</sup>  
Regulations

**Administrative Regulation 11:4**

Responsible Office: Provost / Dean of  
Graduate School / University Senate

Date Effective: ~~4/5/2009~~DRAFT

Supersedes Version: ~~10/5/2009~~8/4/2009

## University Joint Committee on Honorary Degrees

Responsibilities

Membership

Role of the University Senate

Role of the President

### I. Introduction

The University Joint Committee on Honorary Degrees ("Committee") is established jointly by the University Senate and the President of the University to identify, evaluate, and recommend to the University Senate candidates for the awarding of honorary degrees. (see also SR 5.4.2.3)

### II. Purpose and Responsibilities

#### A. Purpose

~~The University Joint Committee on Honorary Degrees is established jointly by the University Senate and the President of the University (SR 5.4.2.3) to identify, evaluate, and recommend to the University Senate candidates for the award of an honorary degree.~~

#### B. Responsibilities

The ~~joint~~eCommittee is charged with the following responsibilities:

- A. ~~1.~~ — Identify candidates for honorary degrees through a broadcast solicitation\*;
- B. ~~2.~~ — Evaluate the qualifications of candidates and compile a list of recommended nominees; and,
- C. ~~3.~~ — Transmit to the University Senate through the Office of the Senate Council Chair a list of those nominees for the award of an honorary degree endorsed by majority vote of the University Joint Committee on Honorary Degrees. As prescribed in SR 5.4.2.3.B.2, supporting information shall accompany each nomination forwarded by the committee.

\* Members of the ~~Joint Committee on Honorary Degrees~~ may not nominate candidates for honorary degrees.

### III. Membership

## A. Membership Composition

The ~~University Joint Committee on Honorary Degrees~~ shall be appointed by the President in his role as the Chair of the University Senate and shall consist of seven (7) appointed members and four (4) ex-officio members. Appointed members and ex officio members are designated as voting or non-voting below.

### 1. Appointed Members

- (a) Four (4) members shall be selected by the Senate Council from the University Faculty (voting).
- (b) Two (2) members shall be selected by the President from the University Faculty (voting).
- (c) One appointed member of the Board of Trustees ("Board") shall be selected by the ~~Board~~ Chair of the Board of Trustees ("Board Chair") to serve as the Board's Liaison (non-voting) to the ~~e~~Committee.

### 2. Ex-Officio and other Members

- (a) The Provost, or the Provost's designee, shall serve as an *ex officio* member on the committee (voting).
- (b) The Dean of the Graduate School shall serve as an *ex officio* member on the committee (voting).
- (c) The Senate Council Chair shall serve as *ex officio* member of the committee (non-voting).
- (d) The President shall designate one other ~~ex-officio~~ member of the committee from the senior administration (non-voting).

### 3. Committee Chair

The Dean of the Graduate School shall serve as the ~~e~~Committee Chair, unless unavailable, in which case the President, in consultation with the Senate Council Chair, shall designate the ~~e~~Committee Chair from the faculty members appointed as in Section III.A.1(a)&(b) herein.

### 4. Quorum

A majority of voting members shall constitute a quorum for ~~e~~Committee action.

## B. Conditions for Appointment

1. The six (6) ~~e~~Committee members appointed from the University Faculty shall have staggered three-year appointments. The Board Liaison shall have a one-year appointment, and may be renewed at the discretion of the Board Chair. Ex Officio members are standing members of the committee.
2. The President and Senate Council Chair shall confer each year before finalizing the faculty membership on the ~~University Joint Committee on Honorary Degrees~~ to ensure that the proposed list of faculty appointees is broadly representative of the ~~faculties of the~~ University faculty.

## III. Role of the University Senate

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### A. Nominations to the Board of Trustees

The ninety-four (94) elected faculty representatives in the University Senate comprise the body authorized to vote on the names placed in nomination by the ~~University Joint Committee on Honorary Degrees~~ (GR IV.A). The University Senate shall transmit ~~the~~ the names of those nominees favorably recommended by the elected faculty representatives in the University Senate, along with ~~any specified~~ supporting documentation, ~~shall be transmitted through the President~~ in his role as the Chair of the University Senate to the ~~UK~~ Board of Trustees for its approval.

## V. Role of the President

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A. The President shall transmit to the Board the names of those nominees favorably recommended by the University Senate along with any supporting documentation.

B. President as Chair of the University Senate

The President retains the right to address either the University Senate (in the role as the Chair of the University Senate) or the Board of Trustees (in the role as President) about the qualifications of a nominee(s) for the award of an honorary degree.

## IV. References and Related Materials

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KRS 164.240

Governing Regulation, Part IV A. ~~–~~The University Senate

University Senate Rule 5.4.2.3

## Revision History

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~~AR III-1.0-6:~~ 9/21/2006, 9/28/2007, 1

~~AR 11:4:~~ 8/1/2009, 10/5/2009

For questions, contact: [Office of Legal Counsel](#)