

University Senate Agendas, 2015-2016

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

Monday, December 14, 2015

1. Minutes from November 9, 2015 and Announcements
2. Conversation with President Eli Capilouto - University Senate Chair
3. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
 - c. Parliamentarian
 - d. Trustee
4. Proposed Changes to *Senate Rules 5.4.2.3* ("Conditions of Circumstance for Honorary Degrees," "Titles of Honorary Degrees")
5. Candidates for Degrees
 - a. 2015 December Degree List
 - b. May 2016 Honorary Degree Nominee(s) - Interim Graduate School Dean Susan Carvalho
 - c. Motion to Amend Something Previously Adopted (May 2014 Degree List) for Arts and Sciences Student KF-92: Bestow BS Biology and BA French and Rescind BS Biology with Second Major in French
 - d. Late Addition to the May 2015 Degree List (as per *Senate Rules 5.4.1.1.D.1-2*) for Arts and Sciences Student GC-69
 - e. Motion to Amend Something Previously Adopted (Second August 2015 Degree List) for Arts and Sciences Student FM-47: Bestow BS Biology and Rescind BA Biology
6. Committee Reports
 - a. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair

University Senate Agendas, 2015-2016

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

- i. New Graduate Certificate in Next Generation in Teaching & Learning
 - ii. New Graduate Certificate in General Radiological Medical Physics
 - iii. Proposed Suspension of MS in Agriculture (Rural Sociology)
- b. Senate's Admissions and Academic Standards Committee (SAASC) - Scot Yost, Chair
- i. Proposed Changes to *Senate Rules 5.1.2.3 & 5.3.3.3* (Numeric Grading in Medicine)
 - ii. Proposed Changes to *Senate Rules 5.2.1.1* ("Accelerated Programs") and *Senate Rules 5.2.1.4* ("Maximums")
7. (Academic Excellence - Provost Tim Tracy)
8. Other Business (Time Permitting)

Next Meeting: February 8, 2016

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.

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 SCDLeL'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 SCDLeL 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.

* Denotes an explained absence.

PROPOSAL TO DEFINE HONORARY DEGREE TITLES

Senate Rules:

5.4.2.3 Conditions of Circumstance for Honorary Degrees

A. Role of the University Joint Committee on Honorary Degrees (UJCHD)

The elected Faculty Senators in the University Senate here opt to incorporate by reference the composition and charge to the University Joint Committee on Honorary Degrees as described in AR 11:4. Using the conditions of merit for Honorary Degrees specified SR 5.4.2.4 below, the UJCHD develops recommendations on nominees for Honorary Degrees. The UJCHD submits its recommendations to the elected faculty senators in the University Senate.

The UJCHD may submit to the elected Faculty Senators, through the elected Faculty representatives to the Senate Council, policy recommendations concerning conditions of merit and circumstance for the award of Honorary Degrees.

- * The prerogative of the elected Faculty Senators to “opt” to utilize the charge to and composition of the University Joint Committee on Honorary Degrees described in the cited Administrative Regulation connotes that changes in the charge or composition specified in the regulation are made only with the concurrence of the elected Faculty Senators. [SREC: 8/2009]

B. Role of the Elected Faculty Senators in the University Senate

1. Within the framework of a University Senate meeting, and prior to consideration of any specific nominations, the elected Faculty Senators may exercise its option to decide that no nominees for honorary degrees will be recommended to the Board of Trustees that academic year.
2. If the elected Faculty Senators do not opt for the above outcome (SR 5.4.2.3.B.1), then the elected Faculty Senators shall consider the UJCHD recommendations concerning:
 - (a) the qualifications of the submitted nominees;
 - (b) the appropriateness of the recommended honorary degree title for each;
 - (c) the alternative occasion on which the degree is recommended to be conferred (if not at either the December or May Commencement); and
 - (d) any other recommendations of the committee for departure from the conditions of circumstance specified herein.
3. The respective recommendation for each nominee shall be considered and voted on individually by the elected Faculty Senators. The elected Faculty Senators may in addition approve, or may modify, the recommendation on the degree title or other circumstance of award of the degree. Those nominees, degree titles, and circumstances of award that are approved by the elected Faculty Senators shall be forwarded through the Chair of the Senate

(the President) to the Board of Trustees for final action. Prior to the vote by the elected faculty Senators, the Chair of the Senate (or that Chair's designee), may address the University Senate as to the qualifications of a particular nominee or as to exceptions to the conditions of circumstance.

4. Under extraordinary circumstances, and with written justification to the Board of Trustees through the Chair of the Senate, the elected faculty representatives in the University Senate may through a deliberative process commensurate to the circumstance recommend for an honorary degree a person not among the nominees recommended by UJCHD. This option is not dependent upon the exercise of SR 5.4.2.3.B.2, above.

C. Circumstances for Award of Honorary Degrees

1. The number of honorary degrees awarded during any academic year shall be limited to five, with no more than four at any single Commencement. [US: 2/14/11]

2. The honoree must be present to receive the honorary degree.

3. The honorary degree shall be conferred at either the December or May regular university commencement ceremony, unless otherwise approved by the elected Faculty Senators pursuant to SR 5.4.2.3.B.2.(c). [US: 2/14/11]

D. Titles of Honorary Degrees

The titles [and definitions](#) approved by the elected Faculty Senators for Honorary Degrees are:

Honorary Doctor of Arts

[To recognize extraordinary accomplishments in the creative arts, fine arts, performing arts, or related fields](#)

Honorary Doctor of Laws

[To recognize extraordinary accomplishments in law, politics, governance, diplomacy, or related fields](#)

Honorary Doctor of Science

[To recognize extraordinary accomplishments in scientific fields](#)

Honorary Doctor of Engineering

[To recognize extraordinary accomplishments in engineering, design, technology, or related fields](#)

Honorary Doctor of Humanities

[To recognize extraordinary accomplishments in the humanities](#)

Honorary Doctor of [Humane](#) Letters

[To recognize extraordinary contributions to philanthropy, human development, education, or societal well-being](#)

5.4.2.4 Conditions of Merit for Honorary Degrees

A. Principles

In awarding Honorary Degrees, the University accomplishes several purposes: It pays tribute to those whose life and work exemplify professional, intellectual, or artistic achievement. It recognizes and appreciates those who have made significant contributions to society, the state, and the University. It highlights the diverse ways in which such contributions can be made. And it sends a message that principles, values, and contributions are important. Well-chosen honorees affirm and dignify the University's own achievements and priorities.

Honorary degrees may be conferred upon those who have achieved distinction through outstanding intellectual or creative achievements, or through outstanding leadership in education, business, public service or other appropriate sectors of society.

B. Conditions

1. The honorary degree shall be awarded to recognize only exceptional accomplishments as outlined in the above principles. The nominee's special achievement or contribution to society shall be the fundamental consideration and shall be evaluated without regard to the nominee's attainment of influential position or financial status.
2. The nominee shall have gained distinction worthy of recognition extending well beyond his/her own field of endeavor and geographical area of activity.
3. Although it is recognized that it is desirable for the nominee to have a tie to the University of Kentucky or the Commonwealth of Kentucky, such a connection shall not be a requirement.
4. As long as the nominee clearly meets the criteria, his/her selection shall not be affected by the number of previous similar honors received.
5. Former faculty and staff of the University of Kentucky shall meet the same criteria as other nominees; current faculty and staff are not eligible.
6. Elected or appointed officials of the Commonwealth of Kentucky shall not be eligible as honorary degree candidates during their terms of office.

Student KF-92

October 14, 2015

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Holly Hatfield, Degree Certification Officer, College of Arts & Sciences and Dr. Ruth Beattie, Associate Dean of Advising, College of Arts & Sciences

SUBJECT: Late Degree Addition – May 2014

1. Student Name: [REDACTED]
2. Student Number: [REDACTED]
3. Degree already awarded: Bachelor of Science – Biology with a second major in French May 2014
4. Degree to be rescinded: Bachelor of Science – Biology with a second major in French May 2014
5. Expected Degree(s): May 2014 two degrees: Bachelor of Science – Biology
Bachelor of Arts – French
6. May 2014 the student earned a BS in Biology with a second major in French
7. The student contacted the A&S Advising Center on 1/23/2014 via email and requested a second degree in French be added to her academic record. The student had previously declared a second major in French.
The A&S Advising Center verified this request that the student wanted to earn a BS in Biology and a BA in French.
However, the staff member responsible for making this change did not make it in SAP and therefore a double major degree instead of a double degree was posted for May 2014.
The student contacted the Graduation Certification Office on 9/1/2015 and the error was discovered.
1. All A&S Advising Center employees and student workers as well as all A&S academic advisors have been updated on the policy regarding dual degree conferral. All students with Arts & Sciences double majors and more than 144 earned hours are contacted about their option for a dual degree. At the beginning of the semester in which they intent to graduate, each student receives an email from the College confirming the student's degree program (effective since August 2015 graduation date). In addition an update has been requested for the major change kiosk wherein a student will be asked if they have applied to graduate when they are submitting degree program changes. The staff member involved in this case is receiving additional training.
8. The staff member involved is receiving additional training.
9. Due to the aforementioned administrative error, the College of Arts & Sciences does not feel [REDACTED] should be penalized and her transcript should reflect both degrees awarded with a May 2014 date.

Student GC-69

October 14, 2015

TO: Dr. Andrew Hippisley, Chair University Senate

FROM: Holly Hatfield, Degree Certification Officer, College of Arts & Sciences and Dr. Ruth Beattie, Associate Dean of Advising, College of Arts & Sciences

SUBJECT: Late Degree Addition – May 2015

2. Student Name: [REDACTED]
3. Student Number: [REDACTED]
4. Expected Degree and Major: Bachelor of Arts – Psychology May 2015
5. The student has not yet received his degree - an application for a BA in Psychology is on file for the December 2015 degree date.
6. On 1/20/2015, [REDACTED] requested to change his degree program in the A&S Advising Center from a B.S. in Psychology to a B.A. in Psychology while also adding Spanish and Anthropology minors.
The staff member responsible for processing such requests added the two minors to the student's records but failed to enter the degree change from B.S. to B.A. in Psychology.
7. On 2/23/15 the student filled out a paper degree application for his intended degree program (B.A. in Psychology). The staff member responsible for processing such requests failed to notice that the student had applied for the B.A. in Psychology and so entered the degree program as the B.S. in Psychology (the program in SAP due to the error of 1/20/15).
8. As a result of these two administrative errors the student did not receive his degree in May 2015. The student was not at fault in this case. Attached is the correspondence sent by the Degree Certification Officer to the student after the May 2015 graduation date.
9. At the beginning of the semester in which they intent to graduate, each student receives an email from the College confirming the student's degree program (effective since August 2015 graduation date). In addition an update has been requested for the major change kiosk wherein a student will be asked if they have applied to graduate when they are submitting degree program changes. The staff members involved in this case are receiving additional training.
10. Due to these two administrative errors, the College of Arts & Sciences does not feel [REDACTED] [REDACTED] should be penalized and his transcript should reflect the degree being awarded with a May 2015 date.

Student FM-47

December 4, 2015

TO: Dr. Andrew Hippisley, Chair University Senate

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

SUBJECT: [REDACTED]
Petition to change degree from BA in Biology to BS in Biology

1. Student Name: [REDACTED]
2. Student Number: [REDACTED]
3. Student Current Degree and Major: Bachelor of Arts in Biology, August 2015
4. Degree to be rescinded: BA in Biology degree (August 2015)
5. Degree to be awarded: BS in Biology degree (August 2015)
6. The student entered the University of Kentucky in Fall 2007 and declared the BS in Biology degree program.
7. Due to a chronic health issue, the student withdrew from the university at the end of the Fall 2014 semester (12/17/14). A FERPA release was on file for this student (6/6/2012). The student's mother began communicating with the student's academic advisor, the Graduation Certification Officer, and the Associate Dean for Advising (A&S). The student's mother asked that we identify the quickest way for her son to complete a degree at UK.
8. On review of the student's records it was determined that the student needed 6 credit hours of coursework to complete the "new" BA in Biology degree (program year 2011), and 12 credit hours of coursework to complete the BS in Biology degree (program year 2007). Program year 2011 was the first year that the revised BA in Biology degree program was offered.
9. Returning to the University of Kentucky campus for Spring 2015 was not an option for the student.
10. The student's mother gave permission for the student's degree program to be changed from the BS in Biology to the BA in Biology. This change became effective on 12/22/14.
11. The requirements for the BA in Biology differ from those required for the BS in Biology. Students pursuing the BA in Biology must complete either a minor in any discipline other than biology, or complete a 12 credit hour cluster of courses that have a theme to them. This cluster of courses has to be manually programmed into the student's APEX record and applied to the BA requirements. These courses were, in error, programmed into APEX for program year 2007 instead of program year 2011 (1/6/2015).

12. The student transferred two courses into the University of Kentucky from Northern Kentucky University and these were applied to the student's BA in Biology degree requirements. This completed the requirements for the BA in Biology degree.
13. The student submitted a Degree Application for an August 2015 degree on 5/28/15. The degree program was listed on the form as "bachelor's" and was processed under his current program (BA).
14. On 7/15/15 the student made a request to the Graduation Certification Officer for a letter detailing his progress towards a Bachelor of Science degree. When a degree audit was run for the BS in Biology, it showed that the student had completed the requirements for the BS in Biology degree. The Graduation Certification Officer provided the student with a letter stating that the student had satisfied the requirements for the BS in Biology. The student has been using this letter in job applications to verify completion of his degree.
It was later discovered that when APEX was first set up, that the BS and BA Biology programs were coupled. This meant that the cluster of thematic courses were incorrectly filtering into, and being applied to the BS degree audit. In addition transferred organic chemistry courses that should have been applied to the BS degree were not being applied by APEX.
15. The Bachelor of Arts in Biology degree, which was the degree program submitted for University approval, was awarded in August 2015 (8/6/2015)
16. With the addition of transferred organic chemistry courses and course substitution (approved by Director of Undergraduate Studies in Biology) the requirements for the BS in Biology degree have been satisfied.
17. As the student has completed the requirements for the BS in Biology degree and received an official letter stating he had earned the BS in Biology degree it is requested that his Bachelor of Arts in Biology degree (August 2015) be rescinded and a Bachelor of Science in Biology degree (August 2015) be awarded.
18. The circumstances of this petition are due to a combination of technical and administrative errors. The technical error in APEX has now been corrected. The BS and BA biology degree programs have been uncoupled in APEX. The staff members involved are receiving additional training. Additional administrative procedures have been put in place to prevent errors of this type from recurring.

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, October 16, 2015 1:10 PM
To: Hippisley, Andrew R; Brothers, Sheila C
Subject: Graduate Certificate: Next Generation Teaching & Learning
Attachments: FINALGradNxtGenLearning Certificate.10-2015.pdf

Proposed New Graduate Certificate: Next Generation Teaching & Learning

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Next Generation Teaching & Learning, in the Department of Curriculum & Instruction within the College of Education.

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



Graduate Certificate in Next Generation Teaching & Learning

I. Overview

Next Generation Teaching and Learning, that incorporates 21st Century Skills (collaboration, communication, technology, critical thinking, problem solving and performances of learning), is a current direction in educational endeavors in a variety of learning environments from K-12 classrooms and teacher professional development to museums and after-school programs. We have polled interest from many of our constituents in education and the demand for a Next Generation Certificate is high. These constituents in Kentucky range from teachers at Department of Defense schools at Fort Campbell to the Challenger Center in Hazard to the After School Coalition that provides after school programming in many venues throughout the Commonwealth. Moreover, no certificate of this kind exists at any of the University of Kentucky benchmarks, on-site or online. As this Certificate has faculty from three departments in the College of Education we anticipate, after the first two years of start-up (during which students might reasonably complete the sequence of coursework) that we would have 10 students completing annually.

This Certificate combines required Next Generation Foundations and Assessment components with Specialty Electives, representative of cutting edge innovative pedagogy. The certificate comprises 12 hours of graduate coursework as follows: Nine (9) credit hours of required course work comprised of three (3) hours of the Next Generation Learning Foundations course, three (3) hours of an internship choice, three (3) hours of a course on data-driven decision making and a final three (3) chosen from specialty course options. These coursework options are elaborated in part II below.

A key purpose of the Certificate work is a demonstration of research to practice knowledge and skills, through implementation and assessment of Next Generation pedagogy in a field setting. We believe this certificate will enhance educator preparation and be critical to clinical professional development for practicing teachers, who need to demonstrate competencies in 21st century innovative practices for Next Generation Teaching and Learning.

II. Certificate Course Content and Student Learning Outcomes

Course	Course Number	Content	Semester Offered
Required Foundations of NGT&G			

(Foundations + 1 Internship Choice + 1 Data Driven Decision Making)			
Next Generation Learning Foundations L. Henry	EDC 575	This special topics course is designed to engage students in critical reading, thinking, writing, and discussion about central issues, theoretical perspectives, and innovative pedagogy related to teaching next generation learners. Class participants will read, write about, and discuss content related to expanded definitions of literacy as well as emerging instructional models related to teaching 21 st century learners and the critical attributes of next generation learning.	Fall
Teaching Internship TBA OR	EDC 501	Supervised practice teaching under competent leadership. Observation, instruction, independent study which parallels field experience, and conferences with supervising instructor included. This course is designed primarily for students in Allied Health Professions, Education, Library and Information Science, Home Economics, and Social Work. May be repeated to a maximum of 12 hours.	Any
Internship in Instructional Systems Design TBA	EDC 750	Students will apply their knowledge of instructional systems design and in a real-life setting. The NGT & L work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the internship coordinator. May be repeated to a maximum of nine credits.	
Data Drive-Decision Making Required – ONE Course - 3 Hours			
Assessment and Accountability in P-12 Education	EDC 520	The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results	Spring
Specialty Courses Required: Select ONE 3-Hour Course			
Digital Game-based Learning & Instruction	EDC 543 J. Mazur	This course will introduce the application of digital game-based learning delivered via computer-based educational games in a variety of instructional contexts.	Spring

Social Media Design of Interactive Systems	EDC 709 J. Mazur	Activity theory, social networking theory, computer-supported collaborative work (CSCW) and computer-supported collaborative learning (CSCL), social learning models and networked immersive environments, the course content will explore the research topics related to communities of practice and other on-line learning communities	Bi-annual Fall
Design Thinking in Education	EDL 571 J. Nash	Interdisciplinary perspectives on the use of design for solving the world's challenges	Fall
Designing Project-Based Environments in STEM Education	SEM 704 J. Wilhelm	SEM 704 will give students the opportunity to explore STEM contents, technologies, instructional strategies, and assessments necessary in designing and developing a research-based, interdisciplinary, project-enhanced environment. In SEM 704 students will experience, evaluate, and design interdisciplinary, project-enhanced environments within STEM classrooms.	Fall
Advance Content Specialty Elective		<u>Prior Approval</u> of Certificate Faculty Coordinator Required	
			Spring

III. Next Generation Learning & Teaching Student Learning Outcomes for Certificate Participants

Student Learning Outcomes	Evaluation/Assessment
To demonstrate principles of Next Generation Learning in the design of field-based internship projects	<ol style="list-style-type: none"> 1. Completion of coursework EDC 575, 520 and Elective. 2. Evaluation of internship project design & translation of Next Generation Learning demonstrated in student work products resulting from instruction.
Generate assessments in classroom demonstration projects that evaluate and measure next generation critical attributes of student learning.	<ol style="list-style-type: none"> 1. Completion of coursework EDC 520 and assessment components of elective coursework. 2. Certificate candidates' rubrics and measures for assessments will (a) demonstrate knowledge of various methods of evaluating critical attributes of next generation learning and, (b) demonstrate the use of assessments for data driven instructional decision making (teaching correctives or pedagogical modifications e.g.)

IV. Faculty of Record and Program Management

Dr. Joan Mazur will serve as the Certificate Director. Dr. Mazur is professor of Curriculum & Instruction and has experience with Graduate Certificate programs, she has also served as a Director of Graduate Studies for the department. She participates as associated faculty in two other Graduate Certificates: Human Technology Interaction and the Distance Learning Graduate Certificates.

The Core Faculty will be Dr. Joan Mazur, Dr. Laurie Henry and Dr. Margaret Rintamaa in Curriculum & Instruction. The Certificate will be housed in the department of Curriculum & Instruction in the College of Education, Instructional Systems Design program. Associated faculty are Dr. Jennifer Wilhelm, the department chair and associate professor in the STEM Department Dr. John Nash in Educational Leadership Studies both in the College of Education. All associates are members of the Graduate Faculty. The Associated faculty are enthusiastic about participation in this Certificate as it will provide students in their graduate programs in leadership and STEM with a focused certificate in which to embed their courses that include next generation content. In the case of Dr. Wilhelm, the project based learning approach targets the Next Generation Science Standards and Common Core in Mathematics pedagogies. Dr. Nash teaches Design Thinking as part of the Educational Leadership graduate and doctoral programs. This certificate leverages expertise and availability of content to an enlarged pool of students in education and other areas that may wish to be current on innovative pedagogy, without any additional resources needed for any of the programs involved.

Each year (after all course offerings) the Certificate Director will, as part of systematic program management, conduct a program faculty meeting that will include updating faculty on any issues or changes regarding the program. This meeting will also serve as an assessment/program evaluation meeting (see section VI below). As this Certificate involves graduate faculty from several departments, should a faculty member become ineligible to participate (for example by leaving the university) the Certificate Director will convene a meeting of the graduate faculty of record and elect a replacement member who is a member of the graduate faculty.

V. Certificate Completion

As per the Graduate School Certificate Guidelines, students must maintain a 3.0 grade in all certificate courses to successfully complete the required coursework and be awarded the Certificate.

VI. Program Assessment Plan

Program Outcomes	Evaluation/Assessment
Certificate Program Required Courses offered annually to allow access to courses and efficient time frames for completion	1. Course offerings documented in MyUK online catalogue
After Certificate Years One & Two/Start Up* - 10 Students Annually complete the Certificate Requirements	1. Number of students completing Certificate Program 2. Consideration of school or district cohorts for recruiting and

<p>* Faculty believe two years would be sufficient time for the beginning cohort to work through coursework</p>	<p>stepping through coursework as a group/recruitment strategy</p> <p>3. After year one/conduct annual <i>Certificate Graduate</i> meeting to distribute certificates</p>
<p>Quality Assurance of Course Content and Needed Modifications to Coursework options</p>	<p>1. At annual Program Faculty meeting, discussion of quality of student products and learning outcomes projects submitted.</p> <p>2. Contacts with stakeholders/constitutents (school personnel) to assure program design continues to be valued/needed.</p> <p>2. Minutes of annual meeting will reflect program coursework needs and any program modifications</p>

Next Generation Teaching & Learning
Graduate Certificate
 Department of Curriculum and Instruction
 College of Education • University of Kentucky

Certificate Candidate Information

Name & ID		First Name		Last Name		Student ID#	
Local Address		Permanent Address		Phone		E-mail	
Local		Permanent		Local		Work	
Address		Address		Other:		E-mail	

Prior Education and Professional Experience

Graduate Program: Name of Institution

Program and Career Objectives

Program Plan Coursework

A – Required Coursework: 1 Foundations + 1 Internship Choice + 1 Assessment

Prefix/Number	Course Title	M/D*	Semester / Year	Grade
EDC 575	Next Generation Learning Foundations			
EDC 501	Teaching Internship			
EDC 750	Internship in Instructional Systems Design			
EDC 520	Assessment and Accountability in P-12 Education			
				Total (9)

B – Elective Coursework: 1 Specialty Focus Course

Prefix/Number	Course Title	M/D*	Semester / Year	Grade
EDC 543	Digital Game-based Learning & Instruction			
EDC 709	Social Media Design of Interactive Learning Systems			
SEM 704	Designing Project-Based Environments in STEM Education			
EDL 571	Design Thinking in Education			
XXX-XXX	Specialty Elective (Requires Advisor PRIOR approval)			
				Total (3)

Date Enrolled in Certificate Program _____

Date Completed Certificate Program Coursework _____

3.0 Grade for all Courses in Certificate Coursework Yes No

The Certificate Director will advise students regarding Certificate Award procedures and timelines.

Signature of Student _____ Date _____ Signature of Certificate Director _____ Date _____

Print Name of Student _____ Print Name of Certificate Director _____

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other Next Generation Teaching & Learning Certificate
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.):
 Proposal Contact Person Name: Joan Mazur Phone: 257-4896 Email: jmazur@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
C&I Faculty Chair	1/12/15	Laurie Henry / 7-4661 / lauriehenry@uky.edu	
Courses & Curricula Committee Chair	1/27/15	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Education	2/16/15	Rosetta Sandidge / 7-7971 / rosetta.sandidge@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council	4/9/15	<i>Roshan Nisou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments: _____

¹ Proposal name used here must match name entered on corresponding course or program form.
² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Action Items

Next Generation Teaching and Learning Certificate-Joan Mazur

Educators are interested in 21st Century Skills, such as project-based learning, digital gaming, design thinking, etc. The Next Generation Teaching and Learning Certificate will enhance educator preparation and be critical to clinical professional development for practicing teachers who need to demonstrate competencies in 21st century innovative practices for Next Generation Teaching and Learning. A variety of courses can apply toward a degree or be taken as professional development. The certificate would be housed in our department.

Linda Levstik moved to pass the Next Generation Teaching and Learning Certificate. Doug Smith seconded it. Motion passed.

Subject: Re: Invitation to Participate as Next Generation Teaching & Learning Certificate Faculty
Date: Friday, September 11, 2015 at 9:23:29 AM Eastern Daylight Time
From: Nash, John
To: Mazur, Joan

Dear Joan,

I would be pleased to participate in the certificate and have my course included in it.

Thank you,
—>john

—
[John Nash, PhD](mailto:johnnash.flavors.me) | Univ of Kentucky | Assoc Professor | Dir of Graduate Studies | +1.859.257.7845 | johnnash.flavors.me

From: <Mazur>, Joan Mazur <jmazur@uky.edu>
Date: Wednesday, December 17, 2014 at 7:07 PM
To: "Nash, John" <john.nash@uky.edu>
Cc: "Henry, Laurie A" <LaurieHenry@uky.edu>
Subject: Invitation to Participate as Next Generation Teaching & Learning Certificate Faculty

Dear John,

Laurie Henry and myself, in Curriculum and Instruction, are developing an Undergraduate/Graduate Certificate in Next Generation Teaching and Learning. As you may be aware, an emphasis on Next Generation Teaching and Learning, that incorporates 21st Century Skills (collaboration, communication, technology, critical thinking and performances of learning) is the current direction in educational endeavors in a variety of learning environments from K-12 classrooms to museums and after school programs. We have polled interest from many of our constituents in education and the demand for a Next Generation Certificate is high.

We invite you to participate as Certificate Program faculty and to have your course listed as part of the Certificate Work. Attached is the proposed overall description of the Certificate, showing required foundational and assessment components and the NGL speciality electives, of which a course you teach is included in this draft.

Please let us know if you are interested and willing to have your course included in our certificate, designed with commensurate coursework at both the undergraduate and graduate levels. The dual levels, unusual in Certificates, is intentional. We believe this certificate will enhance the marketability of students in initial educator preparation to work in schools of innovation *and* be critical to ongoing professional development for practicing teachers, who need to be current in innovative teaching practice and demonstrate competencies in 21st century teaching and learning.

If you wish to participate we will need a current CV and your most recent course syllabus, that you can just attach to Joan via email. **Please provide these materials by January 15, 2015 to be included in our proposal submission documents.**

Looking forward to our collaboration, Best, Joan and Laurie

Subject: Re: Invitation to Participate as a member of the Next Generation Teaching and Learning Certificate Faculty

Date: Wednesday, December 17, 2014 at 6:44:22 PM Eastern Standard Time

From: Mazur, Joan

To: Rintamaa, Margaret F

You're welcome! Laurie and I will be here at Fort Campbell and Christian Co Schools all day tomorrow — so I may miss you, may be in on Monday -- (Hope not to be:)

Happy Holidays and great break back at ya — you've certainly earned it! Joan

From: <Rintamaa>, Margaret F <mfrint00@uky.edu>

Date: Wednesday, December 17, 2014 6:30 PM

To: Joan Mazur <jmazur@uky.edu>

Subject: RE: Invitation to Participate as a member of the Next Generation Teaching and Learning Certificate Faculty

Hi Joan,

Thank you so much for inviting me to be a part of this! I would be pleased to be a Certificate Faculty member, and look forward to having conversations with you and others about how the courses would fit together.

In Laurie's email she talked about the EDC 520 class having different sections for different levels (elementary, high school, etc.) and I think that would be a good idea.

I will be around tomorrow in the middle of the day if you will be there; otherwise, I hope that you have a wonderful holiday break!

Take care,

Margaret

Margaret Rintamaa, Ed.D.
Clinical Assistant Professor
Chair, Middle School Teacher Education Program
Director, Bluegrass Writing Project
309 Dickey Hall, College of Education
University of Kentucky
Lexington, Kentucky 40506-0017
859.257.9324 (office)
859.257.1602 (fax)
margaret.rintamaa@uky.edu

From: Mazur, Joan

Sent: Wednesday, December 17, 2014 6:11 PM

To: Rintamaa, Margaret F

Subject: Invitation to Participate as a member of the Next Generation Teaching and Learning Certificate Faculty

Hi Margaret,

I know Laurie emailed you earlier about a minor course change to your Assessment Course, that we

think would be an excellent anchoring course for this NXT Gen T&L Certificate. I'm sending along here the invitation to participate as a Certificate Faculty member that I am sending to other colleagues whose courses are listed as part of the certificate, as we would very much like you to do that.

Laurie Henry and myself, in Curriculum and Instruction, are developing an Undergraduate/Graduate Certificate in Next Generation Teaching and Learning. As you may be aware, an emphasis on Next Generation Teaching and Learning, that incorporates 21st Century Skills (collaboration, communication, technology, critical thinking and performances of learning) is the current direction in educational endeavors in a variety of learning environments from K-12 classrooms to museums and after school programs. We have polled interest from many of our constituents in education and the demand for a Next Generation Certificate is high.

We invite you to participate as Certificate Program faculty and to have your course listed as part of the Certificate Work. Attached is the proposed overall description of the Certificate, showing required foundational and assessment components and the NGL speciality electives, of which a course you teach is included in this draft.

Please let us know if you are interested and willing to have your course included in our certificate, designed with commensurate coursework at both the undergraduate and graduate levels. The dual levels, unusual in Certificates, is intentional. We believe this certificate will enhance the marketability of students in initial educator preparation to work in schools of innovation *and* be critical to ongoing professional development for practicing teachers, who need to be current in innovative teaching practice and demonstrate competencies in 21st century teaching and learning.

If you wish to participate we will need a current CV and your most recent course syllabus, that you can just attach to Joan via email. **Please provide these materials by January 15, 2015 to be included in our proposal submission documents.**

Looking forward to our collaboration, Best, Joan and Laurie

Subject: Re: Invitation to Next Generation Teaching & Learning Certificate Faculty
Date: Wednesday, December 17, 2014 at 8:34:11 PM Eastern Standard Time
From: Wilhelm, Jennifer
To: Mazur, Joan
CC: Henry, Laurie A

Hi Joan,
Yes. This sounds terrific! Excited about this.
Jennifer

Sent from my iPad

On Dec 17, 2014, at 6:05 PM, Mazur, Joan <jmazur@uky.edu> wrote:

Dear Jennifer

Laurie Henry and myself, in Curriculum and Instruction, are developing an Undergraduate/Graduate Certificate in Next Generation Teaching and Learning. As you may be aware, an emphasis on Next Generation Teaching and Learning, that incorporates 21st Century Skills (collaboration, communication, technology, critical thinking and performances of learning) is the current direction in educational endeavors in a variety of learning environments from K-12 classrooms to museums and after school programs. We have polled interest from many of our constituents in education and the demand for a Next Generation Certificate is high.

We invite you to participate as Certificate Program faculty and to have your course listed as part of the Certificate Work. Attached is the proposed overall description of the Certificate, showing required foundational and assessment components and the NGL speciality electives, of which a course you teach is included in this draft.

Please let us know if you are interested and willing to have your course included in our certificate, designed with commensurate coursework at both the undergraduate and graduate levels. The dual levels, unusual in Certificates, is intentional. We believe this certificate will enhance the marketability of students in initial educator preparation to work in schools of innovation *and* be critical to ongoing professional development for practicing teachers, who need to be current in innovative teaching practice and demonstrate competencies in 21st century teaching and learning.

If you wish to participate we will need a current CV and your most recent course syllabus, that you can just attach to Joan via email. **Please provide these materials by January 15, 2015 to be included in our proposal submission documents.**

Looking forward to our collaboration, Best, Joan and Laurie

<GradNext Generation Learning Certificate_Draft_Dec2014.docx>

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Tuesday, November 10, 2015 1:56 PM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: Fwd: Proposed New Graduate Certificate: General Radiological Medical Physics
Attachments: Certificate_Proposal-Revision-October2015.pdf

Proposed New Graduate Certificate: General Radiological Medical Physics

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: General Radiological Medical Physics, in the Department of Radiation Medicine within the College of Medicine.

The revised proposal is attached.

Best-

Margaret

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



APR 10 2015

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

MEMORANDUM

TO: Susan Carvalho, Ph.D.
Associate Provost and Interim Dean

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

Marcus E. Randall, MD, FACR, FASTRO
Professor and Chair, Department of Radiation Medicine

DATE: November 4, 2014

SUBJECT: Graduate Certificate in General Radiological Medical Physics

I am pleased to offer my support to the effort of the Radiation Sciences division in the Department of Radiation Medicine to create a Graduate Certificate in General Radiological Medical Physics. Given the new ABR requirements for certification of what is known as "Alternative Pathway" Medical Physicists, Ph.D.s from other closely related fields such as Physics or Engineering will need to document the completion of a basic core curriculum in Radiological Medical Physics to become eligible for the certification process. There are limited opportunities for these potential outside candidates to obtain this curriculum. Our existing graduate program in Radiological Medical Physics is well-positioned to offer such a curriculum. The necessary courses and staff are existing infrastructure within the Division of Radiation Sciences and the establishment of this Graduate Certificate will not require any additional resources. This proposal is proceeding in conjunction with an effort by the division of Radiation Sciences to obtain accreditation of this curriculum by the Committee on Accreditation of Medical Physics Education Programs (CAMPEP) as a General Radiological Medical Physics certificate.

University of Kentucky College of Medicine
Division of Radiation Sciences in the Department of Radiation Medicine
November 24, 2014

Proposal for a Graduate Certificate In General Radiological Medical Physics

I. Background and Rationale

The field of Radiological Medical Physics is the study of the use of radiation to diagnose and treat human diseases and is a relative newcomer in medically-related scientific disciplines. The first “Radiological Physics” practitioners were trained in the basic sciences, typically physics. Dedicated Radiological Medical Physics education programs are a recent phenomenon. These programs strive to combine the scientific and medical aspects of the field but they remain small and few in number. To help meet the demand for workers in Radiological Medical Physics, it has been common over the past 40 years to accept persons with closely related scientific backgrounds into the field and provide them with on-the-job training. Even today, a large fraction of practicing Radiological Medical Physicists have degrees in fields other than Radiological Medical Physics. Many of these are leaders in the field and their contributions have been and will remain very important. Their work experience has traditionally provided the pathway into certification for these Radiological Medical Physicists. However, given the recent changes adopted by the Medical Physics education community, these potential outside candidates must document completion of a basic core curriculum in Radiological Medical Physics in addition to a Ph.D. degree received in a closely related discipline in order to qualify for certification by the American Board of Radiology (ABR) in Radiological Physics.

Certification by the ABR in Radiological Physics is imperative for the continued employment of clinical Radiological Medical Physicists in the US. The current process for Radiological Medical Physics certification by the ABR requires the successful completion of three steps. Parts 1 and 2 are written exams and successful completion of these first two parts is followed by a Part 3 oral exam. Candidates are eligible to take the Part I written exam upon entering a Medical Physics education program that is accredited by the Committee on Accreditation of Medical Physics Education Programs (CAMPEP). The types of educational programs included in this requirement are MS or PhD Graduate programs, DMP programs, Certificate programs, or Medical Physics Residency programs. Eligibility for Part 2 requires graduation from a CAMPEP accredited Medical Physics Residency. Part 3 then follows a successful completion of Part 2.

An alternative pathway into the certification process is allowed for PhDs from closely related, non-Medical Physics backgrounds. These candidates can become eligible for accredited Medical Physics Residencies given documented evidence of completion of a core Radiological Physics curriculum. This curriculum can be obtained from any Medical Physics

graduate program or from an institution offering a Radiological Medical Physics Certificate program, either of which is accredited by CAMPEP. The required curriculum is outlined in The American Association of Physicists in Medicine (AAPM) report 197S. Since Radiological Medical Physics programs or courses are uncommon, most graduates from traditional physics or other scientific programs wanting to enter Radiological Medical Physics through the alternative pathway will not have had the opportunity to complete the required core coursework. Unless provided with an opportunity to complete this core curriculum, these outside candidates would be effectively barred from competing for Radiological Medical Physics residencies.

The Radiological Medical Physics program at the University of Kentucky is a logical choice to offer this core curriculum given the course structure currently in place. Ours is one of the oldest programs of its kind and has been in existence for more than 40 years. We are currently providing the core curriculum in Radiological Medical Physics as defined by AAPM Report 197S as part of our CAMPEP accredited MS degree program. Therefore, we are well-positioned to offer a core curriculum training certificate for those persons from other backgrounds needing such coursework but not needing another graduate degree. It is a valuable service we could provide for the Radiological Medical Physics community and it could be implemented immediately and without the need for any additional resources.

II. The Radiological Medical Physics Program at UK

The Radiological Medical Physics MS degree program is administered in the Division of Radiation Sciences and is accredited by CAMPEP. Radiation Sciences is a unit of the Department of Radiation Medicine in the College of Medicine. This program has existed within the University of Kentucky for over 40 years and has a well-established reputation for training clinically oriented medical physicists. The current Radiation Sciences Division is administered by Janelle Molloy, Ph.D, Director and E. Lee Johnson, Director of Graduate Studies. J. Molloy would be the proposed director of the Graduate Certificate program. The Radiation Sciences division currently has 6 members on the Graduate Faculty and two other faculty members in the College of Medicine, which contribute to the instructional components of the program. We believe the infrastructure is in place to successfully incorporate a Graduate Certificate Curriculum within the Division of Radiation Sciences that meets the requirements of the Graduate School and the University of Kentucky.

III. The Proposed Graduate Certificate Curriculum

Certificate Director: Janelle Molloy, Ph.D is the proposed certificate director. Dr. Molloy is currently the Division Director of Radiation Sciences, the Director of Medical Physics in the Department of Radiation Medicine in the College of Medicine, and a member of the graduate faculty.

Graduate Faculty of Record: Graduate Faculty of Record are the graduate faculty in the Radiation Sciences Division. They include the following members:

Dennis Cheek, Ph.D., DABR
 Janelle Molloy, Ph.D., DABR, FAAPM
 Peter Hardy, Ph.D., DABMP
 Lee Johnson, Ph.D., DABR
 Wei Luo, Ph.D., DABR
 Travis Painter, MS, DABR
 Jie Zhang, Ph.D., DABR
 William St. Clair, MD, Ph.D
 Mahesh Kudrimoti, MD

If a graduate faculty member leaves the graduate faculty of record, the remaining graduate faculty of record will meet together to elect a replacement.

Certificate Prerequisites: The following courses are preferred to be prerequisites for the certificate but may be taken concurrently upon approval of the certificate director. Suitable equivalents may be substituted.

Course Listing	Course Name	Credit Hours
ANA 209	Human Anatomy	(3)
PGY 206	Human Physiology	(3)
RM/PHY 472G	Interactions of Radiation with Matter	(3)

Certificate Curriculum: The core Radiological Medical Physics curriculum topics to be addressed in our proposed certificate curriculum, as outlined in the AAPM report No. 197S, are as follows: 1) Radiation Physics and Dosimetry, 2) Radiation Safety and Protection, 3) Fundamentals of Medical Imaging, 4) Radiobiology, and 5) Radiation Therapy Physics. Note that Anatomy and Physiology are also required topics but are taught outside the Radiation Sciences division. These topics, therefore, will be listed as prerequisites and are considered outside the scope of this proposed certificate. Based on the current course structure in the Radiological Medical Physics MS program in the Division of Radiation Sciences, the required core topics would be covered in the following offerings:

Course Listing	Course Name	Credit Hours
RAS/RM 545	Radiation Protection and Radiation Safety	(3)
RAS/RM 546	General Medical Physics	(3)
RAS/RM 647	Physics of Diagnostic Imaging I	(3)
RAS/RM 649	Radiation Therapy Physics	(3)
RAS/RM 601	Advanced Radiation Dosimetry	(2)
RM/BIO 740	Mammalian Radiation Biology	(2)
		Total Credits:16

As outlined above, the proposed certificate curriculum would require the completion of these 16 credit hours. Under the current course schedule, RAS/RM 546 and RM/BIO 740 are taught every fall semester and RAS/RM 545, RAS/RM 601, RAS/RM 647, and RAS/RM 649 are taught every spring. Participants would be expected to complete the certificate program within a 5 year period and maintain a minimum 3.0 GPA. However, a highly-motivated student could complete the requirements in one year given that the proposed course outline is a subset of the courses taken in the first year by students in the MS Graduate program. Even at slower rate of one course per semester, participants could complete the certificate in the reasonable time of 3.5 years.

IV. Requirements for Admission

The working premise is that participants in this certificate curriculum would not need to obtain a degree from the Radiation Sciences division and would not be admitted into the MS Radiological Physics program upon completion of the certificate curriculum. Admission requirements would be as follows:

1. Applicants must satisfy the minimum requirements of the Graduate School for admission to a Graduate Certificate. These are the same requirements applied to applicants seeking Post Baccalaureate status.
2. Applications for the General Radiological Medical Physics Graduate Certificate must be submitted in accordance with the procedures of the Graduate School.
3. Applicants must satisfy one of the following conditions: a) Have successfully completed ANA 209 Human Anatomy (3), PGY 206 Human Physiology (3), and RM/PHY 472G Interactions of Radiation with Matter (3) or their equivalents; or b) Take these courses concurrently with the General Radiological Medical Physics Graduate Certificate. Fulfillment of this requirement is as determined and/or approved by the certificate director.
4. Applicants to the General Radiological Medical Physics Certificate must meet one of the following conditions: a) Be concurrently enrolled in a Ph.D. graduate degree program in Physics, Engineering, or other closely related scientific program at an accredited University; or b) Have previously earned a Ph.D. graduate degree in Physics, Engineering, or other closely related scientific program from an accredited University.
5. Acceptance in the General Radiological Medical Physics Graduate Certificate is at the discretion of the certificate director and is based, in part, on the candidates past academic history. The certificate director may request additional information be provided by the applicant to aid in the evaluation process.

V. Requirements for Completion of the Certificate

Requirements for the completion of the General Radiological Medical Physics Graduate Certificate are as follows:

1. Completion of the 3 prerequisite courses.
2. Completion of all required certificate coursework.
3. Maintenance of a 3.0 GPA as determined from all certificate curriculum coursework.
4. Completion of all required courses within 5 years of admission.

Upon successful completion of the above outlined requirements, the Director shall complete and submit a Graduate Certificate Completion Form to the Dean of the Graduate School.

1. Introduction

1.1. Program Goal:

It is the goal of the certificate to prepare “Alternative Pathway” PhD candidates from other programs, such as Physics or Engineering, to become eligible for CAMPEP accredited Medical Physics Residency programs. The certificate will document the basic Radiological Medical Physics curriculum required for a Medical Physics residency has been met. This curriculum is designed to assure the candidate has achieved basic proficiency in theory and practice in Radiological Medical Physics. We propose to use the RAPHEX exam as the metric by which to measure progress through the certificate curriculum.

1.2. Basic Assessment Approach

Students will be assessed for learning outcomes by select program faculty or graduate committees. Student scores and evaluations will be compiled at the direction of the Program Director who, along with appropriate program faculty, will use the statistics for program review as outlined below. Recommendations on program improvement will be formulated based on the program review and taken to the full faculty for discussion and implementation. This report, including recommendations, then goes to the Office of University Assessment, where it will be evaluated by the University Assessment Council (UAC) and then the UAC liaison will facilitate communication between UAC and the M.S/Ph.D. program faculty, as appropriate.

2. Assessment Oversight, Resources

- 2.1. College Learning Outcomes Assessment Coordinator – Lana Spicer & Dr. Terry Stratton
- 2.2. Unit Assessment Coordinator – Dr. Janelle Molloy

3. Program-Level Learning Outcomes

- 3.1. Knowledge: The student demonstrates the ability to recall factual information such as physical constants, definitions, patient specific doses, radioactive decay properties, dose calculation methodologies, imaging components, and types of radiological physics equipment. The Essential Didactic Elements for Alternative Pathway candidates are:
 - 3.1.1. Radiological Physics and Dosimetry
 - 3.1.2. Radiation Protection and Radiation Safety
 - 3.1.3. Fundamentals of Imaging in Medicine
 - 3.1.4. Radiobiology
 - 3.1.5. Radiation Therapy Physics
- 3.2. Comprehension: The student demonstrates comprehension of complex concepts and ideas by the application of analytical and problem solving skills.

4. Curriculum Map

Learning outcome	RAS546 <i>Intro to Med Radiological Physics,</i>	RAS 647 <i>Physics of Diagnostic Imaging I</i>	RM 601 Advance <i>Radiation Dosimetry</i>	RAS545 <i>Radiation Hazards and Protection</i>
	RM740 Mammalian <i>Radiation Biology</i>	RAS 649 <i>Physics of Radiation Therapy</i>		
Demonstrate a mastery of the fundamental principles of Medical Physics	I	I,R	I,R,E	I,R,E
Demonstrate comprehension by pulling together concepts in solving complex problems.	I	I,R	I,R,E	I,R,E

I- outcome introduced
 R- outcome reinforced
 E- outcome emphasized
 A- outcome applied

5. Assessment Methods and Measures (Formative and Summative recommended)

5.1. Direct Methods

5.1.1. RAPHEX Exam

5.1.1.1. RAPHEX is a yearly practice exam written by the New York chapter of the American Association of Physicists in Medicine (AAPM) intended to help residents in Radiation Medicine prepare for board exams. National participation is approximately 300 per year. The proctored exam is administered locally but scored and analyzed by Medical Physics Publishing. Therefore, we consider the exam to be an unbiased estimator of Radiological Medical Physics knowledge and understanding. RAPHEX sample questions are shown below.

5.1.1.2. Our plan is to administer the exam at three different time points. The first (P1) being in the Fall upon entry into our certificate curriculum, the second (P2) will occur after completion of at least 1/2 of the required credit hours, and finally at the completion of the certificate (P3). We propose to use credit hours completed for the determination of the test points due to the fact that the rate of progress through the certificate coursework will likely vary among individuals enrolled in the certificate.

5.1.1.3. We plan to collect the national percentile ranking as reported by Medical Physics Publishing for each student at each time point. Our benchmarks will be time point specific. For P1, we low scores. This is reasonable since students will, in all likelihood, not have any significant previous exposure to Radiological Medical Physics. Scores in the bottom 10th percentile are realistic. For P2, our target is elevation for all student scores into range between the 10th and 30th percentile. Scores above the 30th percentile are expected for the final testing period, P3. These expectations are lower but in line with those of our MS students.

5.1.1.4. Student progress will be monitored by the certificate director and exams will be scheduled when required. The certificate director will collect and analyze the test scores and document student progress.

5.2. Benchmarks/Goals are determined through the assessment process of the Master's Degree program.

6. Assessment Cycle and Data Analysis

6.1 Assessment of the Graduate Certificate will be housed within the Master of Radiation Medicine for reporting purposes. This will meet SACSCOC and University Assessment Council (UAC) annual and cyclical reporting requirements.

6.1.1. Reports are due to the University Assessment Council every October 31st for the previous Academic Year (i.e., the 2015-2016 Academic Year is reported on October 31st, 2016).

6.2. Data Analysis Process/Procedures

Data will be collected and compiled by faculty and provided to the unit coordinator/DGS. The data will be analyzed by two or more individuals, where improvement actions will be sought for the program. The final results and suggested improvement actions will be discussed at a faculty meeting, where a timeline for improvement implementation and any other suggestions can be discussed.

7. Teaching Effectiveness

7.1. The University of Kentucky administered Teacher Course Evaluation (TCE) process will be used by all instructors to permit evaluation of teaching effectiveness by their students each semester. The Department Chair will review, for each program instructor, several informational items (the TCE results, teaching portfolio, teaching philosophy, pedagogical style and relevant supplemental information such as voluntary mid-course evaluations or peer review assessments) and provide feedback to the instructor. This will occur near the end of even numbered calendar years for tenured teaching faculty and every year for non-tenured instructors).

8. What are the plans to evaluate students' post-graduate success?

- 8.1. Initial residency placement records will serve as an indication of initial post-graduate performance. This is to be supplemented by anecdotal evidence indicating successful completion of the residency and ultimately certificate by the American Board of Radiology. Further opportunities will be explored by the Radiation Medicine and Radiology Graduate Program Committee.

9. Appendices

9.1. Sample RAPHEX Questions

therapy questions

- ✓ T1. Beta-plus decay has a _____ energy distribution because the energy is shared between the _____.
- A. Discrete beta-plus particle and the recoil nucleus.
 - B. Continuous beta-plus particle, antineutrino, and recoil nucleus.
 - C. Continuous beta-plus particle, neutrino, and recoil nucleus.
 - D. Discrete beta-plus particle, anti-neutrino, and recoil nucleus.
- ✓ T2. Listed below are some elements and their atomic numbers (Z). ^{60}Co decays via beta-minus decay to which of the following isotopes?
- | Element | Z |
|---------|----|
| Fe | 26 |
| Co | 27 |
| Ni | 28 |
| Cu | 29 |
- A. ^{59}Fe
 - B. ^{59}Co
 - C. ^{60}Ni
 - D. ^{60}Cu
- ✓ T3. It is determined that 60 ^{125}I seeds, of a specified activity, are needed for an implant. The case is then postponed for 10 days. How many of these same seeds would you need to implant on the new date? (Half-life of ^{125}I = 60 days.)
- A. 60
 - B. 67
 - C. 70
 - D. 77
- ✓ T4. A novel isotope with a half-life of 15 days was used for a permanent seed implant. Total dose will be 100 Gy. When the patient returns for further evaluation 30 days post-implant, what dose has he already received?
- A. 75 Gy
 - B. 78 Gy
 - C. 83 Gy
 - D. 90 Gy
- ✓ T5. A diagnostic x-ray tube is running at 80 kVp and 10 mAs. The settings are changed to 120 kVp and 5 mAs. What is the *approximate* change in tube output?
- A. Does not change
 - B. Decreases by 50%
 - C. Increases by 10%
 - D. Decreases by 10%
 - E. Increases by 50%

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): Graduate Certificate In
General Radiological Medical
Physics

Proposal Contact Person Name: Lee Johnson Phone: 323-1570 Email: elijj@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
Basic Science Sub-Committee	1/8/15	Tom Roszman / 859-257-5286 / tltos00@email.uky.edu	
Curriculum Committee	1/20/15	Chris Feddock / 859-257-5286 / chris.feddock@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council	4/9/15	Roshan Nikou	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

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

University of Kentucky
Department of Radiation Medicine
800 Rose Street Pavilion H
Lexington, KY 40536-0293
Phone: (859) 323-6486
Fax: (859) 257-4931

November 3, 2015

MEMORANDUM

Physicians

Marcus E. Randall, MD, FACR, FASTRO

Professor

Department Chair

Markey Foundation Endowed Chair

Ronald C. McGarry, MD, PhD

Professor

Vice-Chair for Research

Director of Body Radiosurgery Program

William St. Clair, MD, PhD

Professor

Co-Director of Gamma Knife

Radiosurgery Program

Mahesh Kudrimoti, MD

Professor

Vice-Chair for Clinical Operations

Residency Program Director

Jonathan Feddock, MD

Assistant Professor

Robin Reams, MD

Assistant Professor

Medical Director

Morehead Cancer Treatment Center

Pushpa Patel, MD

Associate Professor

Morehead Cancer Treatment Center

Physicists

Janelle Molloy, PhD, FAAPM

Professor

Director of Medical Physics

E. Lee Johnson, PhD

Associate Professor

Wei Luo, PhD

Assistant Professor

Dennis Cheek, PhD

Assistant Professor

Prakash Aryal, PhD

Instructor

Mike Sanders, MS

Gamma Knife

Sam Gerring, MS

Instructor

Pushpa Otageri, MS

Instructor

Cancer Research

Vivek Rangnekar, PhD

Professor

Alfred Cohen Chair in Oncology Research

Associate Director of Translational Research,

Markey Cancer Center

William St. Clair, MD, PhD

Professor

www.mc.uky.edu/RadiationMedicine

To: Margaret Schroeder,
COE Faculty Council Chair

FROM: Marcus Randall, MD *Marcus E. Randall, MD, FACR*
Chair, Department of Radiation Medicine

RE: New Committee Item SAPC - New Graduate Certificate in
General Radiological Medical Physics

Initial approval to pursue the graduate certificate in General Radiological Medical Physics was given by the Radiation Sciences Graduate Education Committee on September 15th, 2014. Preparation of the proposal commenced soon thereafter. The need for full Radiation Sciences faculty approval was identified during the subsequent review process on October 23, 2015. The proposal was presented to the Radiation Sciences faculty and a voting period opened on October 28th, 2015. The voting was concluded on November 2, 2015 with unanimous approval given by Radiation Sciences faculty members.

Please call our offices at 7-7618 with any questions or concerns.

Department of Radiation Medicine





UNIVERSITY OF KENTUCKY

Dream • Challenge • Succeed

DEPARTMENT OF PHYSICS AND ASTRONOMY

October 8, 2015

RE: Graduate Certificate in General Radiological Medical Physics

To Whom It May Concern,

The Department of Physics and Astronomy would like to offer our support for the proposal to create a graduate certificate in General Radiological Medical Physics. This certificate provides the necessary coursework for Alternative Pathway PhD candidates (i.e. Physics PhDs) to become eligible for residency training in Medical Physics and transition into a career as a practicing Medical Physicist. This is coursework required for certification in Medical Physics by the American Board of Radiology. Given the limited opportunities for Physics PhDs to obtain this coursework, it seems a reasonable approach to utilize the existing resources in the Radiation Sciences Division for this purpose. Therefore, the Department of Physics and Astronomy fully supports the effort by the Radiation Sciences division to implement the graduate certificate in General Radiological Medical Physics.

Tim Gorringer,

A handwritten signature in black ink, appearing to read 'Tim Gorringer', with a large, stylized flourish extending from the end of the signature.

Director of Graduate Studies,
Department of Physics and Astronomy.



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

September 24, 2015

RE: Graduate Certificate in General Radiological Medical Physics

To Whom It May Concern

I am writing this letter to offer my support to create a Graduate Certificate in General Radiological Medical Physics in the Department of Radiation Medicine. This program provides an alternative pathway for bioengineering students to become eligible for the certification process. In fact, there are limited opportunities for our students in the Biomedical Engineering Department to obtain this curriculum.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Guoqiang Yu". The signature is fluid and cursive, with a long horizontal stroke at the end.

Guoqiang Yu, Ph.D.
Associate Professor
Department of Biomedical Engineering
University of Kentucky
Tel: 859-257-9110
E-mail: guoqiang.yu@uky.edu



College of Engineering
Department of Biomedical Engineering
514A Robotics and Manufacturing Bldg.
143 Graham Ave.
Lexington, KY 40506-0108
www.bme.uky.edu
859 257-2728
859 257-1856 (*facsimile*)
abhijit@uky.edu

To whom this may concern:

I am pleased to offer strong support to the proposal for a Graduate Certificate in Radiological Medical Physics that has been submitted by the Radiation Sciences division. It is my understanding that the certificate was created to address the requirements of their accrediting body and the certification organization for persons in Medical Physics. This is a program that some of our students may be interested in pursuing and thus would provide an unmet need at our institution.

Please do not hesitate to contact me should you have any questions about this letter of support.

Sincerely,

A handwritten signature in black ink that reads 'A.R. Patwardhan'.

Abhijit Patwardhan, Ph.D.
Professor and interim chair
Director of graduate studies

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Wednesday, December 02, 2015 11:48 AM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: MS Agriculture Deletion
Attachments: MS Sociology Deletion FINAL.pdf

Proposed Deletion of MS: MS Agriculture (Rural Sociology)

This is a recommendation that the University Senate approve the deletion of an existing MS: MS Agriculture (Rural Sociology), in the Department of Sociology within the College Arts & Sciences.

Please note the contacts for this proposal should be updated to **Tanaka, Keiko** <ktanaka@email.uky.edu> and Harmon, Camille <camille.harmon@uky.edu>

The revised proposal is attached.

Best-

Margaret

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





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

June 20, 2015

To Whom It May Concern:

The Department of Sociology proposes to eliminate the MS in Agriculture, because this is an outdated remnant from a period in which the Department of Sociology resided in both the Colleges of Agriculture and Arts & Sciences.

The Graduate Faculty in the Department of Sociology voted unanimously to eliminate the MS in Agriculture option from our program in December 2013. The Graduate Faculty of the Department of Community and Leadership Development, where most of the sociology faculty in the College of Agriculture now have primary appointments, were notified of this decision and offered the opportunity to accept transfer of this program. They voted against accepting the transfer of this MS degree program in April 2014.

In short, none of the Graduate Faculty is willing to offer the MS in Agriculture with a concentration in Rural Sociology. Therefore, it should be eliminated from the university bulletin.

Please direct any questions to me at Shaunna.scott@uky.edu or 859-771-4698.

Sincerely,

A handwritten signature in cursive script that reads "Shaunna L. Scott".

Shaunna L. Scott, PhD
Associate Professor, Sociology
Director of Graduate Studies
Editor, *Journal of Appalachian Studies*

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	Arts and Sciences	Department:	Sociology
Major Name:	Sociology	Degree Title:	MS in Agriculture (Rural Sociology)
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	_____	Today's Date:	6/18/15
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ¹ : _____
Contact Person in the Dept:	Shaunna Scott	Phone:	7-6882
		Email:	shaunna.scott@uky.edu

2. Suspension/Deletion Information

Nature of action:	<input type="checkbox"/> Suspension	<input checked="" type="checkbox"/> Deletion
Rationale for suspension/deletion:	<p><u>We seek to eliminate the MS in Agriculture, because this is an outdated remnant from a period in which the Department of Sociology resided in both the College of Agriculture and Arts and Sciences. The graduate faculty in the Department of Sociology voted unanimously to eliminate the MS in Agriculture from our program in Decemeber 2013. The graduate faculty of the Department of Community and Leadership Development, where most of the Sociology faculty in the College of Agriculture now have primary appointments, were notified of this decision and were offered the oppurtunity to accept transfer of this program. They voted against accepting the transfer for this MS degree program in April 2014.</u></p>	
What provisions are being made for students already in the program?	<p><u>There are no students currently in the program.</u></p>	
Will another degree program replace the one suspended/deleted?	<p><u>We will continue to offer the MA in Sociology en passant degree for PhD students who entered the PhD program without a Masters degree.</u></p>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

¹ 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.

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: MS in Agriculture (Rural Sociology)

Proposal Contact Person Name: Shaunna Scott Phone: 7-6882 Email: shaunna.scott@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
Sociology DG's		Shaunna Scott /7-6882/shaunna.scott@uky.edu	
Sociology Chair		Claire Renzetti / /	
College EPC		Stephen Testa / /	
Assoc. Dean		Anna Basch / /	<i>Anna Basch</i>
		/ /	

External-to-College Approvals:

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

Comments:

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



Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027

March 29, 2015

Dear Colleagues:

On behalf of the department, I hereby express support for the Department of Sociology's proposal to revise the MS program in Sociology to eliminate the option of earning a Master's of Science in Agriculture with a concentration in Rural Sociology.

The MS in Agriculture is an outdated remnant from a period during which the Department of Sociology resided in both the Colleges of Agriculture and Arts & Sciences. The Graduate Faculty in the Sociology Department voted unanimously in December 2013 to eliminate the MS in Agriculture option from our program.

The Graduate Faculty in the Department of Community and Leadership Development, where most of the Sociology faculty in the College of Agriculture now have primary appointments, were notified of this decision and offered the opportunity to accept transfer of this program. They voted against accepting the transfer of this MS degree in April 2014.

In short, the MS in Agriculture with a concentration in Rural Sociology will not be offered by either the Department of Sociology or the Department of Community and Leadership Development.

If you have any questions, please feel free to call (7-6424) or email me (claire.renzetti@uky.edu). Thank you for your attention to the Department's proposal.

Sincerely,

A handwritten signature in cursive script that reads "Claire M. Renzetti".

Claire M. Renzetti, Ph.D.

Judi Conway Patton Endowed Chair for Studies of Violence Against Women
Professor and Chair of Sociology



March 25, 2015

MEMORANDUM

TO: Whom It May Concern:

FROM: Larry D. Jones 
Interim Chair, Department of Community and Leadership Development

RE: Support for Eliminating M.S. in Agriculture with Concentration in Rural Sociology

College of Agriculture, Food
and Environment
Community and Leadership
Development
500 Garrigus Building
Lexington, KY 40546-0215
859 257-3471
fax 859 257-1164
or 859 257-4354
www.uky.edu

On behalf of the Department of Community and Leadership Development, I hereby support the Department of Sociology proposal to revise the MA program in Sociology to eliminate the option of earning a Masters of Science in Agriculture with a concentration in Rural Sociology.

The MS in Agriculture is an outdated remnant from a period in which the Department of Sociology resided in both the Colleges of Agriculture and Arts & Sciences. The Graduate Faculty in the Department of Sociology voted unanimously to eliminate the MS in Agriculture option in December 2013.

The Graduate Faculty of the Department of Community and Leadership Development, where most of the sociology faculty in the College of Agriculture now have primary appointments, were notified of this decision and offered the opportunity to accept transfer of this program. We voted against accepting the transfer of this MS degree program in April 2014.

In short, the MS in Agriculture with a concentration in Rural Sociology will not be offered by either the Departments of Sociology or Community Leadership and Development.

Please contact me if you have any questions.

New Cmte Item SAPC_Suspend MS in Agriculture

Renzetti, Claire <claire.renzetti@uky.edu>

Wed, Nov 18, 2015 at 11:43 AM

To: FW_mmohr2 <m.mohr@uky.edu>, "Tanaka, Keiko" <kstanaka@email.uky.edu>

Cc: "Harmon, Camille" <camille.harmon@uky.edu>, "Bosch, Anna" <anna.bosch@uky.edu>

That's not a problem, since if an email will suffice, I can take care of it now:

The department met on October 24, 2015 at 3:30 pm in 1545 POT. Dr. Tanaka presented the proposal for closing the MS in Agriculture -- Rural Sociology Program. There was a brief discussion during which it was agreed that due to lack of student interest (no students completing the concentration since Summer 2012), it does not make sense to maintain it. The graduate faculty members then voted on the proposal. The outcome of the vote was 12 in favor (of ending the program), 0 opposed, 0 abstaining. Four faculty members were absent from the meeting and one is on leave this semester.

Please let me know if you have additional questions or if any further information is needed. I'm not sure whether the minutes of the meeting have been transcribed yet, but I can try to get those pertaining to this issue if they are needed in addition to this email.

We appreciate your help!

Claire

Claire M. Renzetti, Ph.D.

Judi Conway Patton Endowed Chair for Studies of Violence Against Women

Professor and Chair of Sociology

University of Kentucky

[Violence Against Women: An International, Interdisciplinary Journal](#)

Tanaka, Keiko <kstanaka@email.uky.edu>

Wed, Nov 18, 2015 at 11:49 AM

To: FW_mmohr2 <m.mohr@uky.edu>

Cc: "Renzetti, Claire" <claire.renzetti@uky.edu>, "Harmon, Camille" <camille.harmon@uky.edu>, "Bosch, Anna" <anna.bosch@uky.edu>

March 28, 2014 was the date which the Community & Leadership Developed voted to support Sociology Department's request for the elimination of the MS-Ag with Rural Sociology concentration. April 11, 2014 was the date which the Sociology Department voted to approve the elimination of the MS-Ag with Rural Sociology concentration.

Thanks!

Keiko

Tanaka, Keiko <kstanaka@email.uky.edu>

Wed, Nov 18, 2015 at 11:54 AM

To: "Renzetti, Claire" <claire.renzetti@uky.edu>

Cc: FW_mmohr2 <m.mohr@uky.edu>, "Harmon, Camille" <camille.harmon@uky.edu>, "Bosch, Anna" <anna.bosch@uky.edu>

October 24, 2015 was the date that I informed to the Sociology department a response from the Institutional Effectiveness about the process of SAPC and presented a choice between "suspension"

and "closure". The Sociology Department voted to close rather than suspend the program. However, the initial decision to close this program was made back in 2014. The discussion began in late fall of 2013 and the final decision was not made until April 2014 because the CLD Department, which included rural sociologists, was not sure whether to request a transfer of the MS-Ag program from Sociology Department to CLD Department or support Sociology Department's request to close the MS-Ag program. The final decision by the CLD Department was made in March 2014. This enabled the Sociology Department to official vote to approve the closure of the MS-Ag program.

Hope this history helps. Yes, it is rather complicated...

Keiko



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

November 18, 2015

Dear University Senate,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the elimination of the MS in Agriculture- Rural Sociology proposal 9:0:0 on Tuesday, April 21, 2015.

Sincerely,

A handwritten signature in blue ink that reads "Stephen Testa". The signature is written in a cursive style and is enclosed in a thin black rectangular border.

Stephen Testa
Chair, Education Policy Committee



Community & Leadership Development
College of Agriculture, Food & Environment
500 Garrigus Building
Lexington, KY 40546-0215
Phone: 859-257-3471
Fax: 859 257-1164 *or* 859 257-4354

Dr. Keiko Tanaka
Director of Graduate Studies in CLD
Phone: (859) 257-6878
Cell: (859) 351-9252
E-mail: ktanaka@email.uky.edu

November 6, 2015

To Whom It May Concern;

The Department of Sociology requests a closure of the program, titled Master's of Science in Agriculture with concentration in Rural Sociology. Although my primary appointment is in the Department of Community and Leadership Development, I have a joint appointment with the Department of Sociology. I am writing this letter because I was the Director of Graduate Studies in Sociology when we developed and submitted a series of curriculum change requests.

This degree program is a remain of the time when the Department of Sociology in the College of Arts and Sciences included several rural sociology faculty members with a primary appointment in the College of Agriculture. At that time, the two colleges jointly managed the graduate degree programs in sociology (MA in Sociology, MS in Agriculture with Rural Sociology concentration, and PhD in Sociology).

In 2002, the Department of Community and Leadership Development (CLD) was created within the College of Agriculture to house all those rural sociology faculty members along with several faculty members from Agricultural Education, Agricultural Communication, and Extension and Program Development programs. Although a few rural sociology faculty members in the CLD Department continue to maintain joint appointments with the Department of Sociology, the two colleges no longer operate the sociology graduate programs jointly. The CLD Department has successfully established the Master's of Science in Community and Leadership Development degree program. This created a problem for the Sociology Department to keep the MS in Agriculture with Rural Sociology concentration in the book.

The Graduate Bulletin Part 2 of 2013 was the last time when this degree program was listed in the description of the sociology graduate program (<http://www.research.uky.edu/gs/CurrentStudents/Bulletins/current/bulletin-13-part2-final.pdf>, Page 353).

For several decades, even before the creation of the CLD Department, we have not admitted any students into this degree program. In our knowledge, only one student has completed that degree in the last three decades (Summer 2012). Even this student was not formally admitted to the MS in Agriculture program. Rather, she was admitted to the MA in Sociology program, and then at the last semester of the program, she requested to graduate with a MS in Agriculture with Rural Sociology concentration. In other words, this degree program has been treated as merely an option within the Sociology Master's degree program.

This closure will not affect any faculty, staff, or students in either the Sociology or CLD Departments. Below we provide the required information for a closure request:

1. Date of Closure. We request this program's closure as of July 1, 2016 so that no student will be admitted for the academic year of 2016.

2. Informing Affected Parties (students, faculty, staff). In order to reach our decision to close this degree program, graduate faculty members in Sociology from the Department of Sociology in the College of Arts and Sciences and the Department of Community and Leadership Development in the College of Agriculture, Food, and Environment discussed the matter at the respective department's faculty meetings between December 2013 and April 2014. Both sets of the faculty approved the closure of this degree program.

3. Assistance to Affected Students. Currently, no student is in this degree program. Therefore, the teach-out plan does not need to provide assistance to any students.

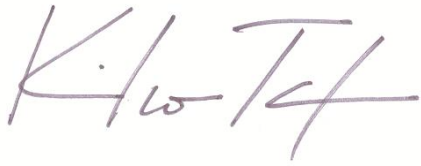
4. Additional Charges. This closure will not incur any additional charges because no student is in this degree program.

5. Teach-Out Agreements with Other Institutions. No teach-out agreement with other institutions is necessary because there is no student in this degree program.

6. New Employment of Faculty and Staff. No faculty and staff have been or will be affected by the closure of this program. There is no need for any of faculty and staff in the Department of Sociology in the College of Arts and Sciences or Department of Community and Leadership Development in the College of Agriculture, Food, and Environment to be redeployed to another assignments or helped to find new employment. Sociology graduate faculty member in the latter unit with a joint appointment with the former will continue to contribute to the Sociology graduate program.

If you have any questions, please do not hesitate to contact me. Thank you for your assistance on this matter.

Sincerely,

A handwritten signature in dark ink, appearing to read "Keiko Tanaka". The signature is fluid and cursive, with the first name "Keiko" and the last name "Tanaka" clearly distinguishable.

Keiko Tanaka
Associate Professor of Rural Sociology
Former Director of Graduate Studies in Sociology

cc: Dr. Claire Renzetti, Chair, Department of Sociology



Substantive Change Checklist¹

Substantive change, according to the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC or SACS), is “a significant modification or expansion of the nature and scope of an accredited institution.”² Substantive change is a federal concept, based in the regulations of the U.S. Department of Education,³ which regional accreditors are required to enforce.

The University is required to submit any substantive change to SACS for review, and in some cases approval, prior to implementation of such substantive change. As noted by SACS:

“if an institution fails to follow the substantive change policy and procedures of the Commission on Colleges, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. In addition, the institution’s case may be referred to the Commission for the imposition of a sanction or for removal from membership.”⁴

Checklist Instructions: To ensure substantive change compliance, individuals should complete the checklist on the following pages in the early stages of any proposal (e.g. new degree program, new certificate program, etc.) or curricular revision. **Upon completion, the form must be submitted to the associate provost for institutional effectiveness or designee by e-mail to InstitutionalEffectiveness@uky.edu. A determination as to whether the proposed program or changes to the existing program constitutes a substantive change will be made within seven (7) business days of receipt and next steps will be communicated accordingly.**

Questions concerning substantive change are to be directed to Dr. GT Lineberry, associate provost for faculty advancement and institutional effectiveness (gt.lineberry@uky.edu) and Dr. Mia Alexander-Snow, director of planning and institutional effectiveness (mia.alexander-snow@uky.edu).

¹ Adapted, with appreciation, from University of Virginia’s “Substantive Change Checklist.”

² See *Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement*, p. 1.

³ See 34 C.F.R. § 602.22.

⁴ See *Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement*, p. 9.

University of Kentucky

Substantive Change Checklist

Instructions: Email completed form to: InstitutionalEffectiveness@uky.edu, Subject line: SACSCOC Sub Change

Questions concerning substantive change are to be directed to Dr. GT Lineberry, associate provost for faculty advancement and institutional effectiveness (gt.lineberry@uky.edu) and Dr. Mia Alexander-Snow, director of planning and institutional effectiveness (mia.alexander-snow@uky.edu).

Name of Proposed Program/Action: Master's of Science in Agriculture with Rural Sociology Concentration

Total number of Credit hours for Degree Completion (if applicable): 36 hours

Total number of Credit Hours for Program Major (if applicable):

Sponsoring College/Home Educational Unit: College of Arts & Sciences, Department of Sociology

College/Department/Educational Unit Contact: Keiko Tanaka / Community & Leadership Development / College of Agriculture, Food and Environment

Date: October 26, 2015

SACSCOC Substantive Change Items	Yes	No	Don't Know	Provide brief explanation (if necessary)
The proposed program or existing program requires a number of new faculty.		XX		
More than 25 percent of the required courses for the proposed or existing program are <u>new</u> .		XX		
More than 50 percent of the required courses for the proposed or existing program are <u>new</u> .		XX		

The proposed or existing program requires new library or other learning resources.		XX		
SACSCOC Substantive Change Items	Yes	No	Don't Know	Provide brief explanation (if necessary)
The proposed or existing program requires new equipment or facilities.	XX	XX		
The proposed or existing program requires a new resource base.	XX	XX		
The proposed or existing program will initiate a <u>branch campus</u> .	XX	XX		
The proposed or existing program will initiate a <u>dual degree program with another institution</u> .	XX	XX		
The proposed or existing program will initiate a <u>joint degree program with another institution</u> .	XX	XX		
The proposed or existing program will initiate a <u>certificate program</u> ? <i>(if yes, answer the following)</i>		XX		
<ul style="list-style-type: none"> Will the proposed certificate program utilize existing courses? 		XX		
<ul style="list-style-type: none"> Will the proposed certificate program be offered at a new off-Grounds site? 		XX		
<ul style="list-style-type: none"> Does the proposed certificate program represent a significant departure from previously approved programs? 		XX		
The proposed or existing program will be initiated at a new off-Grounds site? <i>(if yes, answer the following)</i>		XX		
<ul style="list-style-type: none"> Will a student be able to earn 50 percent or more of program credits at the site? 		XX		

<ul style="list-style-type: none"> Will a student be able to earn 25 to 49 percent of program credits at the site? 		XX		
SACSCOC Substantive Change Items	Yes	No	Don't Know	Provide brief explanation (if necessary)
<ul style="list-style-type: none"> Will a student be able to earn 24 percent or less of program credits at the site? 		XX		
The proposed or existing program will be at an existing off-Grounds site? (if yes, answer the following)		XX		
<ul style="list-style-type: none"> Does the proposed program represent a significant departure from previously approved programs [at the existing site]? 		XX		
The proposed or existing program will be offered via distance education. (if yes, answer the following)		XX		
<ul style="list-style-type: none"> Will more than 50 percent of the program be offered via distance education? 		XX		
<ul style="list-style-type: none"> Will 25-49 percent of the program be offered via distance education? 		XX		
<ul style="list-style-type: none"> Will less than 25 percent of the program be offered via distance education? 		XX		
The proposed or existing program or courses will be initiated through contractual agreement or consortium.		XX		
The proposed or existing program will relocate an existing off-Grounds site.		XX		
The change to the existing program will significantly alter the length of the currently approved program.		XX		
The proposed or existing program will initiate a degree completion program.		XX		
The proposed program will close an existing program.	XX			See the attached.

5.1 GRADING SYSTEMS

5.1.1 GENERAL GRADING SYSTEM

5.1.2 EXCEPTIONS TO THE GRADING SYSTEM

5.1.2.3 College of Medicine [US: 3/10/86; 5/9/2011]

All professional program (MD degree) courses in the College of Medicine will determine a minimum level of competency. Courses taken for grade will reflect student performance with a numeric value of three significant digits between ~~0.700 and 1.00~~ (70.0%-100%) for those students achieving minimum competency. The course performance will be valued at the achieved numeric performance for each credit hour. Students failing to achieve minimum competency will may receive one of the grades below. For courses taken on a pass/fail basis, the achievement of minimum competency will be the only determination.

Class rank will be determined by multiplying the numeric value assigned for each course by the total number of credit hours for that course and normalizing by the summing of all courses taken for grade. The numeric average is reported to three significant digits. Pass/Fail courses will not contribute to determination of class rank.

~~E~~ Represents failure to achieve minimum competency and unacceptable performance in a ~~numerically graded or~~ pass/fail course. ~~It is valued at zero (0) quality points for each credit hour.~~

P Represents achievement of minimum competency and a passing grade in a course taken on a pass/fail basis. ~~It is not used in quality point calculations.~~

W Denotes withdrawal from the college or from an elective course. W must be approved or recommended by the Student Progress and Promotion Committee. Withdrawal from a required course is not permitted, except when a student withdraws from the college. A student may withdraw from an elective and the W will remain on the record.

~~**U** Represents unsatisfactory performance in a specific area of course requirements. It is conferred instead of an E grade when evidence exists that the student might earn a passing grade (0.700 or above) upon completion of make-up work. In the interim the U will be valued between 0.600 and 0.699 depending on student performance for each credit hour. The temporary grade must be replaced with a permanent grade before the student can be promoted to the next year of the curriculum. The quality point calculation will then utilize the numeric grade conferred after the make-up. Failure to satisfactorily make-up the work will result in the assignment of an E grade as described above. [US: 3/18/96; US: 5/9/2011]~~

I Represents incomplete work at the time grades are submitted for courses. It is conferred only when there is a reasonable possibility that ~~a grade of C or better will be earned~~ the student can demonstrate a minimum level of competency upon completion of the work. All I grades in required courses must be replaced by a passing grade before a student can be promoted to a subsequent year. If a student later withdraws from the College, an outstanding 'I' grade can revert to a W grade at the discretion of the Student Progress and Promotion Committee.

5.3.3.3 College of Medicine [US: 3/10/86]

A. Assessment of Student Learning

The College of Medicine is charged with the education and training of competent physicians. Competence must be assured not only in the students' fund of knowledge and technical expertise, but also in their standards of personal and professional conduct. Student progress shall be carefully monitored to certify that students have acquired appropriate knowledge, skills, behavioral characteristics, and ethical principles. To this end, students are responsible for conforming to all rules and regulations specified by the *Health Care Colleges Code of Student Professional Conduct*, the "Technical Standards" detailed in the *College of Medicine Bulletin*, and the academic standards established in these *University Senate Rules*.

The Student Progress and Promotion Committee (SPPC) is charged with the monitoring of student progress through the curriculum. The SPPC regularly reviews each student's performance and makes recommendations to the Dean on such actions as graduation, promotion, remediation, dismissal and leaves of absence. Final authority on all matters of student progress and promotion is vested in the Dean of the College of Medicine except as otherwise provided below.

Assessment Criteria

1. Student work is assessed by the faculty through the assignment of grades upon completion of all required courses and clerkships. Basic science grades are based upon such measures as written and oral examinations, laboratory practicals, and case write-ups. In the clinical years, grades are accompanied by detailed descriptive comments reflecting the instructors' impressions of each student's knowledge, attitudes, and technical skills.
2. Departmental faculty determine the level of student competence in the course or clerkship for which they are responsible. Within four weeks of the termination of each course, every department shall submit to the Office of Medical Education a grade, and where possible, written comments on each student's performance. The Office of Medical Education will promptly provide every student a copy of this grade sheet.
3. Because of advanced academic pursuit in a biomedical discipline, some students may wish to bypass a particular first or second year course. With permission of the Instructor of Record and the SPPC, a student may sit for an "opt-out" examination. The course director will determine the appropriate level of performance for bypass privileges.

4. Passing scores are required on both the Step 1 written examination (taken at the end of Year 2) and Step 2 written examination and clinical skills examination. Students have from the end of their third year through December 31 of their fourth year to sit for both parts of the Step 2 examination. Students have three attempts to pass each part of the examination before dismissal, with appeals. Students are not required to take Step 2 examinations in any particular order. [US: 4/12/2004]

5. Students will be required to pass a Clinical Performance Examination (CPX) prior to graduation. Students who do not initially pass the examination will be required to participate in remediation activities and pass a retest. [US: 3/18/96]

B. Promotion and Retention Criteria

The education of a physician is a complex process, longitudinal in character, with many incremental steps. To assure that students graduating from the College of Medicine have the necessary knowledge, skills, demeanor, and ethical principles essential to professional competence, the following procedures will be used to evaluate and promote students:

1. **General.** At regular intervals the SPPC will review the academic record of each student and make specific recommendations addressing promotion, remediation, or dismissal. Beyond these recommendations, potential actions include but are not limited to the adjustment of academic load, repetition of curriculum segments, and participation in counseling sessions.

2. **Promotion** to sequential semesters or years in the curriculum is contingent upon attaining the expected level of performance as prescribed by the Faculty of the College of Medicine. Students attaining a numeric average of 93.0% or higher in their current academic year will be promoted to the subsequent year **With High Distinction**. Students attaining a GPA of 3.7 or higher attaining a numeric average of 90.0% to 92.9% in their current academic year will be promoted to the subsequent year **With Distinction**. ~~This~~ These accomplishments will be noted in their academic records and on their transcripts.

Commencement honors of High Distinction and Distinction will be awarded at graduation for students who attain the appropriate GPA-numeric average achievement, i.e., 3.70-93% for High Distinction, ~~3.50-3.69~~ 90.0% to 92.9% for Distinction. [US: 3/18/96]

3. A **non-promotional category** will identify students who are not being promoted due to unfulfilled requirements. These students may be involved in remediation activities, be working to complete an "I" grade, or be retained for not passing the CPX. Students in the non-promotional category will be promoted upon satisfactory correction of the deficiency or dismissed.

4. A **non-routine promotion** category will identify students ~~receiving marginal grades~~ receiving a numeric average of 76.1% to 79.9% in their current academic year. It will indicate marginal performance and ~~whose performance warrants~~ warrant close monitoring. Marginal performance may indicate the need for remediation or repetition of curriculum segments. Continued marginal performance may be justification for dismissal.
5. A student receiving a numeric grade of "U" or "E" below 70.0% has performed at an unacceptable level. To redress the grade, the SPPC will review both the student's academic record and the recommendations of the Instructor of Record. The SPPC will determine a plan of action which may include remediation, repetition of all or a portion of the course, clerkship, or curriculum year, or dismissal from the College.
6. The Student Progress and Promotion Committee determines how many repeat attempts are allowed. **Unlimited** opportunity to repeat courses, clerkships or curriculum sequences is neither feasible nor desirable.
7. A **probation category** ~~encompasses~~ identifies those students who ~~earn a GPA of less than 2.50~~ attain a numeric average of 70.0% to 76.0% for any academic year. ~~or those students who earn any "U" or "E" grades.~~ Students promoted while on probation must improve their academic performance in the subsequent academic year or risk dismissal.
8. **Dismissal** from the College of Medicine **will** result when students have an annually ~~calculated cumulative GPA of less than 2.00; earn two or more "E" grades; earn three or more "U" grades in any academic year; earn a "U" or "E" grade while on academic probation; or fail either Step 1 or Step 2~~ calculated numeric average of 69.9% or below; receive two or more numeric course grades below 60.0%; receive three or more numeric course grades between 60.0%-69.9% (inclusive); receive a numeric course grade below 70.0% while on academic probation; or fail any of the comprehensive standardized examinations on three attempts. At the discretion of the SPPC and the Dean, students **may** be dismissed if they ~~earn two "U" grades~~ receive two numeric course grades below 70.0%.

C. Leaves of Absence

Students are normally expected to complete the curriculum in four consecutive years. Under compelling circumstances, leaves of absence may be approved by the SPPC. The request for a leave of absence must be submitted in writing to the Associate Dean for Medical Education. Return from a leave must be approved by the SPPC, may necessitate an amended curriculum, and is subject to the availability of space in required courses. The following three categories of leave may be recommended by the SPPC and approved by the Dean:

1. Academic Leave of Absence is available to a student who wishes to undertake specialized academic pursuits in a defined field of study. Students must be in good academic standing. Approval will not be given for intervals in excess of one year without reapplication.

2. Personal Leave of Absence is initiated at the student's request. A student must be in good academic standing. Leaves in this category may range from a number of weeks to a maximum of one year.

3. Medical Leave of Absence. Illness can seriously disrupt or impede student progress through the course of study. A student anticipating an absence of ten (10) days or more must secure a medical leave of absence. Application for this type of leave may be requested through the Office of Medical Education and must be accompanied by a letter from the student's attending physician.

(a) Processing and approval of a medical leave by the SPPC may require a review of the student's pertinent medical records by a specially appointed committee of physicians with relevant medical expertise. The length of the medical leave of absence will be determined by the SPPC in consultation with the student, the student's attending physician, and the ad hoc committee of physicians. Request for reentry must be accompanied by a statement from the student's attending physician which addresses the student's ability (mental and physical) to carry a full academic load. At this juncture, the SPPC may again require review of the student's medical records and/or a medical assessment, at the student's expense, by a physician with relevant clinical expertise.

(b) Absences due to acute illness do not require a medical leave of absence. However, for absences which encompass a major performance examination or more than five days of a clinical clerkship, the student is responsible for notifying the Office of Medical Education as soon as possible. Further, a supporting statement from an attending physician must be filed with the Office of Medical Education prior to returning to class.

D. Other Considerations and Restrictions

1. The demands of the study of Medicine consume the entire efforts of medical students. Therefore, upon acceptance to the program of study students are required to sign a statement indicating that they will not have outside employment during the academic year. For the exceptional case, permission may be granted by the SPPC upon petition by the student.

2. Due to curricular requirements, Saturday examinations are frequently scheduled. Allowances will be made for students who religious beliefs prohibit participation in Saturday examinations.

3. Clinical responsibilities during the third and fourth year will necessitate night and weekend work.

Proposed Changes to SR 5.2.1.1 and 5.2.1.4 to accommodate International Baccalaureate Program Examinations as used by the University

Background: These proposed changes to the SR are to reflect the way UK actually uses the International Baccalaureate (IB) Program Examinations in awarding course credit, and to clarify acronyms. The use of the IB program to award course credit was added to the SR in 2002, and we have been awarding credit since about 2006. The implementation and use mirrored that of awarding Advanced Placement (AP) credit for courses. Student take IB course(s) in schools that follow the IB program curriculum (<http://www.ibo.org>). Locally, only Tates Creek High School has an IB program, but the numbers continue to grow each year throughout the country. After students complete an IB course, they must take the associated IB subject examination. Scores on the exam range from 1 to 7. Based on the student's performance, they are eligible to receive college course credit. The awarding of credit and the associated performance requirements is decided by the local units across campus. In the 2015-16 Bulletin, pages 74-75 define performance requirements on the exams and associated course credit awarded.

Although students are required to take IB courses, course credit is only awarded at UK for performance on the IB examinations, as detailed in the 2015-16 Bulletin (p 62). However, SR only authorize awarding credit for courses in the IB program, and not the examination. Reviewing SR 5.2.1.1, students who participate in other national programs (CLEP, AP, PEP) only receive credit based on their performance on the associated exam. The proposed changes to SR 5.2.1.1 is to properly reference that credit will be awarded for the CELP, AP, PEP, and IB examinations and to remove the reference to award credit for IB courses. The other changes to 5.2.1.1 are editorial in nature, namely, defining the acronyms used later in the SR.

Finally, SR 5.2.1.4 defines that maximum amount of credit that can be awarded for exams. The registrar's office recommended that IB exams be added to the list. Under the current rules a student could receive more than half of the credit toward an undergraduate program using IB examinations alone, or in combination with the other exams.

Please review the proposed changes to the appropriate SR, below.

5.2.1.1 Accelerated Programs

The College Board Level Examination Program (CLEP) Subject and General Examinations, the College Board Advanced Placement (AP) Examinations, the American College Testing Program Proficiency Examination Program (PEP) Subject Examinations, International Baccalaureate (IB) Program Examinations and courses evaluated by the American Council on Education for which credit recommendations are made under the Program on Noncollegiate Sponsored Instruction ~~and courses in the International Baccalaureate Program~~ are recognized as appropriate credit for meeting degree requirements [US: 10/14/2002]. College Faculties and/or department Faculties representing the discipline, as designated by the Associate Provost for Undergraduate Education, shall determine and publish appropriate cut-off scores for the CLEP, AP, PEP and IB examinations and report them to the Office of Admissions and Registrar. [US: 9/13/82; US: 10/14/2002] No AP, CLEP or IB credit hours shall be letter graded. Rather, all such earned credit hours shall be shown on the student's academic record as course credit (CR). (See also SR 5.1.4)

5.2.1.4 **Maximums**

No more than half of the credit toward an undergraduate degree may be earned by any combination of CLEP Examinations, PEP Examinations, PONSI courses, Special Departmental Examinations, ~~and~~ Advance Placement Examinations, and IB Examinations.