

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, February 8, 2016

1. Minutes from December 14, 2015 and Announcements
2. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
 - c. Parliamentarian
 - d. Trustee
3. Update on University Budget - President Eli Capilouto and Executive Vice President for Finance and Administration Eric Monday
4. Committee Reports
 - a. Senate's Academic Programs Committee - Margaret Schroeder, Chair
 - i. Proposed Suspension of BS Spanish
 - ii. Deletion of Dramatics and Speech Education Teacher Certification Program
 - iii. Graduate Certificate in College, Career, and Civic Life (C3) Teaching and Learning Certificate
 - b. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair
 - i. Proposed Name Change of the Department of Health Behavior to the Department of Health, Behavior & Society
 - ii. Proposed New Department of Linguistics and Move of the Minor in Linguistics, BA/BS Linguistics, and MA in Linguistic Theory and Typology to the Proposed New Department
 - c. Senate's Admissions and Academic Standards Committee (SAASC) - Scott Yost, 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. Excused Absences vs Unexcused Absences: Contradiction in *Senate Rules*
5.2.4.2
- ii. Proposed Changes to *Senate Rules* 6.3.1 ("Plagiarism")
- iii. Proposed Changes to College of Dentistry "Academic Discipline Policies" and
"Miscellaneous Academic Policies"
- iv. Proposed Changes to Admissions Requirements for BS Dietetics
- v. Proposed Changes to Admissions Requirements for BS Human Nutrition
- d. Senate's Rules and Elections Committee (SREC) - Connie Wood, Chair
 - i. Proposed Changes to *Senate Rules* 1.4.4.2.B ("Senate Advisory Committee on
Privilege and Tenure (SACPT)")
5. Safety Presentation - Chief of Police Joe Monroe
6. Other Business (Time Permitting)

Next Meeting: March 14, 2016

University Senate
December 14, 2015

The University Senate met in regular session at 3 pm in the Auditorium of W. T. Young Library on Monday, December 14, 2015. Below is a record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise; specific voting information can be requested from the Office of the Senate Council.

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

The Chair called for an attendance vote and 63 senators registered their presence.

1. Minutes from November 9, 2015 and Announcements

The Chair reported that no corrections were received. There being **no** objections, the minutes from November 9, 2015 were **approved** as distributed by **unanimous consent**.

The Chair shared with senators the election results from the election for Senate Council (SC) officers. McCormick (ED/Early Childhood, Special Education, and Rehabilitation Counseling) will serve as SC chair for a term of June 1, 2016 through May 30, 2017. Phil Kraemer (AS/Psychology) will serve as McCormick's SC vice chair (Senate secretary) for the same period. Regarding the election for SC members, senators chose Lee Blonder (ME), Margaret Schroeder (ED), and Connie Wood (AS) to serve three-year terms beginning January 1, 2016. The Chair thanked SC members Watt (ME) and Webb (AG) for their service on SC; their terms will end December 31, 2015.

The Chair invited emeritus faculty senators Michael Kennedy (AS, retired) to offer a couple announcements. Kennedy explained that UK has an *Administrative Regulation (AR)* that gives emeriti faculty the continued right to access University materials for research and creative work. Kennedy noted that until just recently, that was essentially limited to paper, pencils, and envelopes, but did not include software. Kennedy announced that emeriti faculty now have access to the same software downloads as other faculty and he asked senators to make sure faculty in their units are aware of this, particularly if a faculty member is close to retirement. Kennedy also reported that UK's chapter of the American Association of University Professors (AAUP) is being reconstituted; he said that the group's website was recently updated and pointed senators to the site to see the new look (www.uky.edu/OtherOrgs/AAUP).

The Chair had a few additional announcements.

- The Chair only received five nominations for faculty to help with the honors college proposal; faculty senator nominations were due the following day (Tuesday) at noon.
- The Stakes Reception will be held on Tuesday afternoon at 2:30 pm, immediately following the meeting of the Board of Trustees on the 18th floor of Patterson Office Tower. The Chair encouraged senators to attend regardless of having RSVP'd.
- The University's academic calendars will be posted online for "lack of objection" review in January.

- The SC office is working with the Registrar regarding the purging of courses that have not been taught in the past eight years. Courses to be purged will be posted online for informational purposes in February or March and a notice of the posting will be emailed to all senators.

3. Officer and Other Reports

a. Chair

The Chair reported that the SC approved forms for a new undergraduate minor and for a change to the undergraduate minor.

b. Vice Chair

There was no report from the vice chair.

c. Parliamentarian

There was no report from the parliamentarian.

d. Trustee

There was no report from the faculty trustees; the Chair reported that they were involved with Board of Trustees committee meetings.

The Chair reported that President Capilouto would be late for the meeting and said that if there were no objections, the Senate could move to the next agenda item; there were no objections.

4. Proposed Changes to Senate Rules 5.4.2.3 ("Conditions of Circumstance for Honorary Degrees," "Titles of Honorary Degrees")

The Chair explained that there was no logical mapping between honorary degree nominees and the degree they could receive. A few months ago there was a request that Senate define the existing titles, as well as offer suggestions as appropriate. The University Joint Committee on Honorary Degrees (UJCHD) deliberated on the matter and offered some proposed honorary degree explanations for insertion into the *Senate Rules (SR)*. Interim Graduate School Dean Susan Carvalho explained that the UJCHD benchmarked with other universities and opted for brief and capacious definitions for each degree. An existing University regulation prohibited awarding as an honorary degree any degree that UK awards in earned form. For example, UK cannot give an honorary bachelor of science or honorary PhD, although that was allowed at other universities.

Carvalho described each definition for senators and noted that past tradition dictated that "Humanities" had been reserved for humanitarian feats, not really for accomplishments in the humanities. "Letters" was for verbal and/or written arts, such as theatre and poetry, but it was not self-evident. Many universities offered an honorary doctorate in "humane letters" for the broadly writ humanitarian field, reserving "humanities" for verbal, written, and other accomplishments in the arts and related humanities disciplines. Carvalho noted that while looking back on past honorary degree recipients, some of the past awardees could have fit into the new title of "humane letters."

There were a few questions from senators, particularly related to the proposed new degree of "humane letters." Carvalho explained that that particular category was intended to recognize contributions for the public good. She said that she welcomed suggestions; the UJCHD did a national scan and was unable to identify another honorary degree title that would be as useful or descriptive as "humane letters."

On behalf of SC, the Chair accepted as a friendly amendment a change in the motion to restrict voting to elected faculty senators. The Chair said that the **motion** on the floor was that the elected faculty senators of the University Senate approve the proposed revisions to *SR 5.4.2.3.D* (“Titles of Honorary Degrees”). Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 66 elected faculty senators in favor, four opposed, and one abstaining.

5. Candidates for Degrees

a. 2015 December Degree List

The Chair commented that the Senate’s sergeant-at-arms, Laura Anschel, was graduating with an MS in Higher Education; senators acknowledged her accomplishment with a round of applause. The Chair said that the **motion** from SC was that the elected faculty senators approve the December 2015 degree list, for submission through the President to the Board of Trustees as the recommended degrees to be conferred by the Board. Because the motion came from committee, no **second** was required. There were no comments or questions from senators so a **vote** was taken and the motion **passed** with 67 in favor and two opposed.

b. May 2016 Honorary Degree Nominee(s) - Interim Graduate School Dean Susan Carvalho

Interim Graduate School Dean Susan Carvalho gave a presentation on the proposed honorary degree recipients for May 2016 commencement. Rohr asked why the UJCHD did not take any risks regarding honorary degree nominees. Carvalho explained that the UJCHD looks for individuals who have achieved global or regional status in their fields; while looking for those at the top of their fields, the UJCHD also looked for nominees who have also given back to their community.

The Chair noted that the motion for the first recipient came from committee, so no **second** was required. The **motion** from SC was that the elected faculty senators approve W. David Arnett as the recipient of an Honorary Doctor of Science, for submission through the President to the Board of Trustees as the recommended recipient of an honorary degree to be conferred by the Board. There were no questions or comments. A **vote** was taken and the motion **passed** with 69 in favor and none opposed or abstaining.

The Chair said that the second nominee also came from committee, so no **second** was required. The **motion** was that the elected faculty senators approve General Thomas Patterson Maney as the recipient of an Honorary Doctor of Laws, for submission through the President to the Board of Trustees as the recommended recipient of an honorary degree to be conferred by the Board. There were no questions or comments. A **vote** was taken and the motion **passed** with 65 in favor, none opposed, and one abstaining.

The Chair said that the third nominee came from committee, so no **second** was required. The **motion** from SC was that the elected faculty senators approve Herbert W. Ockerman as the recipient of an Honorary Doctor of Science, for submission through the President to the Board of Trustees as the recommended recipient of an honorary degree to be conferred by the Board. A **vote** was taken and the motion **passed** with 68 in favor and none opposed or abstaining.

Tagavi (EN) asked if the recently approved new title (“honorary doctorate of humane letters”) needed approval by the Board. It was confirmed that the Board would need to approve the new distinction; the Chair reported that it was highly unlikely that the Board would not approve the new title. The fourth and final nominee came from committee, so no **second** was needed. The motion was that the elected faculty senators approve Eileen Recktenwald as the recipient of an Honorary Doctor of Humane Letters, for

submission through the President to the Board of Trustees as the recommended recipient of an honorary degree to be conferred by the Board. A **vote** was taken and the motion **passed** with 66 in favor, two opposed and one abstaining.

2. Conversation with President Eli Capilouto - University Senate Chair

The Chair introduced University Senate Chair Eli Capilouto. President Capilouto offered his respect and thanks for the work senators do. He commented that having the honor of presenting honorary degrees with the Chair was one of the more delightful things he was able to do as UK's president. The President also apologized for being late, but noted that when Kentucky's new governor called, he thought it best not to decline to answer. President Capilouto spoke to senators about responsibilities in the increasingly diverse world we live in and the importance of creating a sense of belonging for all who are at UK, regardless of race, income, and perspective. At the close of his remarks, he said he was glad to have faculty and students and staff as partners in UK's great endeavor to ensure all feel welcomed on UK's campus. Senators responded with a round of applause.

Blonder (ME) asked what the President's plan for improving diversity would be going forward. The President responded that he was aware of a lot of great ideas but he was not yet ready to share them; he wanted to have a diverse group discuss the plans and also weigh in with their great ideas. He said he would be in touch with the Senate about the content of those deliberations.

Hulse (BE) asked if the President had any sense, yet, of the new governor's view of the University. The President replied that he had only spent about five hours, total, with the new governor and outlined the occasions during which he and the Governor had interacted. The President said the new governor was engaging but very honest about the state's financial challenges and how difficult it will be for all universities. The President noted that the new governor was worried about the lack of sufficient scholarship funds for members of KY's National Guard and its veterans; the governor said the state will fund the gap in scholarship funding for these individuals and asked college presidents to reach out to these students to make sure they enroll for the spring semester. There were no further questions and senators recognized the President with a round of applause.

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

The Chair invited Ruth Beattie (AS/Biology, associate dean of advising) to explain the request. Guest Beattie explained that the student applied electronically for a BS Biology with a second major in French, but later realized she could earn a second degree, not just a second major. The student emailed a request for a change but the College failed to change it in the system. The Chair explained that the **motion** from the SC was that the elected faculty senators amend the May 2014 degree list adopted at the May 5, 2014 Senate meeting by adding the BS Biology and BA French and deleting the BS Biology with a second major in French for student KF-92 and recommend through the President to the Board of Trustees that the BS Biology and BA French be awarded effective May 2014. Because the motion came from committee, no **second** was required.

Jones (ME) asked about the circumstances surrounding the recent spate of requests to correct granted degrees and wondered if there were more problems recently or if there were better skills in place to catch the errors. Beattie said that in the past, such requests went directly to the Registrar. Further, many degree errors could have been prevented if the deadlines for degree applications were later in the year.

There were a variety of questions from senators about the appropriate wording. The Chair noted that the language presented to Senate was identical to what had been presented the prior month and that the Board was not likely to reject the request based on wording of the motion. When there were no further comments, a **vote** was taken and the motion **passed** with 58 elected senators in favor, four opposed, and one abstaining.

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

The Chair said that the **motion** from SC was that the elected faculty senators amend the May 2015 degree list adopted at the May 4, 2015 Senate meeting by adding the BA Psychology for student GC-69 and recommend through the President to the Board of Trustees that the BA Psychology be awarded effective May 2015. Because the motion came from committee, no **second** was required.

Beattie explained that the student requested a change from the BS to the BA and also added a number of minors. The minors were done but the degree was not changed. There were a couple questions. A **vote** was taken and the motion **passed** with 62 elected faculty senators in favor and one opposed

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

Beattie explained that the student was earning a BS Biology but withdrew from the University for ill health. The College subsequently communicated with the student's mother and she asked about the quickest way for the student to complete the degree requirements. At the time, the completed coursework appeared to indicate that the student could complete the BA Biology more quickly, so the degree was changed to the BA. Unfortunately, UK's APEX system for degree audits accepted some coursework as applicable to the BA when it was not. In the meantime, the student took a couple courses at another university. The student checked in on his progress towards the BS and received a letter from the College indicating he completed the requirements for the BS. When those courses from an external university were transferred to UK, the student's degree was certified as a BA Biology and awarded to the student in August 2015.

The problem with courses not filtering properly into SAP has since been rectified and the student would like to receive the BS Biology for which the student completed all requirements. The Chair said that the **motion** from SC was that the elected faculty senators amend the second August 2015 degree list adopted by Senate Council on behalf of University Senate at the August 31, 2015 Senate Council meeting by adding the BS Biology and deleting the BA Biology for student FM-47 and recommend through the President to the Board of Trustees that the BS Biology be awarded effective August 2015. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 60 elected faculty senators in favor, none opposed, and two abstained.

6. Committee Reports

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

i. New Graduate Certificate in Next Generation in Teaching & Learning

Schroeder (ED), chair of the Senate's Academic Programs Committee (SAPC), explained the proposal. The Chair said that the **motion** from the SAPC was that the University Senate approve the establishment of a new Graduate Certificate in Next Generation Teaching & Learning, in the Department of Curriculum & Instruction within the College of Education. Because the motion came from committee, no **second** was required. There were no questions from senators so a **vote** was taken and the motion **passed** with 65 in favor and two opposed.

ii. New Graduate Certificate in General Radiological Medical Physics

Schroeder (ED) explained the proposal. The Chair said that the **motion** from the SAPC was that the University Senate approve the establishment of a new Graduate Certificate in General Radiological Medical Physics, in the Department of Radiation Medicine within the College of Medicine. Because the motion came from committee, no **second** was required. There were a few questions from senators. A **vote** was taken and the motion **passed** with 63 in favor, one opposed, and one abstained.

iii. Proposed Suspension of MS in Agriculture (Rural Sociology)

Schroeder (ED) explained that the request was actually to delete the MS Agriculture (Rural Sociology). The Chair said that the motion from SC referred to suspension, but that he would accept the change on behalf of the SC as a friendly amendment. Therefore, the **motion** from SC was that the University Senate approve the deletion of the existing MS Agriculture (Rural Sociology), in the Department of Sociology within the College of Arts & Sciences, for submission through the President to the Board of Trustees. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 65 in favor and none opposed.

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)

Yost (EN), chair of the Senate's Admissions and Academic Standards Committee (SAASC), explained the proposal. The College of Medicine moved to numeric grading a few years back and now there is a need to update certain College of Medicine-related sections of the SRs.

Senators raised three issues that needed to be clarified – the clarifying language for all three issues was accepted by Yost on behalf of the SAASC as being friendly amendments.

- Add the complete range for possible student performance to the first paragraph in SR 5.1.2.3 to the minimum competency range so that the sentence reads as follows: "Courses taken for grade will reflect student performance with a numeric value of three significant digits between 0.0% and 100%, with 0.700 and 1.00 (70.0%-100%) for those students achieving minimum competency."
- Change the range in SR 5.3.3.3.B.4 from "76.1% to 79.9%" to "76.0% to 79.9%."
- Change the range in SR 5.3.3.3.B.7 from "70.0% to 76.0%" to "70.0% to 75.9%."

The Chair said that the **motion** from SC was that the Senate approve the revisions to SR 5.1.2.3 and SR 5.3.3. Because the motion came from committee, no **second** was required. There being no further questions, a **vote** was taken and the motion **passed** with 60 in favor, three opposed and one abstained.

ii. Proposed Changes to Senate Rules 5.2.1.1 ("Accelerated Programs") and Senate Rules 5.2.1.4 ("Maximums")

Yost (EN) explained the proposed changes. Tagavi (EN) noted that the acronym for the Program on Noncollegiate Sponsored Instruction had changed its acronym to NPNSI, not PONSI. Yost accepted that change on behalf of the SAASC as a friendly amendment. The Chair said that the **motion** from SC was that the Senate approve the changes to SR 5.2.1 and SR 5.2.1.4. Because the motion came from committee, no **second** was required. A vote was taken and the motion **passed** with 60 in favor and none opposed.

7. Academic Excellence - Provost Tim Tracy

Provost Tim Tracy thanked senators for the opportunity to talk with them. He spoke about the issue of academic excellence and how the University intends to ensure students are successful. Senators acknowledged his remarks with a round of applause.

Yeager (AS) asked about the low wage that graduate students receive. Provost Tracy noted that much data had been created related to graduate student stipends. UK is currently below the average amount. He said that it was certainly an area that needed to be addressed and was included in the 2016-2020 Strategic Plan. He suggested Yeager advocate for increased funding within his college, as colleges need to put increased graduate student funding in their framework of priorities. Wood noted that in recruiting the highest quality graduate students, UK was not seeking average students; she asked if there was a mechanism to increase funding for fellowships to help UK attract the highest quality graduate students. Provost Tracy replied that UK was looking at a variety of issues, including increased philanthropy to support stipends, as well as how UK distributes its own institutional scholarships.

8. Other Business (Time Permitting)

The Chair asked if there were any items from the floor that a senator wanted to discuss. There were no suggestions.

Wood (AS) **moved** to adjourn and Calvert (EN) **seconded**. No vote was taken, as senators voted with their feet. The meeting was adjourned at 5:03 pm.

Respectfully submitted by Katherine McCormick,
University Senate Secretary

Invited guests present: Ruth Beattie, Todd Cheever, Ellis Johnson, and Patrick Mooney.

Absences: Allday, Allen, Ayers, Beaulieu**, Biery, Birdwhistell, M., Bondada*, Brennen, Brion, Brown, K., Browning, Burks, Butler, K., Cassis, Chism, Clark, Cofield, Cox, Crist, Cross, de Beer, Dickes*, Doolen, Ferrier*, Gower*, Grossman*, Hazard*, Healy*, Hertog, Kyrkanides, Lehman, Lephart, Loven, Martin, Mullen, Murthy*, Nash, Nathu, Niespodziany, O'Connor*, O'Hair, D.*, O'Hair, MJ, Peffer, Profitt, Richey, Sanderson, Schoenberg, Shen, Smith, Smyth, Sudharshan, Swanson, Thorpe*, Tick, Tracy, Vail, Vernon, Vosevich, Walz, Wilhelm*, Wilson, J*, Wilson, M., Wilson, K., Witt, Woods.*

Prepared by Sheila Brothers on Thursday, January 21, 2016.

* Denotes an explained absence.

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Monday, October 12, 2015 9:09 AM
To: Hippisley, Andrew R; Brothers, Sheila C
Subject: BS Spanish Suspension
Attachments: Spanish BS-Suspension_Complete_rev2.pdf

Proposed Suspension in BS: Spanish

This is a recommendation that the University Senate approve the suspension of admission into an existing BS: Spanish, in the Department of Hispanic Studies within the College of Arts & Sciences.

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



Brothers, Sheila C

From: Brothers, Sheila C
Sent: Wednesday, April 01, 2015 3:04 PM
To: Hippisley, Andrew R
Cc: Ellis, Janie
Subject: BS Spanish

Hi, Andrew. Below is the snippet from the minutes where suspension of the BS Spanish was discussed in October 2013 at SC.

b. Senate's Academic Programs Committee (SAPC) – Andrew Hippisley, Chair

Hippisley explained the proposal and said that the motion from the SAPC was that the Senate approve the suspension of admission into the BS Spanish, in the Department of Hispanic Studies, in the College of Arts and Sciences. Guest Alan Brown, chair of the Department of Hispanic Studies, answered questions from SC members. There were substantial concerns expressed by some SC members; if the BS Spanish is suspended, students majoring in the sciences (engineering, biology, statistics, nursing, etc.) who wanted a double major or dual degree in Spanish would have to choose the BA Spanish. For students majoring in the sciences, the BA Spanish requires an additional six to twelve credit hours for humanities courses that the BS Spanish does not require.

SC members requested clarification on the following aspects: requirements for dual degrees, as well as for double majors; the number of science majors who go on to earn the BS Spanish; and if a requirement can be added to the BS Spanish such that it must be combined with a second major, due to the BS Spanish requirement of 60 hours of science courses. Brion suggested Brown contact the directors of graduate studies in various science areas who might want their students to have a more global perspective, to complement the science degree.

*The Chair asked Butler, Senate parliamentarian, for guidance on how to proceed. Guest Butler said the SC could vote down the motion from the SAPC, vote to return the proposal to the SAPC, or table the proposal. Butler thought a motion to return the proposal to the SAPC best reflected the tone of the SC's discussion. After additional discussion, Debski **moved** to send the proposal to suspend admissions to the BS Spanish back to the SAPC.*

*Butler added that if the proposal was returned to the SAPC, the SAPC could decide to take no action on the proposal to suspend the BS Spanish and it would not return to the SC; it would remain as is. Wood **seconded** the motion. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.*

Sheila

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

MEMO

To: Senate Council Members

From: Ruth E Beattie,
Associate Dean for Advising, College of Arts and Sciences
rebeat1@uky.edu, 257-7647

Date: March 31, 2015

RE: Response to questions regarding the request to suspend the BS in Spanish degree

Background

1. One of the recommendations that came out of the most recent external review of Hispanic Studies was the need to strengthen the Spanish major by redistributing course requirements within the major – specifically reducing the number of “outside the major” hours and increasing the number of required SPA courses.
2. In 2012/13, Hispanic Studies proposed a new BA in Spanish. The university approved this change in April 2013.
3. The new BA program does not require students to take any additional hours in the major – it just redistributes hours within the major and requires students to take a more rigorous complement of courses.
4. A revised BS in Spanish was not proposed. Instead the department has requested the suspension of the BS in Spanish. Completion of the current BS in Spanish as a primary major requires 129 – 137 credits of coursework (depends on where a student places in Spanish language courses). This far exceeds the 120 credit hours recommended for A&S degree programs.
5. Since the implementation of the new BA in Spanish requirements (Fall 2013), not a single student has declared the BS in Spanish as a primary major.

	Fall 2013	Fall 2014
Declared BA in Spanish	10	12
Declared BS in Spanish	0	0

Requirements for a second MAJOR versus a second DEGREE

6. Students completing a second MAJOR must complete only the major requirements for that program. Students completing a second DEGREE must complete a minimum of 144 credit hours of coursework and complete the major AND College requirements.
7. Completion of the BS or BA in Spanish as a second MAJOR requires completion of 53 credits of coursework (premajor and major). There is no difference in the total hours required for the BS in Spanish secondary major and the new BA in Spanish secondary major. The only difference is the distribution of courses within the major. As a result of the redistribution, the BA is a more robust major than the current BS.
8. Students completing a second DEGREE in Spanish must complete the major requirements and the College of Arts and Sciences requirements.

For the BS in Spanish the College of Arts and Science requirements include:

- One additional science or math course beyond that required by the UKCore. This is satisfied by the primary major if the primary major is a BS degree. If the primary degree is a BA then this requirement can be satisfied within the SPA major requirements if ANT 230, ANT 332, ANT 333, or ANT 353 is taken.
- One additional humanities course beyond that required by the UKCore (satisfied by the SPA major requirements)
- One additional social science course beyond that required by the UKCore (can be satisfied within the SPA major if LIN 515, LIN 516, LIN 519, CGS 500, any ANT course, or any PSY course is taken)
- A laboratory course (can be satisfied within the SPA major requirements if PSY 100 is taken)
- 60 credit hours of math and science coursework (already satisfied if primary degree is a BS degree).
- 6 hours of free electives

For the BA in Spanish the College of Arts and Science requirements include:

- Two additional science or math courses beyond that required by the UKCore. This is satisfied by the primary major if the primary major is a BS degree. If the primary degree is a BA then this requirement can be satisfied within the SPA major requirements if two of the following are taken: ANT 230, ANT 332, ANT 333, or ANT 353.
- Two additional humanities courses beyond that required by the UKCore (satisfied by the SPA major requirements)
- Two additional social science courses beyond that required by the UKCore (can be satisfied within the SPA major if LIN 515, LIN 516, LIN 519, CGS 500, any ANT course, or any PSY course is taken)
- A laboratory course (can be satisfied within the SPA major requirements if PSY 100 is taken)
- 39 credit hours of 300-or above coursework (satisfied by completion of primary and secondary degree coursework)
- 6 hours of free electives

For students whose primary degree is in the College of Arts and Sciences there is no difference in the total hours required for the BS in Spanish secondary degree and the new BA in Spanish secondary degree. The only difference is the distribution of courses within the major.

Students whose primary degree is not in the College of Arts and Sciences will have to complete the College requirements. If the student's primary degree is a BS degree and the student has already earned 60 hours of math/science coursework, then, there is no difference in the total hours required for the BS in Spanish secondary degree and the new BA in Spanish secondary degree. The only difference is the distribution of courses within the major.

9. Since the implementation of the new BA in Spanish, not a single student has declared a BS in Spanish as a second degree.
10. There are currently three students in the system who are completing the BS in Spanish as a second degree (1 each declared Fall 2010, Fall 2012, and Fall 2013)



Schroeder, Margaret <mmohr2@g.uky.edu>

Suspension in BS in Spanish

Beattie, Ruth E <rebeat1@email.uky.edu>
To: FW_mmohr2 <m.mohr@uky.edu>

Mon, Oct 12, 2015 at 5:39 AM

Margaret,

I was just making sure all students have been informed before responding to you.

In terms of the curriculum....all of the required Spanish courses will be available to the BS in SPA students or an appropriate substitute will be identified by the DUS.

All current students in the BS in Spanish program have been informed of the suspension of the BS in Spanish, that they will be permitted to remain in the program, and that they have five years from the date of suspension to complete the degree.

REB

Ruth E. Beattie
Associate Dean for Advising
Professor of Biology
College of Arts and Sciences
325 POT
University of Kentucky
Lexington, KY 40506
E-mail: rebeat1@uky.edu
Telephone: 859-323-9925

Confidentiality Statement

This e-mail transmission and any files that accompany it may contain sensitive information belonging to the sender. The information is intended only for the use of the individual or entity named. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on the contents of this information is strictly prohibited.

From: Schroeder, Margaret [m.mohr@uky.edu]
Sent: Wednesday, October 07, 2015 2:22 PM
To: Beattie, Ruth E; Bosch, Anna
Subject: Re: Suspension in BS in Spanish

[Quoted text hidden]

Original Proposal to Suspend BS Spanish

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Sunday, October 06, 2013 1:29 PM
To: Brothers, Sheila C
Subject: RE: SAPC item for SC agenda

Hi Sheila,

This is a recommendation that the University Senate approve the suspension of admission into an existing BS: Spanish, in the Department of Hispanic Studies within the College of Arts & Sciences.

-----Original Message-----

From: Hippisley, Andrew R
Sent: Wednesday, October 02, 2013 1:19 PM
To: Brothers, Sheila C
Subject: SAOC item for SC agenda

Hi Sheila,

Please add the BS Hispanic Studies suspension proposal. That will be the only one this time.

Best,

Andrew

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>A&S</u>	Department:	<u>Hisp. Studies</u>
Major Name:	<u>Spanish</u>	Degree Title:	<u>Bachelor's of Science</u>
Formal Option(s), if any:	<u>None</u>	Specialty Field w/in Formal Options, if any:	<u>None</u>
CIP Code:	<u>16.0905</u>	Today's Date:	<u>2/08/2013</u>
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ¹ : _____
Contact Person in the Dept:	<u>Dr. Alan V. Brown</u>	Phone:	<u>257-7093</u>
		Email:	<u>alan.brown@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input type="checkbox"/> Deletion
Rationale for suspension/deletion:	<p><u>The B.S. in Spanish is an underused degree option that has been maintained for years without a coherent conceptualization of how it differs from the B.A. In fact, the Spanish major requirements at the departmental level are no different from the B.A. option and the B.S. simply indicates a more extensive exposure to natural sciences, an imposition that has no bearing on SPA courses. Most students who pursue the B.S. option already have a major or minor in one of the natural sciences, making the B.S. option rather redundant. From an academic perspective, the B.S. in Spanish is rather confusing since it implies some alteration to the nature or number of the Spanish courses taken when that is not the case. In truth, we feel that for many students the B.A. degree may reflect more positively on a pre-med student's application, for example, than a B.S. since it exemplifies academic and intellectual diversity.</u></p>	
What provisions are being made for students already in the program?	<p><u>All students pursuing the current instantiation of BS-Spanish and BA-Spanish will be able to finish their degree in accord with the current University Bulletin.</u></p>	
Will another degree program replace the one suspended/deleted?	<p><u>No, we will simply maintain a BA in Spanish with the 3 options that are currently under review.</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: Spanish Studies BS

Proposal Contact Person Name: Dr. Alan V. Brown Phone: 257-7093 Email: alan.brown@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
Hispanic Studies, Faculty	2/08/2013	Alan Brown, DUS / 7-7093 / alan.brown@uky.edu	
Hispanic Studies, Chair	2 /12/ 2013	Ana Rueda, Chair / 7-7091 / rueda@uky.edu	
		/ /	
		/ /	
A&S EPC and Dean	2/26/13	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	4/16/13	Joanie Ett-Mims	
Graduate Council			
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.

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, January 08, 2016 12:29 PM
To: Brothers, Sheila C; Hippisley, Andrew R
Cc: Sandidge, Rosetta
Subject: Re: New Cmte Item SAPC_Deletion of Dramatics and Speech Education Teacher Certification Program

Proposed Deletion of Dramatics and Speech Education Program

This is a recommendation that the University Senate approve the deletion of the Dramatics and Speech Education Program, in the Department of Curriculum and Instruction within the College of Education.

There were no revisions to the proposal.

Best-

Margaret

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





December 15, 2015

Dr. Andrew Hippisley
Chair, Senate Council
University of Kentucky
203 Main Building
Lexington, KY 40506-0032

College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

Dear Dr. Hippisley:

Thank you for meeting with Associate Dean Rosetta Sandidge and Dr. Margaret Mohr-Schroeder, chair of the College of Education Faculty Council and chair of the Senate's Academic Programs Committee, on Friday to discuss next steps with deleting the Dramatics and Speech Education program in the College of Education. As I understand the process, we need to verify that the program is no longer an active program. As indicated in the original proposal that was submitted in 2005, admissions to the program were suspended in the early 2000s; therefore, we have not had students enrolled in the program since that time. Additionally, we do not have faculty resources to devote to a teacher certification program in this area.

In Kentucky, a teacher certification program must be approved by both the University of Kentucky and the Education Professional Standards Board for students to be eligible for a teaching certificate through completion of the program. At the same time the request was made to delete the program through university channels in 2005, the college requested that the program be withdrawn as an approved program through the Education Professional Standards Board signifying to the Board that UK would no longer be recommending candidates for teacher certification in Dramatics and Speech Education. Thus, candidates completing the program, if it were active, would no longer be eligible for teacher certification if they completed the university degree program.

The situation with the program remains the same today. I support the deletion of the Dramatics and Speech Education program in the College of Education. If you have additional questions, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "Mary John O'Hair". The signature is written in a cursive style.

Mary John O'Hair
Dean and Professor

c: Dr. Margaret Mohr-Schroeder, Chair, Senate's Academic Programs Committee



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

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

<http://finearts.uky.edu>

December 17, 2015

Dr. Andrew Hippisley
Chair
Senate Council
University of Kentucky
203 Main Building
Lexington, KY 40506-0032

Dear Dr. Hippisley:

Dr. Margaret Mohr-Schroeder, chair of the College of Education's Faculty Council and chair of the Senate's Academic Programs Committee, has provided a description for me of the request of the College of Education to delete the Dramatics and Speech Education program and the history associated with this request. I understand that admissions to the program were suspended in the early 2000s and that students have not been enrolled in the program since that time.

As dean of the College of Fine Arts, I fully support the application of the College of Education to delete the Dramatics and Speech Education program. If you have questions, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "Michael Tick".

Michael Tick, Ph.D.
Dean and Professor of Theatre

c: Dr. Margaret Mohr-Schroeder, Chair, Senate's Academic Programs Committee
Nancy Jones, Chair, Department of Theatre
Jane Johnson, Director of CFA Student Affairs

DEC 21 2005

SUSPENSION/DELETION OF A PROGRAM

College _____ Education _____ Date 9/15/2005

Department (Unit) Curriculum & Instruction MAJOR CODE SEDS

Name of Program Dramatics & Speech Education CIP B23.1001.02

Nature of action (mark one) Suspension Deletion

Reason for suspension/deletion

The last graduates in the SEDS major finished in 1998; the certificate area has been absorbed by the English Education major (SEEE) and the Master's with Initial Certification.

What provisions are being made for students already in the program?

The major has had no students in it since 2000.

Will another degree program replace the one suspended or deleted? Yes No
If yes, please describe the new program.

Will courses connected with the program also be deleted? Yes No
If yes, forms for dropping a course or courses should be attached.

Date at which suspension/deletion will take effect. Immediately upon approval.

Signatures of Approval

[Signature]
Department Chair

9/15/05
Date

[Signature]
College Dean

10/4/05
Date

[Signature]
Undergraduate Council

12-13-05
Date

Graduate Council

Date

Academic Council for Medical Center

Date

Senate Council

Date

UNIVERSITY SENATE ROUTING LOG

Proposal Title:

Name/email/phone for proposal contact:

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

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)

Courses and Curricula Committee Meeting
September 26, 2005
122 Taylor Education Building
1:00-2:00

Meeting called to order at 1:00 p.m. Members present were Tricia Ferrigno (EDL), Kim Miller (KHP), Doug Smith (EDC), Alan DeYoung (EPE), Ted Hasselbring (EDSRC), Keisha Love (EDP) and Associate Dean Rosetta Sandidge (ex-officio). Administrative Associate Jason Horger took notes.

New Business:

- **Election of Vice-Chair**

The committee elected to table this decision.

- **Application for Change in Existing Course: EDS 645**

Dr. Hasselbring from the department of Special Education and Rehab Counseling (EDSRC) explained that this course change altered the language of the course description to incorporate universal design.

--The proposal PASSED unanimously.

- **Deletion of a Program: Dramatics & Speech Education**

Dean Sandidge explained that there have been no students in this undergraduate major for at least five years. In Kentucky, the teacher certification in this area has been absorbed by the English Education certificate.

--The proposal PASSED unanimously.

- **Deletion of a Program: Gifted Education**

Dean Sandidge explained that the program, which was quite active in the mid-eighties, is co-sponsored by two departments: Curriculum & Instruction (EDC) and Educational Counseling & Psychology (EDP). With departures of certain program faculty, no one in either department is willing or able to chair the program. Dr. Ferrigno pointed out that across the state there is a demand for teachers and administrators certified in this area, that the current program might be remade to accommodate current educators. Dean Sandidge echoed Dean Cibulka's concerns about the program when she cited the CPE's concerns about keeping programs with low (in this case, no) enrollment, and full-time faculty teaching loads. Dr. Ferrigno expressed an interest in researching the need for an endorsement program in this area, as well as current certificate regulations and the logistics for delivering the curriculum of a reconfigured program.

--The committee elected to table the proposal until the next meeting.

Meeting adjourned at 1:40 pm.

NEXT MEETING: October 31, 2006, 1:30 PM @ TEB 122.

**Minutes of the Regular College of Education
Faculty Meeting
October 4, 2005
Taylor Education Building Auditorium**

Call to Order... members present: 40

Dean Jim Cibulka called the meeting to order at 2:33 pm.

Action Items:

Courses and Curricula Courses and Curricula Committee Chair Kim Miller presented action items for faculty approval.

EFD 791 Application for New Course: EDC 601 “Theories, Perspectives, Trends & Issues in Multicultural Education”

This course provides students with a critical analysis of multicultural education theories, perspectives, current issues, and trends. Students will develop the competencies needed to write scholarly literature reviews, identify areas in multicultural education needing further research studies, and submit papers for review and presentation at professional meetings.

Action of the faculty: Approved

EFD 838 Application for Change in Existing Course: EDS 645 “Hypermedia Development for Special Education”

The change in content is to provide a theoretical foundation of instructional design and incorporate principles of universal design.

Action of the faculty: Approved

EFD 839 Deletion of a Program: “Dramatics and Speech Education”

The last students in the SEDS major finished in 1998; the certificate area has been absorbed by a certificate in English Education.

Action of the faculty: Approved

Announcements:

1. The next Courses and Curricula meeting will be held on October 31, 2005 in Taylor 122. Due date for submission of materials for review is Monday, October 24, 2005.
2. On Tuesday, October 18, 2005, in conjunction with the monthly meeting of the Student Teacher Supervisors, there will be a lecture *Challenges in Teaching about Sexuality and HIV/AIDS: A South African Perspective* by Jean Baxen, visiting professor from the University of Cape Town. This event will be held in the Taylor Education Building Auditorium.
3. NCATE preparation. Dr. Sandidge reported that twelve members of the NCATE Steering Committee attended an NCATE orientation in Washington, DC, Sept 30 – Oct. 2.. During this meeting there was an opportunity for the committee to begin planning for the NCATE visit in 2007. The next steps in the unit’s NCATE preparation will be the formation of standards-specific workgroups. Dr. Sandidge also discussed the importance of NCATE Standard II, which deals with the unit assessment system. She ended with a discussion of general concerns about how well the advanced preparation programs are being documented and assessed.

4. Interdisciplinary PhD program. Dr. Anderman said that departments intending to submit materials for the College's Interdisciplinary PhD program prospectus are encouraged to do so as soon as possible. He indicated that at a meeting he attended at AERA concerning doctoral programs, he found that national groups are currently very interested in doctoral programs that will prepare future education researchers. It was his impression that our proposed interdisciplinary doctorate is right on target.
5. Diversity. Diversity goals have been widely discussed on campus. Dr. Cibulka affirmed the centrality of encouraging and promoting diversity in the College of Education. He suggested that the college will revitalize the inclusiveness committee perhaps with a new name and mission statement.
6. Dr. Cibulka reminded the faculty that Dr. Todd, President of the University of Kentucky will address the College of Education faculty at the November 8, 2005 faculty meeting. Faculty are encouraged to review Dr. Todd's top 20 business plan presentation (available on the UK website) prior to the meeting.

Adjournment

The meeting was adjourned at 3:10 p.m. The next meeting will be November 8, 2005.

Brothers, Sheila C

From: Newman, Melissa C
Sent: Friday, February 01, 2008 10:14 AM
To: Brothers, Sheila C
Subject: RE: Program Deletions

Well I did get a "few" more responses and no one indicated any problem with any of the proposals before the committee.
Melissa

A.
Proposed Department Name Change for Dept of Education and Counseling Psychology
Support unanimous

B.
Proposed Program Deletion: College of Education - Dramatics and Speech Education

Proposed Program Suspensions: College of Education -

- Secondary Spanish Education
- Secondary German Education
- Secondary French Education
- Secondary Classics Education

Support unanamoous

C.
Proposed new center: Center for Muscle Biology

Support unanimous

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Wednesday, January 20, 2016 1:48 PM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: GC: C3 Teaching & Learning Certificate
Attachments: C3 Certificate_January 19_2016_final.pdf

Proposed New Graduate Certificate: College, Career, and Civic Life (C3) Teaching & Learning Certificate

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: College, Career, and Civic Life (C3) Teaching & Learning Certificate, in the Department of Curriculum & Instruction within the College of Education.

The revised proposal is attached.

Best-

Margaret

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



Title: College, Career, and Civic Life (C3) Teaching & Learning Certificate

I. Overview

The College, Career, and Civic (C3) Framework for Social Studies State Standards was published in September 2013. This document was developed to guide State Departments of Education in developing new and more ambitious social studies standards that focus on inquiry in the four core disciplines of social studies including civics, economics, geography, and history with an emphasis on the civic outcomes of schooling. From its inception, the participants in the C3 project knew that to usher in an ambitious new era in social studies education, more than just standards were required. State-wide and classroom based assessments need to evolve to overcome current shortcomings; instructional materials and resources need to be either aligned or developed to assist teachers in promoting inquiry and facilitating students in taking action; new teacher standards need to recognize the C3 approach to teaching and learning; and, in order to move the needle, professional development around the C3 Framework needed to be plentiful. In other words, the success of the C3 Framework will lie in its *implementation*.

A national leader in education, the state of Kentucky is paving the way for the C3 Framework to take hold across the Commonwealth. New social studies standards anchored in the inquiry arc of the C3 Framework are due to roll out in September 2015. These new standards will be accompanied by new statewide assessments that measure the kinds of inquiry and disciplinary skills that are the cornerstone of the C3. In order to align classroom experiences with this new wave of reform, in-service teachers will need opportunities to improve their instructional practice in collaboration, communication, technology, critical thinking, problem solving in K-12 classrooms. We have polled interest from many of our constituents in P-12 education, statewide and nationally, and the demand for a College, Career, and Civic Life (C3) Teaching & Learning Certificate is high. This C3 Certificate combines required C3 Framework Foundations and Assessment components with Specialty Electives, representative of cutting edge innovative pedagogy. The C3 Certificate will also be a pathway to more robust P-12 clinical placements with highly experienced teachers connected to pre-service teachers in our College of Education Programs. Moreover, the Certificate work will be critical to clinical professional development for practicing teachers, who need to demonstrate competencies in 21st century innovative practices for next generation social studies classrooms.

II. Certificate Course Content

The C3 Certificate will require 9 credit hours of coursework—or 3 graduate classes. Students will be required to take two foundational courses (EDC 732 and EDC 724) and then select one specialty course from the options below (EDC 733, EDC 777, EDC/EPE 554).

Coursework, assignments, and program outcomes will be designed to have real-life implications and should occur in authentic settings (e.g., classroom projects should not be constructed for hypothetical settings but for the schools and districts with which the teachers are associated). Coursework is designed around content standards, leadership, and innovative technologies. In

this way, the focus of the C3 Certificate coursework should allow for tangible demonstrations of knowledge and practice validated through rigorous research methods.

Course	Course Number	Content	Semester Offered	Credit hours
Required Foundations of C3 Certificate				
(2 Foundations + 1 Specialty Course Choice)				
Curriculum Design for Learning and Leading K. Swan	EDC 732	This course is designed to provide experienced teachers with an in-depth experience with the C3 Framework and the new Kentucky social studies standards. The focus of the course will be in learning the Inquiry Design Model (IDM), a unique approach to curriculum design using the C3 Framework's inquiry arc. Students will focus on three major components of IDM, use of questions, assessment tasks, and disciplinary sources to build curriculum that will be piloted and tested in their classrooms.	Fall	3
Guiding & Analyzing Effective Teaching K. Swan	EDC 724	This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers in the MIC program), to apply for National Board Certification or to become curriculum leaders in their districts. The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.	Spring	3

Specialty Courses				Credit Hours
Select 1				
Leadership in Advanced Instructional Practice K. Swan	EDC 733	This course is designed for experienced teachers who will apply their knowledge of the C3 Framework design in a real-life setting. The work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the faculty coordinator.	Fall	3

<p>Special Topics in Curriculum and Instruction: Multicultural Curriculum and Teaching</p> <p>R. Crowley</p>	EDC 777	<p>This course is designed to provide experienced teachers with critical understandings of educational inequity and knowledge of how curriculum and pedagogy can be used to promote social justice and inclusion of diverse race, class, gender, sexual identity, ability status and other historically marginalized groups. The course will trace the historic roots of educational inequality as well as contemporary efforts at reform including multiculturalism, culturally relevant pedagogy, critical race theory, critical whiteness studies, and others.</p>	Fall or Spring	3
<p>Culture, Education and Teaching Abroad</p> <p>L. Levstik</p>	EDC/EPE554	<p>The purpose of this course is to identify and apply concepts and theories of intercultural communication and cross-cultural adaptation, recognize and adapt to cultural variation, prepare for living and working cross-culturally, develop instructional strategies for teaching about cultural pattern and variation, and to act as a cultural mediator among diverse populations in educational settings.</p>	Fall or Spring	3
<p>Social Media and Design of Interactive Systems</p> <p>J. Mazur</p>	EDC 709	<p>The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning group that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required coursework.</p>	Fall (Biennial)	3

Integration and Use of Instructional Media G. Swan	EDC 544	This course addresses the use and integration of educational technologies in classroom instruction. Integration and use of media is examined through the use of Universal Design for Learning framework and Cognitive Load theory.	Fall	3
Advanced Specialty Course Elective	600XX	Option for additional specialty elective WITH prior permission of Certificate Director/Advisor	Any	3

Below are the C3 Certificate Learning Outcomes and signature assignments that will gauge those outcomes.

C3 Certificate Learning Outcomes	Evaluation/Assessment
Students will develop a pedagogical knowledge of the C3 Framework inquiry arc through the Inquiry Design Model (IDM) and its application in a school setting.	Assessment: A curriculum development project in a social studies discipline that is designed, implemented, and refined through an iterative design process. A rubric will be used to assess the development of curriculum.
Students will analyze theories and practices related to teaching, learning, mentoring and leading to develop strategies for guiding teacher growth.	Assessment: Mentoring case study--The purpose of the case study is to provide students with an opportunity to practice using the strategies introduced in class (e.g., observing and conferring with a colleague). To complete the task, students will <i>study</i> a colleague's teaching practice and discuss the findings in a written report (approximately 8 – 10 pages). Students will work with a teacher or teacher candidate within the MIC pre-service social studies program. A rubric will be used to assess the development of

	the case study.
Students will develop a content specialty within the C3 Certificate Program that enhances their teaching of social studies.	Assessment: Major project from the Select Specialty Course.

III. Certificate Director

Dr. Kathy Swan will serve as the Certificate Director. Dr. Swan is a Professor of Curriculum & Instruction and has developed a full time robust doctoral cohort and chaired several doctoral committees. Graduates of the cohort have been placed at Research 1 institutions. Swan has also served as a Director of Next Generation Teacher Preparation and Program Chair for the Masters with Initial Certification Program in Social Studies.

IV. Faculty of Record

The Faculty of Record will be Dr. Kathy Swan, Dr. Linda Levstik and Dr. Ryan Crowley, Dr. Joan Mazur and Dr. Gerry Swan. All faculty are members of the Graduate Faculty. Upon the first convening of the Faculty of Record, they will need to decide how to replace faculty that leave the certificate program.

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. Admissions Criteria

Program faculty do not use any single criterion for admissions decisions. We consider GRE scores (GRE exam must have been taken within the last 5 years), grade point average (minimum of 2.75 undergraduate and 3.0 graduate), letters of recommendation, previous professional and life experiences, diversity-related experiences, career goals, research interests, and “fit” with overall program focus and faculty expertise.

VII. Resources

There are no additional resources needed for this certificate. Courses already exist—we are simply bundling them so that they are more cohesive. We have adequate classroom space to

accommodate additional students in Certificate. Delivery of courses are mostly face-to-face but some are hybrid. The hybrid courses allow for synchronous meetings in addition to face-to-face. Students in the Certificate program work full time and will need alternative delivery methods to accommodate their very busy schedules.

VIII. Program Assessment

The Graduate Certificate in *College, Career, and Civic Life (C3) Teaching & Learning Certificate in Social Studies* will be assessed both quantitatively and qualitatively. First, with respect to quantitatively, we will assess the number of new applications to the C3 Certificate. We conservatively hope to have at least **15** new enrollees every other year, with the exception of the first year or two when the certificate is new. Furthermore, we will assess the number of certificates awarded. Measures of success include a completion rate (within 3 years of initiating the certificate) of at least 85%. We will additionally measure time to completion of the certificate, courses most frequently enrolled in by certificate students, and courses requested to meet certificate requirements. These assessments will serve to improve course offerings and may facilitate the development of additional courses. Finally, the College of Education performs a self-study and assesses programs and courses for accreditation (NCATE/CAEP). Assessment of curriculum for this certificate will coincide with those initiatives.

If the C3 Certificate is consistently not meeting our enrollment goals, we will convene an external panel consisting of faculty in the College of Education to help identify potential students and improvements to the offerings (e.g. course times, delivery modes) of the certificate.

IX. Targeted Audience

The targeted audience for this certificate is practicing social studies teachers in the state of Kentucky. Currently we have a pilot group of students working through the sequence of classes. Of the 15, 10 are practicing teachers, 3 work for the Department of Education, and 2 are full time doctoral students. The practicing teachers are from six different high schools and from four school districts (Fayette, Scott, Woodford, and Jefferson). All 10 teachers are in social studies departments. Within the 15 students, 6 are male and 9 are female. 14 are Caucasian and 1 is Asian American. In terms of teaching experience, students range from 2 to 15 years of teaching experience. We clearly want to recruit a diverse body of students from a range of schools and backgrounds and will look to do so in future cadres.

X. Projected Enrollment

There are currently 15 students in a pilot for this certificate. We hope to recruit a new cadre every two years given current staffing patterns and the 3-course sequence students need to obtain certificate.

	2015-2016	2017-2018	2019-2020
--	-----------	-----------	-----------

Students in C3 Certificate	15	15	15
----------------------------	----	----	----

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): C3 Certificate
 Proposal Contact Person Name: Kathy Swan Phone: 257-1893 Email: kswan@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
Curriculum and Instruction	3.3.15	Laurie Henry / 257-7399 / lauriehenry@uky.edu	
Courses & Curricula Comm	3/24/15	Doug Smith / 7-1824/dcsmit1@uky.edu	
College of Education	4/21/15	Rosetta Sandidge / 7-7970 / rosetta.sandidge@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

Minutes of Courses and Curricula Committee Meeting
College of Education
March 24, 2015, 9:00-11:00 a.m., 122 TEB

Committee chair Doug Smith called the meeting to order. Attendees included: Molly Fisher, Bob McKenzie, Justin Nichols, Doug Smith, Rosetta Sandidge (ex-officio), Martha Geoghegan (ex-officio), (Wayne Lewis sent feedback for discussion).

1) Department of Educational, School, and Counseling Psychology – Proposal to indicate school psychology on the degree. Molly Fisher moved approval and Bob McKenzie seconded. The intent of the proposal is to reflect the school psychology major on candidates' diplomas. Currently, their diploma is referenced as educational psychology. The proposed change applies only to school psychology. Concern was expressed about wiping out education psychology using the wording on current form. Identify by CIP code for educational psychology only and school psychology only. Jeff Reese will make changes to forms and send to Martha. Approved.

2) Department of Curriculum and Instruction – Proposal for Program Change
The proposal requests a change to the statistics course offering in the Middle Level Education Program. The requested change involves replacing STA 291 with STA 296 as a result of the College of Arts and Sciences eliminating STA 291 and implementing the UK Core-certified STA 296 in its place. Molly Fisher moved approval and Justin Nichols seconded. Approved. No discussion.

3) Department of Curriculum and Instruction – Proposal for New Certificate Program
Proposal is for creation of a new College, Career, and Civic Life (C3) Teaching & Learning Certificate. Bob McKenzie moved approval and Molly Fisher seconded. The proposed certificate program is based on new social studies standards and would provide continuing education for MIC graduates who already have master's degrees and Rank II. Unanimously approved.

4) Department of Early Childhood, Special Education, and Rehabilitation Counseling – Study Abroad Proposal
Proposal is to offer EDS 516 *Principles of Behavior Management and Instruction*, an existing course, as a study abroad course in Guatemala. The proposal is submitted by Lee Ann Jung. Bob McKenzie moved approval, Doug Smith seconded. Need more specific information in cover letter. Friendly amendment to include time, when, where, why? Martha will ask Lee Ann to expand behind the cover page. Unanimously approved with friendly amendment.

5) Department of Kinesiology and Health Promotion – Major Course Change Request
The proposal is to offer KHP 577 *Practicum in Kinesiology and Health Promotion* as a distance learning course. Molly Fisher moved acceptance, Bob McKenzie seconded. Wayne (in abstention) questioned variable credit in proposal. Conflicting information regarding course credits/variable credit. Sections g and h -- are there changes? Or does this stay the same? Decision to table until additional information is obtained from Stephanie Bennett, course instructor.

6) Department of Kinesiology and Health Promotion – Major Course Change Request

The proposal is to offer KHP 673 *Health Promotion and Behavior Change* as a distance learning course. Bob McKenzie moved approval and Justin Nichols seconded. Approved unanimously.

7) Department of Kinesiology and Health Promotion – Major Course Change Request

The proposal is to offer KHP 677 *Planning Health Promotion Programs* as a distance learning course. Bob McKenzie moved approval and Justin Nichols seconded. Approved unanimously.

Meeting adjourned. The next meeting is scheduled for April 21, 2015.

From: [Geoghegan, Martha L](mailto:geoghegan@uky.edu)
To: [geoghegan, Martha L](mailto:geoghegan@uky.edu)
Subject: [Prof. Please review proposals approved at March C&C meeting](mailto:geoghegan@uky.edu)
Date: [Tuesday, July 13, 2016 1:21:12 PM](mailto:geoghegan@uky.edu)

----- Forwarded Message -----

Subject: Please review proposals approved at March C&C meeting
Date: Mon, 30 Mar 2015 15:55:14 -0400
From: Martha Geoghegan <myrl@uky.edu>
To: fbc <COEFAC@LSY.UKY.EDU>

Please review the following proposals which were approved as submitted at the March 2015 C&C Committee meeting. Other proposals require friendly amendments and an additional email will be sent as soon as possible.

The following proposals are available for faculty review until end of business day April 13. If anyone has a concern about these courses, as soon as possible, respond first to the faculty member responsible for the proposal. Then (if concerns have not been satisfactorily addressed) to both the C&C Committee Chair (Doug Smith) and the Committee secretary (me) via email about specific items.

If there are no objections, these proposals will be considered approved by the college and will be forwarded to the next appropriate Council on April 14.

*****From Curriculum and Instruction*****

*****Program Change***** / **H&S Level BA
<<mailto:myrl@uky.edu>?Subject=Education%20College%20Faculty%20Approved%20Proposals%202015.pdf> *
_Email re STA 231/STA236
<<mailto:myrl@uky.edu>?Subject=Education%20College%20Faculty%20Approved%20Proposals%202015.pdf> *
*****New Certificate Proposal***** / College, Career, and Civic Life Teaching & Learning Certificate (C3) /
<<mailto:myrl@uky.edu>?Subject=Education%20College%20Faculty%20Approved%20Proposals%202015.pdf> *
*****C3 Syllabi
<<mailto:myrl@uky.edu>?Subject=Education%20College%20Faculty%20Approved%20Proposals%202015.pdf> *
C3 Vites of Participating Faculty
<<mailto:myrl@uky.edu>?Subject=Education%20College%20Faculty%20Approved%20Proposals%202015.pdf> *

*****From Kinesiology and Health Promotion*****
*****Major Course Change Request***** / Approval for Distance Learning / **JIP 577 Fracture in Kinesiology and Health Promotion <<mailto:myrl@uky.edu>?Subject=*****> *
*****Major Course Change Request***** / Approval for Distance Learning / **JIP 673 Health Promotion and Behavior Change <<mailto:myrl@uky.edu>?Subject=*****> *
*****Major Course Change Request***** / Approval for Distance Learning / **JIP 677 Planning Health Promotion Programs <<mailto:myrl@uky.edu>?Subject=*****> *

Martha L. Geoghegan
Student Data Systems Manager
Program Development, Accountability, and Compliance
University of Kentucky College of Education
165 Taylor Education Building
Lexington, Kentucky 40506-0001
Phone: 859-218-2887 FAX: 859-323-3887
email: myrl@uky.edu

Confidentiality Notice:

This electronic mail and any materials included in this transmission are the private confidential property of the sender and the materials are privileged communications intended solely for the receipt, use, benefit and information of the intended recipient(s) above. If you are not the intended recipient(s) you are hereby notified that any review, disclosure, copying, distribution or the taking of any other action in reliance on the contents of this transmission is strictly prohibited and may result in legal liability on your part. If you have received this transmission in error please notify the sender immediately by return e-mail and destroy all copies of the original message.

....
This email has been checked for viruses by Avast antivirus software.
<https://www.avast.com/scanresults>

**Minutes of Curriculum and Instruction Department Meeting
March 3, 2015**

Members present: Gary Anglin, Sharon Brennan, Tonya Brooks, Elinor Brown, Susan Cantrell, Janine Cline, Ryan Crowley, Regina Dawson, Jeanette Groth, Laurie Henry, Linda Levstik, Christine Mallozzi, Joan Mazur, Betty McCann, Kristen Perry, Margaret Rintamaa, Rosetta Sandidge, Kathy Swan, Doug Smith, Kim White

Members absent: Janice Almasi, Les Burns, George Hruby, Huajing Maske, Mary Shake, Gerry Swan, Mary Ann Vimont

Approval of Minutes

Joan Mazur moved to approve the February 2015 minutes and Linda Levstik seconded it. Motion passed.

Announcements and Recognition Items

- Perry, K.H. & Homan, A. (2015). "What I Feel in My Heart": Literacy Practices of and for the Self Among Adults With Limited or No Schooling. *Journal of Literacy Research*, p. 1-33.
- Watson, J., Mazur, J. & Vincent, S. Youth-driven Youth-Adult Partnerships: A Phenomenological Exploration of Agricultural Education Teachers' Experiences. (2015-1001) has been accepted for publication in the *Journal of Agricultural Education*.
- On behalf of Mary Ann Vimont, Dr. Henry announced two items:
 - The Teachers Who Made a Difference event is scheduled for Saturday, April 18, 9:30 a.m. – 12:00 p.m., in the Student Center. Coach Mitchell will host the event this year.
 - The Student Teaching Reception is scheduled for Wednesday, May 6, 5:00-6:30 p.m. at King Alumni House. All student teachers graduating in May are invited to attend.

Departmental Updates

Budget Office-Tonya Brooks

- Tonya reminded faculty to send her any updates to the DOE for this fiscal year.
- UK is preparing to roll out the Affordable Care Act for part-time employees effective July 1. It will affect our part-time instructors and STEPS employees hired through the department and grants. Cost of services (phone, custodial services, etc.) will likely increase.

Office of Graduate Studies-Betty McCann

- The Graduate Students calendar has been updated.
- Olivia Snider, a new work-study student hired to help the graduate studies office, will start work next week in 305 DH. Olivia is a first-year graduate student in College of Law. She also can be utilized by faculty to assist with projects.

Main Office-Janine Cline & Laurie Henry

costs associated with accreditation, the capacity of CAEP to implement the accreditation system and the representativeness of the CAEP governance structure.”

This statement has caused some concern because of the CAEP visits coming up in the near future.

Old Business

Webpage Updates-Laurie Henry

Robert Brown will be in 335 DH working on webpage updates on Monday, Tuesday and Thursday afternoons. We will focus on content now and design later. Please make sure program information is accurate. Dr. Henry would like the updates completed by the end of the spring semester, if possible.

New Business

C3 Teaching and Learning Certificate-Kathy Swan

The avenues for students to return to C&I to get their Rank I or doctorate are there, but this certificate will simplify the process. It will also create the opportunity for faculty to teach graduate level courses.

Inservice teachers are looking for a variety of opportunities. They would like to use their credits they've accumulated as cooperating teachers in a productive way and gain additional experience outside of their schools. They could work toward a certificate in an area of concentration, which is a 3-course cadre (EDC 732, EDC 724, and a specialty course), or continue on to a Rank I or a doctorate.

The certificate could be replicated. Other professors have expressed interest in creating a cadre in their particular field. It is a model to do something different and innovative in C&I and invest in ourselves.

Doug Smith moved to approve the C3 Teaching and Learning Certificate Program. Joan Mazur seconded it.

Further discussion followed supporting the passing of the C3 certificate program. Dr. Levstik called the question.

Motion passed.

Rank I-Kathy Swan & Joan Mazur

Joan Mazur and Kathy Swan have been working on the Rank I program in the department, refashioning it while keeping the existing program. They are calling it PRO-Teach (Teach like a PROfessional). Teachers in this type of cohort are moving toward a professional status. They will be working on this over the next month and will discuss it further at the next department meeting.

University Level Committees-Laurie Henry

Tuesday, January 12, 2016 at 3:21:10 PM Eastern Standard Time

Subject: C3

Date: Tuesday, January 12, 2016 at 2:46:43 PM Eastern Standard Time

From: Crowley, Ryan

To: Swan, Kathy

Dear Kathy,

I am aware of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Ryan Crowley

--

Ryan M. Crowley, Ph.D.
University of Kentucky
Curriculum & Instruction
339 Dickey Hall
Lexington, KY 40506
(859) 257-3158
(512) 773-7856
ryan.crowley@uky.edu

Page 1 of 1



Department of Curriculum and Instruction
345 Dickey Hall
Lexington, KY 40506
llevs01@uky.edu
1/13/16

Dear Professor Swan:

I am aware of the C3 Certificate for Social Studies and I agree to serve as faculty of record.

Linda S. Levstik,

A handwritten signature in black ink, appearing to read "Linda S. Levstik", written over a light-colored rectangular background.

Professor, Social Studies
Department of Curriculum and Instruction

Tuesday, January 12, 2016 at 11:11:57 AM Eastern Standard Time

Subject: C3 Certificate

Date: Tuesday, January 12, 2016 at 11:05:39 AM Eastern Standard Time

From: Swan, Gerry M

To: Swan, Kathy

Professor Kathy Swan,

I am aware of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Gerry

Gerry Swan
Associate Professor of Instructional Systems Design
Assistant Dean of Program Assessment
University of Kentucky
gerry.swan@uky.edu
otisonline.org



Page 1 of 1

Tuesday, January 12, 2016 at 11:47:27 AM Eastern Standard Time

Subject: C3 Certificate Faculty Commitment

Date: Tuesday, January 12, 2016 at 11:40:13 AM Eastern Standard Time

From: Mazur, Joan

To: Swan, Kathy

Dear Kathy,

I am very supportive of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Best, Joan Mazur, Professor
Curriculum & Instruction

Page 1 of 1



January 5, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) met on December 11, 2015 from 3:30 to 4:15 in room 118 Gluck Equine Research Center. The following committee members were in attendance and constituted a quorum: Al Cross, Sam Jasper, Lisa Vaillancourt, Ken Calvert, Ernie Bailey and Michael Kilgore. Mark Swanson from the Department of Health Behavior attended the meeting and presented a proposal from his department.

The main purpose for the meeting was to discuss a name change proposal initially prepared by Richard Crosby. The current contact person is Mark Swanson. The proposal is to change the name of the Department of Health Behavior to Department of Health, Behavior & Society.

The Department of Health Behavior is one of 6 departments in the College of Public Health. The Department has 8 faculty members who conduct research related to public health and participate in the Bachelor, Master and DrPH degree programs in Public Health offered by the college. The department does not offer any separate degrees. The courses taught by the faculty in the department are listed under the acronym CPH, for College of Public Health.

I excerpted the following explanation for the needed change from their proposal:

Background: The evolving nature of theory and practice in public health has led to far less emphasis on changing the behavior of individuals and far more emphasis on changing the conditions of society that shape and limit the adoption of health-protective behaviors. Hence, the concept of “health behavior” is slowly being replaced with the concept of a far more ecologically-oriented approach to changing the behaviors that foster or deter good health.

Rationale for Department Name Change: This name change is needed to better (and more accurately) reflect the mission and expertise of our department. We are very much oriented around the concept that the social and physical environments are the primary determinants of individual-level health behaviors. Because the social and physical environments are determined by factors collectively referred to as “society” we have annexed that term to our name. Following the convention of our counterpart

department at Johns Hopkins University, this annexation takes the form of Health, Behavior & Society.

The proposal includes a description of a unanimous vote of the faculty in favor of the change, a letter of support from the Dean of their college, the College of Public Health, Dean of the College of Sociology and from the directors of the Programs "Health Society and Populations" in the College of Arts and Sciences.

The committee discussed the following items with Mark Swanson:

1. The proposal did not identify a response from the College Faculty Council, although a report to them was included. Mark indicated the College Council approved it and he would provide the documentation. In any case, SAOSC accepted the change was not controversial among faculty in the College of Public Health. **(This letter was subsequently provided and full support of the College Faculty Council was reported.)**

2. Mark was asked about the statements in the support letters from the Dean of Sociology and the Directors of the "Health, Society and Populations" program whom approved the name but pointedly did not extend this to name change for courses they might offer in the future. Mark indicated this was a moot point since all their courses were taught under the CPH acronym; they do not have a stand-alone degree program. In any case, all they were proposing is to change the name of the department, not any programs, majors or courses.

3. Mark was asked if they intended to use an ampersand in the name. He said the faculty discussed and preferred the ampersand. It was a deliberate inclusion. The committee discussed if briefly but the consensus held that there had already been a precedent for this practice at the University of Kentucky and as long as it was deliberate on part of their faculty, this was not a concern.

Mike Kilgore made a motion to send the proposal to the Senate Council with encouragement to recommend the proposal. The motion was seconded by Al Cross. The committee voted unanimously in favor of endorsing the proposal.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

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

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

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

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

Section I – General Information about Proposal

One- to two-sentence description of change:	Department name change from Health Behavior to Health, Behavior & Society.				
Contact person name:	Richard Crosby, PhD	Phone:	218-2039	Email:	crosby@uky.edu
Administrative position (dean, chair, director, etc.):	Department chair				

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

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

Section III – Type of Proposal

Check all that apply.

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

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

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

Section IV is for internal use/guidance.

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

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

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

SAOSC Review of Type B Proposals (All Other Changes)

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

Voting by SAOSC, Senate Council and University Senate

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

Statements to SAOSC Academic Organization Form

- a) Disposition of faculty, staff and resources (financial and physical)
 - a. N/A, no changes are being made to faculty, staff or resources
- b) Willingness of the donating units to release faculty lines for transfer to a different educational unit
 - a. N/A, department is not moving
- c) Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred
 - a. N/A, department is not moving
- d) Consultation with the faculty of educational unit that will be significantly reduced
 - a. N/A, department is not moving
- e) Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees
 - a. The department faculty voted unanimously to support the department name change
- f) Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees
 - a. The department faculty voted unanimously to support the department name change
- g) Letters of support or opposition from appropriate faculty and/or administrators
 - a. Attached is a letter of support from the Interim Dean of the College of Public Health
- h) Letters of support from outside the University
 - a. N/A

**Recommendation to Change the Title of the Department of Health Behavior to
"Department of Health, Behavior & Society"**

Submitted to CPH Interim Dean, Dr. Wayne Sanderson, and CPH Faculty Council Chair, Dr. Steve Fleming

On October 20th 2014, the faculty of the Department of Health Behavior unanimously voted (all faculty members were present, with the exception of Christina Studts, Cynthia Lamberth, and Ramona Stone, who expressed support for the name change via email) to change the title/name of the department to the "Department of Health, Behavior & Society." Summarized below are the background and rationale leading to this recommendation and request for a change in our department's title.

Background: The evolving nature of theory and practice in public health has led to far less emphasis on changing the behavior of individuals and far more emphasis on changing the conditions of society that shape and limit the adoption of health-protective behaviors. Hence, the concept of "health behavior" is slowly being replaced with the concept of a far more ecologically-oriented approach to changing the behaviors that foster or deter good health.

Rationale for Department Name Change: This name change is needed to better (and more accurately) reflect the mission and expertise of our department. We are very much oriented around the concept that the social and physical environments are the primary determinants of individual-level health behaviors. Because the social and physical environments are determined by factors collectively referred to as "society" we have annexed that term to our name. Following the convention of our counterpart department at Johns Hopkins University, this annexation takes the form of Health, Behavior & Society.

In summary, on behalf of the Health Behavior faculty, I request that the College of Public Health take the necessary next steps to formally change the department's title to "Health, Behavior & Society" Of course, please do not hesitate to contact me should you have any questions.

Richard Crosby, PhD
Endowed Professor and Department Chair



Office of the Dean
111 Washington Avenue, Suite 112
Lexington KY 40536-0003
(859) 218-2047 phone
(859) 323-5698 fax
<http://www.mc.uky.edu/PublicHealth>

February 13, 2015

Ernest Bailey
SAOSC Committee Chair

Dear Dr. Ernest Bailey,

At the request of the Senate Council, I am providing support for the request to change the Department of Health Behavior's name to Health, Behavior & Society.

As outlined in Dr. Crosby's proposal, due to the evolving nature of theory and practice in public health, the concept of "health behavior" is slowly being replaced with the concept of a far more ecologically-oriented approach to changing the behaviors that foster or deter good health. Changing the name to Health, Behavior & Society, reflects our mission as a College and the expertise of the Department.

Because of the evidences stated in Dr. Crosby's proposal, the College is in full support of the department name change.

Thank you for your consideration,

Sincerely,

Wayne T. Sanderson
Professor and Interim Dean
College of Public Health



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

November 10, 2015

Mark Swanson, Ph.D.
Associate Professor and Interim Chair
Department of Health Behavior
College of Public Health
University of Kentucky
Lexington, KY 40506-0059

Dear Mark,

I am writing as Chair of the Sociology Department in support of name change for your department from Department of Health Behavior, to Department of Health, Behavior, and Society.

Let me also take this opportunity to say that while the Sociology Department supports your department's name change, we do not endorse the use of the name Health, Behavior and Society for programs or majors within our department.

Sincerely,

A handwritten signature in cursive script, appearing to read "Claire M. Renzetti".

Claire M. Renzetti, Ph.D.

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

Health, Society, and
Populations Program
1515 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6896
fax 859 323-0272

www.uky.edu

November 11, 2105

Dear University Senate,

As Co-Directors of the Health, Society, and Populations (HSP) undergraduate major we support the proposed name change of the Department of Health Behavior to the Department of Health, Behavior, & Society in the College of Public Health. We understand that the HSP undergraduate major in the College of Arts & Sciences and the College of Public Health undergraduate major were created in tandem, and we are excited about the level of mutual support that has been fostered throughout this process. We look forward to a fruitful and long-term collaborative relationship.

However, we also want to note that our current support of the Department's name change is not an endorsement of any possible future growth in the College of Public Health that might result in a new major under the same or a similar name as the Department of Health, Behavior, & Society.

Sincerely,



Erin Koch, PhD & Carrie Oser, PhD
Co-Directors, Health, Society, & Populations Program



see
blue.



January 5, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) met on December 11, 2015 from 3:30 to 4:15 in room 118 Gluck Equine Research Center. The following committee members were in attendance and constituted a quorum: Al Cross, Sam Jasper, Lisa Vaillancourt, Ken Calvert, Ernie Bailey and Michael Kilgore.

The committee members discussed the proposal offered by Andrew Hippisley to create a new Department of Linguistics in the College of Arts and Sciences.

The Linguistic program currently is an interdisciplinary degree program offering BA, BS and Master's degree as well as a minor. The faculty members participating in the program come from English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy. External reviews of the English Department in 2006 and 2013 applauded the strength of the Linguistics program and recommended that this program be organized as a department to achieve a greater potential. There is a core of 9 faculty, 8 from Department of English and one from Department of Modern and Classical Languages, Literature, teaching almost exclusively linguistic courses, listed under the acronym LIN.

The proposal entails transferring these 9 faculty to comprise the faculty of the new department.

The proposal is supported by the Art and Sciences Dean's Executive Committee by unanimous vote, the Dean of the College of Arts and Sciences; the Chair of Department of English supported the proposal, reporting a faculty vote on Sept 16, 2015 with 33 in favor, 1 opposed and 1 abstention; the Chair of the Department of Modern, Classical Language, Literature also supported the proposal with a department faculty vote of 25 for, 1 opposed and 4 abstained. Response from an Arts and Science faculty council was not reported.

Letters of support also came from faculty at several of our Benchmark Universities.

Prior to this meeting, SOASC members reviewed the proposal online and indicated strong support by email. Since the original purpose of the meeting was to review another proposal, we were not certain we would discuss this proposal and we did not invite anyone to represent the proposal for discussion. However, the committee members regarded the proposal as a well-crafted and the arguments compelling.

At the same time, several committee members observed a discrepancy in the proposal. The author of the proposal indicated that much of the administrative structure for the department were already in place and the costs of developing the new department would be minimal. Expenses for setting up the program would include space renovation and the hiring of a department manager. The letter from the dean indicates enthusiasm and support for the change but states that space renovation is the only cost that will be incurred. The committee recommended that this discrepancy, specifically the need to hire a department manager, be resolved before this proposal goes to the Senate for discussion.

Lisa Vaillancourt made a motion that this proposal be sent to the Senate council with encouragement to recommend approval of the proposal. The motion was seconded by Ken Calvert. The committee members voted for the motions unanimously.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

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

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

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

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

Section I – General Information about Proposal

One- to two-sentence description of change:	Replacement of existing Linguistics Program with new Department of Linguistics in the College of Arts & Sciences and concomitant transfer of degree programs.				
Contact person name:	Andrew Hippisley	Phone:	257-6989	Email:	andrew.hippisley@uky.edu
Administrative position (dean, chair, director, etc.):	program director				

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

Check all that apply and name the specific unit(s).		
<input checked="" type="checkbox"/>	Department of:	English; Modern and Classical Languages, Literatures, and Cultures
<input type="checkbox"/>	School of:	N/A
<input checked="" type="checkbox"/>	College of:	Arts & Sciences
<input type="checkbox"/>	Graduate Center for:	N/A
<input checked="" type="checkbox"/>	Interdisciplinary Instructional Program:	Interdepartmental Program in Linguistics
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:	N/A

Section III – Type of Proposal

Check all that apply.

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

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

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

Section IV is for internal use/guidance.

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

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

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

SAOSC Review of Type B Proposals (All Other Changes)

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

Voting by SAOSC, Senate Council and University Senate

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

**Senate Academic Organization and Structure Committee (SAOSC)
Guidelines for Preparing a Proposal for Change in Organization
May 5, 2011 (revised December, 2013; October 2014)**

This document provides guidance on the preparation of proposals to change (modify or create) the organizational structure of an academic unit focused primarily on the academic aspects of the structural change. The recommendations are based on the experience of previous proposal documents and issues that have come up through the vetting process. Your proposal should consider that some members of the SAOSC committee, Senate Council, and University Senate may not be familiar with the relevant academic disciplines. Some suggested questions may not be applicable to every proposal but after reviewing a number of proposals these areas are often brought up during discussion. The hope is to shorten the time it takes to reach a proposal decision for proposers.

When submitting a proposal that may be reviewed by multiple Senate committees, anticipate that these committees will focus on different criteria in accordance with their charges. The SAOSC committee devotes much attention to issues such as the rationale for a unit's existence and structure, staffing sources, leadership selection processes, evidence of sustained financial viability and documentation of consultation with affected parties.

The following is a list of questions that may be applicable to your proposal. Address those items which are pertinent in the text of your proposal.

1) What is the impetus for the proposed change?

Linguistics at UK is an A&S interdisciplinary program that hosts a BA/BS and Master's degree, as well as a minor. This is unusual in several ways: (i) no other A&S interdisciplinary program hosts both undergraduate and master's degrees; (ii) while no other A&S interdisciplinary program manages its own full set of courses, the Linguistics program offers its full curriculum under the LIN prefix, and our cross-listed courses are generally hosted by their LIN sections; (iii) most of UK's benchmark institutions have dedicated linguistics departments. Both our 2007 and 2013 external reviews strongly recommended the creation of a Department of Linguistics to better serve the needs of the students pursuing linguistics degrees and of the faculty teaching them (In addition, the two most recent external reviews of the Department of English – 2006 and 2013 – made similar recommendations.) The authors of our 2013 external review gave linguistics an excellent assessment:

The Program stands out among US linguistics programs (including both departments and interdepartmental programs like UK's) in three main respects: its strength in morphology is unmatched in any other linguistics program that we know of; its development of teaching and research in Appalachian English greatly enhances its contributions to the region; and the move toward incorporating computational and statistical methods in its entire curriculum is inspired. (External review pages 1-2.)

The reviewers stated that without departmental status, linguistics at UK would not reach its full potential.

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

The 2013 external review listed the benefits of a Department of Linguistics. The move to

departmental status would recognize our excellence in teaching and research across the curriculum; this would facilitate development of our established strengths, enhance our existing ties with other departments (Anthropology, English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy, and Sociology within the College of Arts and Sciences; Computer Science within the College of Engineering); and provide a framework for the creation of new ties (e.g. Gender and Women's Studies, Geography, History, Psychology, Statistics in A&S, Communication in the College of Communication and Information Science, Curriculum and Instruction in the College of Education, and Rehabilitation Sciences in the College of Health Sciences). Current UK faculty initially joining the new department will come from the Department of English, in all cases but one. The primary focus of the department of English is on literature, film, cultural studies, and creative writing; linguistics as a discipline does not fit naturally in this group. The establishment of a Department of Linguistics will further enhance our ability to apply the metrics for excellence and rigor proper to the discipline of linguistics to FMER and T&P and other faculty review and reward processes.

The weakness of the current administrative structure for linguistics at UK is precisely the fact that it is interdepartmental. As a matter of administrative convenience, linguists have been housed in different departments across campus and this has actually worked to our detriment; rather than being able to work in a unified way with common cause, linguists have had to address the priorities of the departments in which they are housed – priorities which by and large do not emphasize linguistics; and the creation of a new department will allow UK's linguists to work together for the progress of the discipline of linguistics on campus rather than working at cross-purposes with colleagues in other disciplines.

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

The Linguistics Program is currently an interdepartmental program, with faculty "affiliated" to the program from several departmental units that serve as their budgetary and tenure homes (English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy). The faculty affiliated to the program under the current guidelines for affiliation engage in the teaching, service, and administration of the program to differing degrees, as individually desired and as allowed by obligations to their home departments. The result is that there is a core group of faculty (listed under question #6 below) that teaches nearly exclusively LIN courses and bears the responsibility for assuring the staffing of the undergraduate major and minor curriculum as well as that of the MA degree and the bulk of the service and administration duties, and a more loosely affiliated group of faculty that performs occasional LIN teaching and service duties. There is a program director who oversees the functioning of the program in all its elements and who in some administrative aspects reports to the chairs of the departmental homes of the individual faculty, and in other administrative aspects reports directly to the dean of the college. The program director also currently takes on the duties of DUS. In addition, there is a DGS with normal DGS responsibilities vis-à-vis the MA degree program, and two LIN-specific committees: the Admissions & Awards Committee and the Curriculum Committee. There is a small LIN budget administered by the program, but individual faculty salaries and research funds are administered through their budgetary home departments. All faculty recognition and reward procedures (merit reviews, pre-tenure reviews, tenure and promotion reviews) are also handled in the individual departmental tenure homes.

In the words of the authors of the external review report: "We find that the current program status, being housed in English with limited control over hiring and promotion and tenure decisions,

budget allocation, and TAs, and at the mercy of other departments for the allocation of teaching resources, creates too many problems that constrain LIN's ability to live up to its tremendous academic and teaching potential.”

The proposed departmental structure will allow for consolidation and elaboration of all aspects of the program, including governance, resources (financial, physical, and human), and administrative reporting lines. To allow for more efficient and effective management of resources, it will create a full set of elected administrative positions (Chair, DGS, DUS) and stabilize the committee infrastructure. It will provide the necessary autonomy to more effectively advocate for programmatic needs. As an independent unit, the visibility of Linguistics will increase as will the possibility for representation at the College and University level. The sense of community among the participating faculty will be enhanced. All of these factors are crucial for the recruitment and retention of top students and faculty at all levels, and the strengthening and expansion of the teaching and research capabilities and capacities of the program.

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

The College of Arts & Sciences is dedicated to high quality teaching and research, partly through cross-departmental collaboration. While interdisciplinary teaching and research have always been at the core of the program, cross-departmental collaboration has been hampered by the current fragmented administrative structure. In its emphasis on interdisciplinary teaching, the external review encourages the formation of a Department of Linguistics to improve the effectiveness of interdisciplinary teaching by unifying all teaching responsibilities under one unit, to provide greater opportunities for cross-disciplinary teaching by operating cross-listed courses across departmental lines, and to better connect the research and teaching mission by creating an academic unit that can host graduate programs. Departmental status will also promote higher levels of research activity through a department-based research mission whose implementation and assessment is through department level guidelines and evidences, and whose expansion will be based on targeted hires.

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

There are no Departments of Linguistics in the Commonwealth of Kentucky. Of UK's eleven benchmark institutions, shown in the table, only two lack a department of linguistics, the University of Minnesota and the University of Missouri at Columbia. Nationally most state flagship universities have a Department of Linguistics.

Table: Benchmark institutions

Benchmark	Department of Linguistics?
Michigan State University	Yes
Ohio State University	Yes
University of Arizona	Yes
University of California – Davis	Yes
University of Florida	Yes
University of Iowa	Yes
University of Michigan – Ann Arbor	Yes
University of Minnesota – Twin Cities	Institute of Linguistics
University of Missouri – Columbia	No.
University of North Carolina at Chapel Hill	Yes.
University of Wisconsin – Madison	Yes.

Departmental status will provide a greater opportunity for retaining and attracting nationally and internationally renowned faculty in linguistics, in accordance with the Research and Scholarly Work objective of the strategic plan. It will also serve as the natural host of the current MA in Linguistic Theory and Typology and the planned PhD in Linguistics, programs that will serve the Graduate Education objective of the strategic plan since a department will allow us to recruit and retain outstanding domestic and international graduate students from all backgrounds and nationalities. In keeping with the objective of Strengthening Diversity and Inclusivity, as a department we will be in a better position to attract the highest caliber minority postdocs and train them for faculty positions. We have already hosted a number of Lyman T. Johnson postdocs of Hispanic and Native American origin who have gone on to get faculty positions in American universities.

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

Faculty	Rank	Degrees	Areas of specialization
Rusty BARRETT	Associate	PhD in Linguistics UT Austin, 1999	sociolinguistics, linguistic anthropology, Mayan languages
Anna BOSCH	Associate	PhD in Linguistics U of Chicago, 1991	phonology, dialectology, Celtic languages
Andrew BYRD	Assistant	PhD in Indo-European Studies UCLA, 2010	historical linguistics, phonology, Indo-European languages
Jennifer CRAMER	Assistant	PhD in Linguistics UIUC, 2010	dialectology, sociolinguistics, Kentucky English, Appalachian English
Fabiola HENRI	Assistant	PhD in Linguistics U of Paris 7, 2010	creolistics, morphosyntax, French-based creoles
Andrew HIPPISEY	Full	PhD in Morphology U of Surrey, 1997	morphosyntax, computational linguistics, Slavic languages, Iranian languages

Mark LAUERSDORF	Associate	PhD in Slavic Linguistics U of Kansas, 1995	historical linguistics, sociolinguistics, corpus linguistics, Slavic & Germanic languages
Kevin McGOWAN	Assistant	PhD in Linguistics U of Michigan, 2011	phonetics, sociolinguistics, computational linguistics, experimental methods
Gregory STUMP	Full	PhD in Linguistics Ohio State, 1981	morphosyntax, formal semantics, Indo-Iranian languages

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

Any tenured member of the Linguistics Department’s core faculty member is eligible to serve as chair. The selection of the chair will proceed in accordance with GR VIII A 3

Search committees for chairs of academic departments shall be appointed by the deans of the colleges after consultation with (1) the associate dean or director of the school within the college if the department is in such a school; (2) the faculty of the department; and (3) the Dean of the Graduate School if the department is involved in a graduate program.

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

The Department of Linguistics’ core faculty (as listed in section 6 above) is responsible for teaching, advising, and service in support of the BA and BS in Linguistics, the MA in Linguistic Theory & Typology, and (pending approval) the PhD in Linguistics. All members of the core faculty have their tenure home in the Department of Linguistics; all are full-time faculty, all have voting rights in the department, and all are expected to serve on departmental committees. The standard teaching load for core faculty is 2-2; service as DGS or DUS is compensated with a course reduction and service as chair entails a two-course reduction. The typical DOE of core faculty will be as follows:

	Assistant	Associate	Full
Teaching	45%	45%	45%
Research	50%	45%	40%
Service	5%	10%	15%

Individuals serving as DUS, DGS, department chair will have her/his DOE adjusted to reflect the administrative responsibilities.

Faculty in other departments may have the status of affiliated faculty in the Department of Linguistics. Affiliated faculty will sometimes teach LIN courses and serve on student committees; they will not have voting rights in the Department and will not serve on departmental administrative committees.

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

No.

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

See attached letters from the chairs of the Department of English and the Department of Modern and Classical Languages, Literatures & Cultures.

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

Eight of the nine core faculty (see list in section 6 above) currently have appointments in the Department of English; Mark Lauersdorf's current appointment is in the Department of Modern and Classical Languages, Literatures & Cultures. All nine currently belong to the interdepartmental Linguistics Program faculty. Barrett, Bosch, Hippisley, Lauersdorf and Stump have tenure; Byrd, Cramer, Henri and McGowan have tenure-track appointments. All nine core faculty participate in the policy-making process; all have voting rights. Hippisley is the current director of the Linguistics Program and DUS; Stump is the Linguistics Program DGS. Currently, the two principal committees are the Admissions & Awards Committee (chaired by Lauersdorf) and the Curriculum Committee (chaired by Barrett). DOE and course release policies are covered in section 8 above.

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

There are no accreditation implications.

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

Key events associated with the proposed change are the following:

- transfer of the existing BA, BS, and MA degree programs in linguistics to the Department of Linguistics;
- transfer of affiliation from current departmental homes to the new department for the nine core faculty;
- appointment of departmental administrators: Chair, DGS, DUS;
- election of members of departmental committees;
- hiring of department manager;
- establishment of a departmental office with the customary accoutrements;
- reflection of change to department status in all internal and public-facing databases, documents, and sources of university information.

The processes leading to the effectuation of these changes will be initiated immediately upon approval of the new department.

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

The Linguistics Program currently offers a BA, a BS, an undergraduate minor, and an MA in

Linguistic Theory and Typology. The number of linguistics majors has grown steadily over the last decade and we do not expect the trend to change; on the contrary we have witnessed a steady annual increase in the number of incoming freshmen intending to major in linguistics. There is a successful recruitment strategy in place for the MA program, and a University Scholars program proposal is under development. A linguistics degree granted by an autonomous department of linguistics will carry more weight and prestige than one granted by an interdepartmental program; in addition, a full-fledged department of linguistics will provide a more robust infrastructure for supporting our students' preparation and training in linguistics.

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

Though funding will be necessary to hire a department manager and set up a departmental office, the essential components of the department are already provided for in the existing college budget and functioning within the college's business structure. The accompanying letter from the dean of Arts & Sciences outlines the financial commitment from the college to make the creation and running of the department possible.

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

The transition to departmental status was voted on by the Linguistics Program on 30 April 2014 and was unanimously approved. At the 16 September 2015 meeting of the Department of English (the primary donor department) a vote was taken by secret ballot. The outcome was: 33 in favor, 1 opposed, 1 abstention. At a 29 September 2015 meeting of the Department of Modern and Classical Languages, Literatures, and Cultures a vote was taken by secret ballot. The outcome was: 25 in favor, 1 opposed, 5 abstentions.

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

See attached letters from Jeff Clymer, Mark Kornbluh, Jeanmarie Rouhier-Willoughby.

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

Every year, the chair of the Linguistics Department will gather and report on the following evaluative criteria:

- Publications and presentations of faculty and students;
- Faculty and student grants and awards;
- Participation of faculty and students in cross-departmental/cross-college collaborations in research and teaching;
- Participation of faculty and students in national and international collaborations in research and teaching;
- Hosting visiting speakers and professional events;
- Public engagement and community outreach;
- Teaching honors, awards, innovations, and other successes;
- Number of undergraduate majors and graduate students;
- Number of applicants to graduate programs;
- Ratio of admissions to degrees granted;

- Time to degree;
- Employment of graduates (at the BA/BS, MA, and PhD levels);
- Admission of graduates (at the BA/BS and MA levels) to other universities.

This report will provide the starting point for a general discussion on how the department and the college can work together to enhance our effectiveness with respect to these criteria.

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

See attached letters from Mark Aronoff, Alice Harris, Brian Joseph, Barbara Partee, Sally Thomason.

Approved by the Interdepartmental Program in Linguistics on 15 May 2015.



College of Arts and Sciences
Department of Psychology
125 Kastle Hall
Lexington, KY 40506-0044
859 257-9640
fax 859 323-1979
www.uky.edu

November 16, 2015

To Whom It May Concern,

During an ad hoc meeting on November 13, 2015, the Dean's Executive Committee voted unanimously to approve the formation of a Department of Linguistics.

Best Regards,

Chana Akins

Chana Akins, PhD
Professor of Psychology
Co-Chair, Executive Committee



College of Arts and Sciences
Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027
859 257-8354
fax 859 323-1073
www.as.uky.edu

November 20, 2015

Academic Senate
University of Kentucky

Dear Colleagues:

I am writing in the strongest terms to support the creation of a Department of Linguistics in the College of Arts and Sciences. This is a development long in the making for which the present moment is auspicious.

Around the country, linguistics units generally take the form of independent departments. At UK, our linguist faculty members are mostly housed in the Department of English, as are the Linguistics Major and the MA Program in Linguistics. English has been the home of linguistics for at least thirty-five years. However, there is almost no intellectual connection between the study of literature and culture, which dominates in English departments, and the study of language, which is the province of linguistics.

A recent external review of the Linguistics Program strongly recommended the formation of a separate Linguistic Department. This is also the opinion of the general linguists and it is supported by the faculty in English, and also by the faculty of MCL, in which one individual who wishes to move to a Department of Linguistics is currently housed. The Dean's Office also strongly supports the formation of this department, as does the College's Executive Committee. We are fortunate to have assembled a very strong group of general linguists spread across the major areas in the discipline. In recent years we have purposely hired linguists which fulfil the breadth of specialties needed to justify a department. The recent external review concurs with this judgement. Creating a department will allow the linguistics program to evolve on its own in ways conducive to the study of language, unconstrained by institutional inclusion in a different unit. LIN has enjoyed steady increases in majors and course enrollments in recent years, and it can better serve these populations if it has greater autonomy over its operations. Finally, creating the department will not require much in the way of resources. LIN has already had its own operating budget for some years (including research monies), and we can staff the new department without hiring additional staff. The only expenses that would be incurred in setting up the department would be minor renovations of offices where the LIN faculty will be consolidated in Patterson Office Tower.



In sum, the institution of a Department of Linguistics is intellectually justified, supported by all relevant units, feasible given the faculty in place, beneficial for the LIN program and its students, and inexpensive. For these reasons, the College of Arts and Sciences strongly supports this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Kornbluh', with a long, sweeping horizontal stroke extending to the right.

Mark Lawrence Kornbluh
Dean



Jeffory A. Clymer
Department of English
1215 Patterson Office Tower
Lexington, KY 40506-0027

859 257-7008
fax 859 323-1072

www.as.uky.edu/English

November 11, 2015

Mark Kornbluh, Dean
College of Arts & Sciences
202 Patterson Office Tower
University of Kentucky

Dear Dean Kornbluh:

I write to indicate the Department of English's support for the establishment of a newly formed Department of Linguistics. At our September 16, 2015 faculty meeting, the English faculty discussed the Linguistics program's proposal for department status. The English faculty voted 33 in favor, 1 opposed, and 1 abstention in support of the proposal.

Of course, the majority of the faculty in a newly-formed Linguistics department will come from the English Department. The English department understands and views Linguistics teaching and research, in their current modes, as far removed from those of literature, creative writing, film studies, and cultural studies – the main foci of English as it is currently practiced in the US academy. While in the past, Linguistics and English had more in common intellectually, the past twenty to thirty years has seen English become more theoretical and historical in focus, while Linguistics has evolved in its own directions as a discipline.

The English faculty very much value their Linguistics colleagues, while also recognizing that the dissimilarity in our disciplines means that Linguistics can likely thrive best in its own independent department. I add my own personal endorsement as Chair to that of my colleagues, and look forward to working with the new Linguistics department.

Yours Truly,

A handwritten signature in black ink, appearing to read "Jeffory A. Clymer".

Jeffory A. Clymer
Professor and Chairperson



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

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

November 2, 2015

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English, 1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA

Dear Andrew:

I am writing to report to you the vote of the faculty of the Department of Modern and Classical Languages, Literatures, and Cultures regarding the establishment of a Department of Linguistics at the University of Kentucky. On September 29, 2015 the matter was presented to the department for discussion and vote. The following resolution was proposed: "Be it resolved that the faculty of the Department of Modern and Classical Languages, Literatures, and Cultures endorses the proposal to created a Department of Linguistics in the College of Arts & Sciences at the University of Kentucky." The text of the resolution and the Linguistics proposal had been previously distributed to the department and discussed by the department's Executive Committee as well.

After a brief discussion, a vote was taken and resulted in the following tabulation:

Yes:	25
No:	1
Abstain:	4
Blank	1

This vote was recorded in the minutes of the department meeting, which were approved by the department at its meeting on October 27, 2015.

Please let me know if you need any further information.

Sincerely,

A handwritten signature in black ink that reads 'DG Hunter'. The signature is written in a cursive, somewhat stylized font.

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



UNIVERSITY OF MASSACHUSETTS
AMHERST

Integrative Learning Center
650 North Pleasant Street
Amherst, MA 01003-1100

Department of Linguistics

voice: 413.545.0885
fax: 413.545.2792
www.umass.edu/linguist

October 24, 2015

Andrew Hippiisley, Chair
Program in Linguistics
University of Kentucky
Lexington, Kentucky 40506-0027

Dear Professor Hippiisley,

Thank you for offering me the opportunity to comment on the possibility of creating a new Department of Linguistics at the University of Kentucky. Having made my first academic visit to the campus in 1987, having served as an external member of the 2008 committee for review of the Program in Linguistics, and having kept up with publications by several of your faculty in the areas of morphology and historical linguistics, I feel that I am somewhat familiar with your academic program.

Since the time of the external review I participated in or even earlier, I have felt strongly that it was in the best interests of the University of Kentucky and the students it serves to create a department of linguistics. Status as a department would increase the national and international visibility of the existing program. Moving linguistics faculty members out of the departments of English and Slavic would remove from them the obligations to serve in those departments and free them for service promoting linguistics. Doing so would ensure that they will always be in a supportive environment; for, while these departments have been supportive of linguistics in recent years, they might not always be in the future. With greater control over personnel decisions, linguistics is more likely to be successful. Finally, a department of linguistics would be more visible to students, who may otherwise not understand the real strength of that unit.

I was on the faculty of Vanderbilt University for nearly twenty-five years and chaired their Department of Germanic and Slavic Languages for nearly ten. While there I learned that many of the Vanderbilt undergraduates interested in continuing their study of linguistics do not want to leave the southeast. There is a dearth of linguistics departments in the southeast offering graduate work. Some students are willing to go as far west as Austin, TX, where there is an excellent department. The University of North Carolina has a fine department in Chapel Hill. The few others are less strong academically. The program at the University of Kentucky is an excellent one that I would not hesitate to send a student to, but some students are put off by its current status as a program, which they do not understand.

Perhaps the way I can be most helpful to the Senate committee that will review the documents for the creation of a new department is to attest to the high academic quality of the existing Program in Linguistics. The quality of an institution is most clearly reflected in the quality of the faculty. Gregory Stump has been leading linguistics at the University of Kentucky for decades, and in the field he is viewed as a distinguished morphologist. When I started a regular series of conferences in morphology, the American International Morphology Meeting (AIMM), it was Greg Stump I invited to be the keynote speaker at the very first meeting. And when I organized a followup meeting of AIMM earlier this month, I turned to Greg to chair the program committee, knowing that he would be objective and would deliver an excellent program on time. (And he did do that!) Both are indicative of his stature in the field. He is truly a leader of the field, in the sense that his work has taken us in new, creative directions. This is especially

true of his 2001 book *Inflectional Morphology: A Theory of Paradigm Structure*, his work with Raphael Finkel, and his new book *Inflectional Paradigms* (which I do not think is available yet, but which I read at the invitation of the publisher).

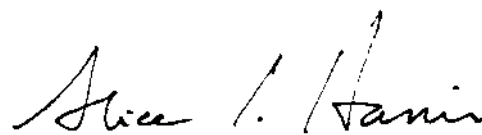
Andrew Hippisley brings expertise in computer modeling, morphology, and typology. Before coming to Kentucky, Hippisley was a member of the research group in morphology at the University of Surrey, arguably the strongest and most productive research group in morphology in the world. While at Kentucky he has been a leader in what I regard as a most fruitful movement toward a more computational approach to morphology, firmly grounded in facts of language cross-linguistically. In recent years he has developed a very positive reputation in the field of Indo-Iranian morphosyntax, that is, the morphology and syntax of Indic and Iranian languages. Stump and Hippisley are true leaders in linguistics, and the other members of the faculty round out an excellent program with a national reputation.

The graduates of a program are also indicative of its quality, and I choose two as "bookends" of the Linguistics Program. One is my valued colleague at the University of Massachusetts, Lisa Green. Lisa earned an M.A. degree at the University of Kentucky in 1987 and is recognized today for her scholarly contributions to the study of the syntax of African American English, to the study of the development of language in the African American child, to the education of African American children, and to the diagnosis of speech disorders in African American children, as well as for outreach to young scholars through the Center for the Study of African American Language and to the community. The Linguistic Society of America has recently announced that in January 2016 Lisa will be inducted as a Fellow, one of the highest awards available in our field.

The second "bookend" is a 2015 M.A. graduate of the University of Kentucky, Sadiqeh Moradi, whom I met recently. I met Sadiqeh when she attended a morphology conference at my university; I had ample opportunity to talk with her because she stayed in my home. I was very impressed with Sadiqeh, just at the outset of her career as a specialist in morphology. As a native speaker of Farsi (Persian), a graduate of Kentucky, and a student of the distinguished morphologist Mark Aronoff, Sadiqeh is set to make important contributions to our field, and I am confident that she will succeed in the things she hopes to do.

In 2017 the University of Kentucky will host the Linguistics Institute, co-sponsored by the Linguistic Society of America (LSA). The biennial Institute takes place on a different campus each time and is one of the most important activities of the LSA. That imminent event makes this a perfect time to promote the Program in Linguistics to departmental status. This would bring greater visibility to the new Department and would showcase its teaching and research, as the Institute is announced and advertised in the two years leading up to the summer of 2017. Faculty, students, and other visitors are more likely to take part in the Kentucky Linguistics Institute if they see that the unit has the status of department. In short, status as a department is essential for this unit to live up to its great potential, and there is no better time for this than now.

Sincerely,

A handwritten signature in black ink, reading "Alice C. Harris". The signature is written in a cursive style with a large, prominent initial "A".

Alice C. Harris

University of Michigan

Sarah Grey Thomason, Department of Linguistics,
440 Lorch Hall, University of Michigan, 611 Tappan Street, Ann Arbor, MI 48109-1220, U.S.A.
Telephone: (734-)615-2018; messages: (734-)764-0353; FAX 734-936-3406; Email: thomason@umich.edu

15 November 2015

Dean Mark Kornbluh
College of Arts & Sciences
University of Kentucky
Lexington, KY 40506

Dear Dean Kornbluh:

I am writing to express my enthusiastic support for the establishment of a Department of Linguistics at the University of Kentucky, to replace your current Program in Linguistics. I became quite familiar with the Program last year, when I served on its external review committee. All of us who served on that committee were greatly impressed with the achievements of the Program, especially in view of the considerable logistic handicap under which it was operating. A change from Program to Department would remove the logistic problems, and it would also recognize and enhance the faculty's ability to teach and conduct research at the highest level.

I was struck last year by the fact that the Program faculty have been able to design and administer coherent and effective undergraduate and M.A. programs in spite of their lack of control over teaching assignments, which are ultimately governed by individual faculty members' tenure/tenure-track departmental homes. These highly successful teaching programs are possible largely because the English Department is so supportive; some Program faculty who belong to other departments apparently have limited opportunities to contribute enough of their teaching effort to Linguistics to help maintain a sufficient level of course offerings in linguistics. And even in the English Department, a change in departmental administration would have the potential to cause difficulties for the Program in Linguistics: the current situation (that is, current as of winter 2014) depends on the good will of the English Department.

Establishing a Department of Linguistics would of course eliminate uncertainties about staffing crucial courses, for all faculty who join the new Department. Linguists who retain their current departmental affiliation would probably still have limited opportunity to teach linguistics courses, but overall planning would be an improvement over the current position. Course scheduling can always present difficulties with a small faculty, but departmental independence would give Linguistics faculty autonomy in arranging their schedules, and that in turn would make planning much easier.

The Linguistics faculty already have an admirable scholarly profile; several of them

are nationally and internationally prominent in their subfields. Like members of linguistics departments around the country, they have a strong sense of a shared intellectual mission. But both their departmental affiliations and their office space are scattered, and this circumstance necessarily makes it harder for them to form a cohesive intellectual community and to develop cross-subdisciplinary research and teaching projects. It also makes it more difficult for their graduate students in particular to develop the kinds of collegial interactions that are so important for the success of a graduate program and of individual graduate students. Establishing a Linguistics Department, with its own space for faculty and graduate students, would remove these physical barriers to the development and maintenance of a vibrant teaching and research community.

A new Department of Linguistics would surely occupy an intellectual space within the University of Kentucky that closely resembles that of other linguistics departments, including ours at the University of Michigan: Linguistics would be the focus of teaching and research in linguistics at the university and would serve as a center that draws together linguists from other departments and schools within the university. Linguistics is a field that has deep interdisciplinary ties, and these are best developed when there is a strong core – namely, a Linguistics Department – that welcomes participation in its classes and events from faculty and students in related disciplines. Linguistics at the University of Kentucky already attracts participants from a variety of units, but a Linguistics Department can serve as an effective center in ways that a Program in Linguistics cannot.

Sincerely,

A handwritten signature in black ink that reads "Sarah G. Thomason". The signature is written in a cursive, flowing style.

Sarah G. Thomason
Bernard Bloch Distinguished University Professor of Linguistics



23 November 2015

Professor Andrew Hippisley
Program in Linguistics
University of Kentucky
Lexington, KY

Dear Andrew and Colleagues:

It is my pleasure to offer my strong support to your Program's efforts to become constituted as a full-fledged department within your university. As I see it, you have all the necessary elements: a research profile generated by your faculty that is highly visible on both the national and the international fronts, a vibrant undergraduate major, and a nascent graduate program that is developing a character of its own. I elaborate on these points in what follows.

As to research, while all of your faculty contribute to said research profile, I can mention four faculty in particular whose work I know well and whose productivity and impact are especially high: Professor Greg Stump, Associate Professor Mark Lauersdorf, Assistant Professor Andrew Byrd, and, if it is not impertinent for me to say so, yourself, too. Professor Stump and you both have come to have an international reputation in morphological theory, having contributed important research monographs published with the leading press in our field, Cambridge University Press, along with numerous influential articles placed in key journals, and now editing a major handbook (the *Cambridge Handbook of Morphology*) that is destined to be a landmark publication. Mark Lauersdorf is one of the few Slovak specialists in the United States today and has complemented his Slavic linguistic research with important work in digital humanities. Finally, Andrew Byrd's work continues a noble and crucial two-hundred-year-old scholarly tradition in Indo-European linguistics — the historical source of the scientific basis of Linguistics as a discipline -- enriched by a faculty with current theoretical insights in phonology; his book on the syllable in Indo-European is a case in point.

As far as teaching is concerned, the size alone of your undergraduate major, with as many students proportional to your overall student population as we have at Ohio State, for instance, speaks to the quality of your offerings; students vote with their feet, so to speak, so numbers, especially for a somewhat arcane subject that students are not exposed to in high school, are particularly telling.



I can mention too that a major research institution such as University of Kentucky is anomalous among its peers in not having a department of Linguistics. Given the growth of the field in recent decades and the emerging importance of computational approaches in linguistic research — an area in which Kentucky has considerable strength (all of the senior scholars I mention by name above have a significant computational component to their research) — one would have to wonder why Kentucky is behind the times if Linguistics were not to be a stand-alone department.

I trust that these brief words are sufficient to indicate the strength of my conviction that departmental status is called for in your case, a conviction built on your own strengths in research and teaching.

Sincerely yours,

BRIAN D. JOSEPH

Distinguished University Professor of Linguistics, and
The Kenneth E. Naylor Professor of South Slavic Languages and Linguistics
Fellow (2013-14) Center for Hellenic Studies, Harvard University
Fellow, American Academy of Arts and Sciences
Fellow, American Association for the Advancement of Science
Fellow, Linguistic Society of America
Member and former Chair, Ohio State Academy of Teaching
Former Editor (2002-2008), *Language. Journal of the Linguistic Society of America*



UNIVERSITY OF MASSACHUSETTS
AMHERST

Integrative Learning Center
650 North Pleasant Street
Amherst, MA 01003-1100

Department of Linguistics

voice: 413.545.0885
fax: 413.545.2792
www.umass.edu/linguist

October 31, 2015

Professor Andrew R Hippisley
Professor and Director of Linguistics
Department of English, 1377 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
USA

e-mail: andrew.hippisley@uky.edu

Dear Professor Hippisley,

You asked me if I might write a letter of support for the establishment of a Linguistics Department at the University of Kentucky, in place of the current Program in Linguistics. I am very happy to hear the news that such a proposal is in the works; it seems to me an excellent idea.

I have studied the materials you sent me, including the department's own proposal (October 2014 version) and the report of the External Committee in March 2014. My letter is also informed by my having known Professor Gregory Stump since he was a graduate student in the late 1970's, by talking with a faculty member of our department who got her M.A. in your English Department in 1987 specializing in linguistics with Professor Stump, and who has visited your department several times since then; and by talking with one of our own Ph.D. students who just recently gave a linguistics colloquium for your program. All of the evidence points in the same direction: your university clearly has the strength and coherence in faculty and students to have a successful Linguistics Department, and having a Linguistics Department would in turn be of great benefit to those in it, to a wider range of students and colleagues in your university, and to the academic and non-academic communities you connect with.

As your External Committee stated, the faculty at the core of the Linguistics Program are excellent, and the BA, BS, and MA programs are good, coherent programs that are attracting good students in ever-increasing numbers. The faculty member I know first-hand, Professor Stump, is a world leader in morphology and morphosyntax. The External Committee wrote, "[the program's] strength in morphology is unmatched in any other linguistics program that we know of;" and that is very strong language coming from a committee that includes Mark Aronoff, himself a world leader in morphology. I note that your program has two specialists in morphology, Professor Stump and yourself -- so I can readily agree with the External Committee that morphology can be showcased as one of the special strengths of the new department in both research and teaching. And morphology is a very natural theoretical specialty to combine with computational

linguistic work, with the study of language acquisition, and in many other interdisciplinary combinations. When I used to teach introductory courses, I always preferred to begin with morphology, because I found it the most accessible part of linguistics for students to understand and a good medium for introducing students to scientific reasoning about the native speaker's unconscious knowledge. For similar reasons, I think that morphology is a very good thing to be strong in, and not many other departments in the US really specialize in it.

Sociolinguistics appears to be another big strength of the program; I don't know about your sociolinguists first-hand, but the External Committee's report is strongly argued, and I have no reason to doubt their assessments. That's an important subfield of linguistics which is in fact weak at some of the strongest theoretical departments, like my own or MIT's. Through sociolinguistics, linguistics can play a valuable role in educating the public about socially important issues, such as linguistic discrimination, bilingualism, dialects, and language preservation. The External Committee especially pointed to your development of teaching and research about Appalachian English as a valuable contribution.

Such strength argues in favor of departmental status; only with departmental autonomy will you be able to do rational planning and development. As in any interdepartmental Program, the linguistics faculty now have to develop their curriculum under constraints imposed by the participating departments. Quoting again, "the current program status, being housed in English with limited control over hiring and promotion and tenure decisions, budget allocation, and TAships, and at the mercy of other departments for the allocation of teaching resources, creates too many problems that constrain LIN's ability to live up to its tremendous academic and teaching potential." (External Committee report, page 11.)

Departmental status will benefit students and faculty both internally and externally. Internally, the External Committee gave many clear strong arguments in Section 4 of their report, some of them summarized in the sentence just quoted. Externally, it's quite clear that being a Department confers a higher 'status' than being a Program, in part because it's well known that a Program has less autonomy and is less able to plan and build over time in an intentional way. Students with degrees from a Linguistics Department are at an advantage over students from a Linguistics Program in both the job market and in graduate school applications. And the Department will have more visibility externally than the Program has had; this can help faculty get grants, fellowships, awards, etc., and it will also help in attracting students into the undergraduate and M.A. degree programs.

The university should benefit. Right now I'm not sure the university fully appreciates what excellent linguists it has. Once Linguistics is a department, and its reputation has had some time to spread, it may be anticipated that the University of Kentucky's Linguistics Department will do well in national rankings and bring credit to the whole university. The university should also benefit from the fact that cross-institutional comparisons will be much easier to make when one can compare Linguistics

Departments across peer institutions. And there are meetings for Department Heads at the annual meeting of the Linguistic Society of America; those are also open to heads of Linguistics Programs, but by default things are geared towards Departments; the LSA facilitates discussion of best practices and alerts departments to nationwide issues or government policies, grants programs, etc., that may be of relevance to them.

Your strength in Linguistics is not new, especially since Professor Stump has been on your faculty for most if not all of his distinguished academic career. I knew him as a young star in formal semantics (my field); and then later he switched fields to morphology and rapidly became a recognized leader in that field as well.

Our faculty member Lisa Green (<http://people.umass.edu/lisag/>) got her M.A. in English with a specialization in Linguistics at the University of Kentucky in 1987 and with her strong recommendation from Professor Stump was admitted to our own Ph.D. program, where she excelled, receiving her Ph.D. from us in 1993 with a dissertation on some topics in the syntax of African American English. She taught at the University of Texas from 1995 to 2006, and then joined our faculty. She told me that she was delighted to discover how many linguistics courses there were inside the English department, and that she took a course from Professor Stump just about every semester. She is grateful that he offered her the possibility of a TAship teaching an introduction to linguistics using the excellent then-new textbook by Fromkin and Rodman; she reports that he was very helpful in advising her on how to teach. When she was finishing, it was Stump who recommended that she apply to UMass; Lisa says that he helped her with the application, and then made phone calls to people here at UMass to help the process along. Lisa has stayed in touch with Greg, and has given two or three talks at your university since she left -- one from Texas and one or two from here. Her impression is that you have a robust group of students. She sat in on some classes and found them really engaged.

Lisa also knows your faculty member Rusty Barrett; he was a graduate student when she was teaching at the University of Texas. She knows that he works very well with students and has a big impact on them. Lisa is director of our Center for the Study of African American Language, and she runs a summer program in linguistics and African American studies for students from all over the country. She recently had two very good students from the University of Kentucky in that program, and was impressed with what a strong background in linguistics they already had -- she finds this not to be true with the majority of the students in the program, but the Kentucky students were impressive. So from her experience, she told me she can certainly attest to the strength of linguistics at the University of Kentucky, and to the great progress they've made as they've expanded. All in all, Lisa told me, she is very excited that Kentucky may have a real Linguistics Department very soon; she is definitely in favor of the proposal.

I also spoke with Tracy Conner, a current Ph.D. student of ours who just very recently gave a talk at your university. She had exciting things to say about the strength of your faculty in the study of local dialects and the great potential she sees in that direction of work. If I may, I'll simply incorporate an email she sent to me:

They are a real melting pot of approaches, which allows for their students and the theoretical work they do to benefit from the good of multiple perspectives. I'm primarily speaking about syntax as they draw from both minimalism and LFG frameworks. They have just hired Kevin McGowen, who is starting a phonetics lab where eye-tracking technology will be available for the department. It seems like there is also a culture of collaboration. Also, as a body of individuals who are interested in investigating the structure of dialects of English and Creoles, they have a great resource in being so close to communities of speakers of Appalachian English. I even heard there is a community of African-American English speakers in Appalachia who are also Appalachian English speakers (UK has coined them Afrolachian speakers), a community whose language variety is ripe for study. I believe the UK linguists are in a great position to investigate these local varieties due to the diversity of skills in their faculty such as fieldworkers, sociolinguists, individuals with expertise in corpus building, and syntacticians and morphologists who would be instrumental in accounting for the variation and structural differences of these languages in contact. This theoretical work on social dialects is important to the field. Finally, because they have a large student base of Appalachian English speakers, there is an opportunity available to train up native speaker linguists, and also involve undergraduate dialect speakers in the important research that must be done.

[Tracy Conner, Ph.D. student, Linguistics, UMass Amherst]

Finally, I am sure that the change to department status will have benefits beyond your university, because anything that helps your linguistics faculty and students achieve their great potential better will help them better accomplish all the good things that linguistics can do for the wider academic and non-academic world, from helping to document and preserve endangered languages and dialects, to designing better human-machine interfaces, to finding ways to help aphasic patients recover their language function, to improving the teaching of languages in schools. In sum, I can unequivocally recommend that the change to a Department of Linguistics be approved. It will be a very good one!

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Partee', with a long horizontal flourish extending to the right.

Barbara H. Partee
Distinguished Professor Emerita of Linguistics and Philosophy

Proposed Changes to sections of SR 5.2.4 to clarify the rules pertaining to excused and unexcused absences.

Background: (reference the first section of the Ombud's report to Senate Council, included below)

5.2.4.2 Excused Absences [US: 11/11/85; 2/9/87; 4/12/2004]

A student shall not be penalized for an excused absence. The following are defined as excused absences:

A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.

B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent

C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.

D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]

E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and SREC: 11/20/87]

~~If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one fifth of the~~

~~class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; SREC: 11/20/87]~~

~~* If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. [SREC: 8/20/87]~~

~~The instructor shall provide the student with an opportunity to make up the graded work (e.g., quiz, exam, homework, etc.) and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. [SREC: 8/20/87; US: 2/8/16]~~

~~If an attendance policy is not stated in the course syllabus and attendance is not a criterion for a grade in a course, then the Instructor of Record shall not take any account of a student's excused or unexcused absence from class when assigning a grade. [US: 2/8/16]~~

~~If the course syllabus defines either policies that require class attendance or a grading standard that determines a student's grade based in part on class attendance, the following rules apply:~~

- ~~1. Excused Absences: If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online courses, as defined in 5.2.4.1 A), the student shall have the right to receive a "W", or the Instructor of Record may award an "I" for the course if the student declines to receive a "W" [US: 2/9/87; SREC: 11/20/87; US: 2/8/16].~~
- ~~2. Unexcused Absences: The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus. If a policy is not stated in the course syllabus or the policy does not allow for a penalty to the student, the Instructor of Record shall not penalize the student for any unexcused absences. [US: 2/8/16]~~

With respect to nonattendance for reason of an employment-related schedule conflict, the student who is a UK employee has exactly the same standing as a student who is working for some other employer. [SREC: 9/17/2012]

MEMORANDUM

To: Andrew Hippisley, Chair of the University Senate Council

From: Michael P. Healy, Academic Ombud

Date: August 21, 2015

Re: Academic Issues for University Senate Consideration

Senate Rule 6.2.1.7 requires that the Academic Ombud present an annual report of activities to the University Senate. That report will be provided soon to the University Senate, the Provost and the Student Government Association as required by the rule. Senate Rule 6.2.1.7 also provides that the Academic Ombud may report to the Senate Council on matters that affect student academic affairs. I am providing this report based on my experiences as Academic Ombud over the past year. I wish to raise two academic issues that the Senate Council may wish to consider during the next academic year: the effect of the total number of student absences from a course and the standard of proof for student academic offenses.

1. The Effect of the Total Number of Student Absences from a Course: Senate Rules include only one rule that addresses the issue of excessive absences. Senate Rule 5.2.4.2 provides, in relevant part, that “[i]f attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a ‘W,’ and the Instructor of Record may require the student to petition for a ‘W’ or take an ‘I’ in the course.”

Four aspects of this rule are clear and notable. The rule applies only to the number of excused absences. The rule does not provide for the aggregation of excused and unexcused absences. The rule provides that a student may be required to withdraw or receive a grade of I, in the event of excessive excused absences. The rule does not provide that a student will receive a failing grade in the event of excessive absences.

Notwithstanding the clear terms of this rule, faculty appear uncertain about its content and often define in their course syllabi policies that conflict with it. For example, the guidance on the content of the syllabus provided until recently by the University Senate stated that “[s]tudents are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.” Even greater conflict with the Senate Rule is apparent in the policy defined in some course syllabi, which provide that, if a student is absent for any reason from more than one-fifth (or 20%) of class meetings, the student will receive a failing grade for the course.

The question of whether or how absences may be aggregated by an instructor when evaluating a student’s performance in a course is difficult. The Senate Rules require that faculty distinguish between excused and unexcused absences when absences affect a student's grade. Most importantly, Senate Rule 5.2.4.2 provides unconditionally that “[a] student shall not be penalized for an excused absence.” In sharp contrast to this rule, faculty may reduce a student's

grade for one or more unexcused absences, provided that the instructor describes any such rule of class attendance in the syllabus and applies that rule to all students in the class.

Consider first the question whether the Senate Rules permit the aggregation of excused and unexcused absences to trigger a student's withdrawal from the course when the student is absent a total of more than 20% of classes. As I read the Senate Rules, they locate a right to withdraw from courses in the student and then limit or condition that right in various ways.¹ See Senate Rules 5.1.8.2, 5.1.8.3, and 5.2.4.2. The only relevant condition on each student's withdrawal rights, defined in Rules 5.1.8.3 and 5.2.4.2, relates to the total number of excused absences. The intent of the rule seems to be that, if attendance in a course is required, a student should not receive credit for the course when the student has had to be absent from the course for too many classes for reasons that the rule recognizes as legitimate. The negative inference of these express rules defining a student's ability to withdraw from a course is that a faculty member cannot force a student to withdraw based on the combined total of excused and unexcused absences.

The conflict is much clearer between the Senate Rules and the award of a failing grade to a student when the total number of excused and unexcused absences exceeds 20%. Consider the hypothetical of a class that meets 45 times. A student who was absent from ten classes would exceed the 20% limit. Assume that the student has seven excused absences and three unexcused absences. Regarding the excused absences, the number would not trigger the instructor's discretion to have the student withdraw from the course under Rule 5.2.4.2. Regarding the unexcused absences, the student could properly claim that there should be no penalty depending on the terms of the syllabus. Forced withdrawal from the course would likely be viewed as a penalty for the excused absences.

My reading of the current Senate Rules is that they make an intentional distinction between the treatment of excused and unexcused absences. The rules are quite careful about constraining faculty authority regarding excused absences, but grant faculty great discretion regarding the treatment of unexcused absences. Although the rules are silent about the aggregation of absences, their spirit in my view is to protect students from being penalized for excused absences. Given this purpose of the current rules, I would have serious doubts about a faculty member's authority to force a withdrawal when a student has excused absences for up to 20% of class meetings. A fortiori, a student could not be given a failing grade in such a case (unless the failing grade resulted from the application of the rules for only unexcused absences defined by the syllabus).

At the College of Law, where I teach, we are subject to accreditation by the American Bar Association. One of the accreditation standards is that students attend classes and that law schools enforce class attendance. We accordingly have a rule which provides that a student must be withdrawn from a class when the student has missed more than 25% of classes, regardless of whether the absence is excused or unexcused. The University might want to adopt such a rule

¹ An exception to the student's right to withdraw is defined by Senate Rule 5.1.8.1. That rule allows the Department and Dean to withdraw a student from a class when a student "miss[es] the first two class periods of a course without notifying the department of the[] intention to attend." Id.

when a course makes class attendance mandatory. One possible objection to such a rule is that it may undercut an instructor's rule that penalizes a student's grade based on unexcused absences. If an amended rule regarding withdrawal from a course were to aggregate absences and did not distinguish between excused and unexcused absences, a student could potentially avoid the grade penalty for unexcused absences by simply not attending classes and then by exercising a right to withdraw from the course once total absences exceeded the 20% rule.

The Ombud's Office thought that the absence policies adopted by other Universities might provide useful context for considering our own rules in this area. Our brief inquiry indicated that the University of Kentucky has defined institutional rules that are more protective of student rights than other Universities, which often delegate policy on this issue to units within the University or to course instructors. For example, Ohio State University's Rule 3335-9-21, titled "Absences," provides that "[e]ach department or school may make its own rules relative to occasional absences by students from scheduled activities. If, however, a student is absent from a course to such an extent as to imperil his or her credit, or is notably irregular in attendance, it shall be the duty of the instructor concerned to report the facts promptly to the dean of the college in which the student is enrolled. The dean may take such action as deemed appropriate." Group absences "to participate in a university sanctioned event" appear to be the only University-recognized excused absences, although the effect of that recognition is not clear. See Rule 3335-9-22. These rules may be found at <http://trustees.osu.edu/rules/university-rules/chapter-3335-9-attendance-and-graduation.html>. The University of Louisville's policy is similar to Ohio State's policy. Colleges may define their own policies, but there is specific protection for "a student's participation in a university-sanctioned event or activity." See <http://louisville.edu/provost/policies/classroom>. The policy of the University of Tennessee delegates to individual colleges the absence rules. See https://academic.uthsc.edu/policy_docs/attendance.php ("each college develops its own methods for tracking class attendance and for defining conditions for excused absences").

Indiana University's College of Arts & Sciences has posted its policy about absences and can be found at <http://college.indiana.edu/ado/policies.shtml>. That policy states that, "[w]ith the exception of days covered by the Religious Observances Policy and Procedures of Indiana University, illness or military orders are usually the only acceptable excuses for absence from class. Absences must be explained to the satisfaction of the instructor who will decide whether omitted work may be made up. In all cases of absences other than those following the Religious Observance Policy and Procedures, however, it is the individual instructor who decides whether or not to excuse an absence and/or to allow missed work to be submitted."

2. The Standard of Proof for Student Academic Offenses. During the Spring 2015 semester, the University Senate considered and adopted a Draft Governing Regulation on faculty discipline. The terms of the Draft Regulation and the Senate's discussion indicated support for the application of the "clear and convincing" standard of proof for the adjudication of disciplinary charges against faculty. As adopted, the Draft Regulation requires that clear and convincing proof of a violation be presented before a faculty member may be found liable for a violation and be subject to sanctions. If the University Senate believes that this standard ought to

be applied to determine faculty liability for violations of University standards, the University Senate should consider adopting the same standard for use in student academic offense cases. Such cases may have significant and properly adverse effects on students who are determined to have committed academic offenses. If the Senate believes a heightened standard of proof should apply to faculty discipline, it should consider applying the same standard to student academic offenses.

The current University Senate rules are unclear on their face about the applicable standard of proof in academic offense cases. The rules applicable to the determination and appeal of academic offenses do not expressly define the burden of proof to be applied by the instructor and department chair in the initial decision about whether an offense was committed or by the University Appeals Board when a student appeals the decision that the student committed an academic offense.

The practice of the Appeals Board is that the preponderance of the evidence standard is applied when a student appeals the decision that the student committed an academic offense. This practice is long standing and is consistent with the only Senate Rule that calls for the application of the preponderance of evidence standard. That rule, Senate Rule 6.6.0, applies when the Appeals Board considers the appeal of a student's violation of an Honor Code adopted by a College. Senate Rule 6.6.0 assumes that the College's Honor Council applied the preponderance of evidence standard in making the liability determination. The rule provides that the Appeals Board's review of the determination must ensure that there was sufficient evidence to support the Honor Council's decision that there was a violation.

The Constitution's due process clause permits the use of either standard when a government agency adjudicates the liability of a person who may be subject to serious sanctions when found to have violated applicable standards. See *Steadman v. Securities and Exchange Comm'n*, 450 U.S. 91 (1981). The choice between the two burdens of proof is, in the context of academic offenses, one of policy and not law. If the Faculty Senate believes that a standard that provides greater protection to the person accused of a violation is the proper policy when the accused person is a faculty member, the Faculty Senate may wish to consider if the more protective standard should also apply to a student accused of an academic offense.

In sum, the Senate Council may wish to consider amendments to the Senate Rules relating to the effect of total absences from a course and to the standard of proof in academic offense cases.

6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to, a published article, book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the instructor of record or that person's designee. ~~Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.~~ Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the instructor of record (e.g. individual take-home exams). However, but when the actual work is done, it must be done by the student, and the student alone, unless collaboration is allowed by the instructor of record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.4.0

A. "Notice" shall be sent to a student in writing by both regular mail and email to the student's addresses as they appear in the Registrar's records. The University is not responsible for a student's failure to maintain current addresses in the Registrar's records. Instructors also are encouraged to give notice to the student in person when feasible.

Any notice of a finding or penalty shall include the name and ID number of the student, the college in which the student is enrolled, the course and section in which the offense occurred, the date and nature of the offense, the penalty that is being imposed or recommended, and any right that the student may have to appeal the finding or penalty.

6.4.1 Jurisdiction

A. If an instructor is not a faculty employee (for example, the instructor is a teaching assistant), then the Instructor of Record who is ultimately responsible for signing the grade reports for the course shall normally assume the role of the instructor. However, with the agreement of the responsible Instructor of Record, the chair may decide either to allow the actual instructor to retain this role or to ask another employee who is directly involved with the course (for example, a course coordinator) to assume this role. In any case, the actual instructor should retain an important consultative role and shall participate in all UAB meetings as far as possible.

6.4.3 Initial Determination

A. By the Instructor and Chair

1. Allegation; Opportunity of Student to Respond. The instructor and chair shall review the evidence of an academic offense, and the instructor shall decide whether the evidence warrants an allegation of an academic offense. If so, the student shall be notified of the allegation and invited to meet with the instructor and chair to discuss the allegation and to state his or her case. Within 10 days after the evidence is received, the instructor and chair must make a reasonable effort to schedule the meeting. The instructor and chair shall set a deadline for the student to respond to the invitation to the meeting, but the deadline shall be no fewer than 7 days after the invitation is issued. The instructor and chair must make a reasonable effort to schedule a meeting with the student as soon as possible after the evidence is received.

Background: The College of Dentistry Faculty have adopted a number of revisions to the DMD program over the years, some being 'Academic Discipline Policies' (nine new ADPs) and some being 'Misc. Academic Policies (ten new MAPs). Some of these program changes constitute (1) necessary revision to the University Senate Rules, while other program changes (2) require Senate apparatus approval but not codification into the Senate Rules, and while still other program changes are (3) local college policy not needing higher (Senate apparatus) approval. After obtaining approval of all of these academic policies by the Senate Health Care Colleges Council, the Chair of the College of Dentistry Faculty Council, Richard Mitchell, has forwarded a draft of the program policies to the Senate Council and Senate Rules and Elections Committee. Dr. Mitchell requests assistance in ascertaining which program changes are in which of the above three categories, and assistance with how to codify into the Senate Rules those in category (1). Then-SREC Chair Davy Jones corresponded with Dr. Mitchell and Sheila Brothers as they further sought the assistance of the SREC in ascertaining which policies need to be codified in the Senate Rules and how that codification might look. A draft of what these codifications to the Senate Rules could look like is here being sent to the SREC.

(Draft) Recommendation to the Senate Council: That the Senate Council utilize the draft offered by the SREC of codification into the Senate Rules of the revised professional Dentistry program policies. A summary of how the nine new Academic Discipline Policies (ADPs) and ten new Misc. Academic Policies (MAPs) have been handled in this codification is summarized below.

ADP1	Not Needed in SRs	(generalized statement of decision-making philosophy)
ADP2	Replaces Previous SR 5.3.3.4.A	(HCCC approval was obtained)
ADP3	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP4	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP5	Replaces Previous SR 5.3.3.4.B	(HCCC approval was obtained)
ADP6	Replaces Previous SR 5.3.3.4.C	(HCCC approval was obtained)
ADP7	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP8	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP9	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
MAP1	Not Needed in SRs (is local College academic policy)	
MAP2	Not Needed in SRs (is local College academic policy)	
MAP3	Not Needed in SRs (is local College academic policy)	
MAP4	Not Needed in SRs (is local College academic policy)	
MAP5	Is Currently Codified as SR 5.1.2.2 (Dentistry grading system, no changes made)	
MAP6	Not Needed in SRs (changing course grading letter grade to P/F)	(HCCC approval was obtained)
MAP7	Not Needed in SRs (remove required mock board exam)	(HCCC approval was obtained)
MAP8	Not Needed in SRs (is local College academic policy)	
Old MAP9	Delete SR 5.3.4.1.A (removing promotion policy)	(HCCC approval was obtained)
New MAP9	Change to SR 5.3.4.1.B (change graduation requirements)	(HCCC approval was obtained)

Note: DJ recommends delete SR 5.3.4.1.B, above; Senate Rules don't codify specific listing of graduation requirements of health professional programs; is newly codified here in general terms at SR 5.4.3)

MAP 10 Not needed in SRs (is local College academic policy)

Note: The blue font below is the Dentistry requested change to SR 5.3.3.4; the green font is DJ change to the requested Dentistry change.

5.3.3.4 College of Dentistry [US: 11/8/99]

The following academic disciplinary policies for students in the professional dental educational program are initiated upon unsatisfactory academic performance.

A. Academic Probation

~~1. **Placement on Probation.** A student will be placed on probation if he or she has:~~

~~(a) a grade point average (G.P.A.) for the academic year less than 2.75;~~

~~(b) received a failing grade (E or F); or,~~

~~(c) failed any section of either Part 1 or Part 2 of the National Dental Board Examination.~~

~~2. **Terms of Probation.** The terms of probation will be established by the Academic Performance Committee (APC). The duration of probation will be at least one semester. Passing a course that has been failed is a condition of all probations. Additional terms of probation may be established by the APC. Students on probation may be ineligible for certain curricular or extracurricular college activities.~~

~~If a student has failed the National Dental Board Examination, taking the examination the next time it is offered and passing it shall be among the terms of probation. The terms shall also require certain activities to help the student prepare to pass the examination.~~

~~3. **Removal from Probation.** A student will be removed from probation by the Academic Performance Committee when he or she has at least a cumulative 2.75 G.P.A., has at least a 2.75 G.P.A. in the current academic year, has passed any failed course, and has satisfied the terms of probation in the judgment of the Academic Performance Committee.~~

~~4. **Responsible Agent:** The Academic Performance Committee. [US: 11/8/99]~~

Placement on Probation. A student will be placed on probation immediately after any of the following has occurred:

1. The student has completed any academic year with a grade point average (G.P.A.) for the academic year less than 2.75 or

2. The student has received a failing (E or F) final course grade; or

3. The student has failed Part 1 of the National Dental Board Examination. or

(NDBE)

4. The student has been placed in a modified curriculum, or
5. The student has been reinstated after suspension.

Methods and Procedures:

Limitation[RJM1] on the Use of Probation. The Academic Performance Committee (APC) shall place a student on probation only if, based on the student's performance in the College of Dentistry's course work (including but not limited to grades, attendance, motivation, work ethic, and professionalism), it has determined that the student has the potential of meeting graduation requirements after addressing academic shortcomings and receiving counseling to address issues that may be contributing to the academic problems.

Duration[RJM2] of Probation. The duration of probation shall be established by the APC. The following rules for establishing the minimum duration of probation shall apply:

1. In the case of probation for a low GPA, the minimum duration of probation shall be one academic term following the academic year in which the low GPA occurred.
2. In the case of a failing grade, the minimum duration of probation shall begin the day a failing grade is reported to the registrar and continue at least one academic term[RJM3] after the term in which a passing grade in the course has been achieved.
3. In the case of a failed Part 1 NBDE, probation shall begin the day the failure is reported to the Office of Academic Affairs. Retaking and passing the failed NBDE before a deadline to be set by the APC[RJM4] shall be among the terms of probation. The minimum duration of probation shall be at least until the end of the term in which the retake of the NBDE is passed.
4. In the case of a student who has been placed in a modified curriculum, the minimum duration of probation shall be the entire period in which a student is enrolled in a modified curriculum and at least one academic year after the student has been allowed to resume in the College's regular curriculum.
5. In the case of a student who has been suspended, the minimum duration of probation shall be at least one academic year after the student has been re-admitted after suspension.

Terms of probation. The terms of probation will be established by the APC.

The terms of probation may also include required activities to help the student prepare to pass Part 1 of the NBDE. The APC may decide to include in the terms that during [RJM5] probation the student is ineligible for certain curricular or extracurricular College activities, (see Curriculum Policy Number eight[RJM6]), within parameters established by higher University rules and regulations. Policies for the terms of probation, including those for a modified curriculum arising from academic suspension of clinical privileges, shall be as elaborated in the College Academic Policies.

Notification of Probation. [RJM7] Probation is triggered automatically by the situations listed in the Policy Statement, not by decision of the APC. The student shall be notified by letter of the date when the probation began. This letter shall explain the student's status and inform him or her that the terms of probation and minimum duration of probation will be established by the APC the next time it meets.

When an APC places a student on probation or affirms an automatic probation, its Chair shall notify the student by a letter with verified receipt of the terms of probation, including the minimum [RJM8] conditions that must normally be fulfilled before the APC will consider removal from probation.

B. Academic Suspension

~~1. — **Placement on Academic Suspension.** The Academic Performance Committee (APC) shall recommend to the Dean that a student be suspended if two conditions exist. The first condition is that the student has:~~

- ~~(a) — received two or more failing (E or F) grades;~~
- ~~(b) — received a failing grade (E or F) while on probation;~~
- ~~(c) — failed to meet the terms of probation; or,~~
- ~~(d) — after the second year of the curriculum, achieved a cumulative GPA or less than 2.75~~

~~The second condition is that, based on the available evidence, the APC has determined that the student is capable of completing the curriculum after receiving counseling and/or completing work outside the College. The committee's recommendation shall include a description of any circumstances the Dean should consider in reaching a decision. It shall also include suggestions on what the student needs to accomplish to be considered for reinstatement.~~

~~2. — **Second failure of any section of Part 1 of the National Dental Board Examination.** If a student fails the National Dental Board Examination a second time, the APC shall recommend to the Dean that the student be suspended. The APC recommendation will include a description of any circumstances the Dean should consider in reaching a decision. It shall also include suggestions on what the student needs to accomplish to be considered for reinstatement. [US: 11/8/99]~~

~~3. — **Review.** A student subject to suspension may ask the Dean for a review. Review procedures shall be determined by the Dean. [US: 11/8/99]~~

~~4. — **Reinstatement following suspension.** A suspended student may not be reinstated before one semester has passed from the date of suspension. When the student demonstrates that he or she can perform at the level required to graduate from the College, the Dean may reinstate him or her. A reinstated~~

~~student will be placed on probation, subject to terms recommended by the APC and approved by the Dean. [US: 11/8/99]~~

~~A student who has been suspended because of a second failure of any section of Part 1 of the National Dental Board Examination shall not be readmitted unless she or he takes and passes the examination. [US 11/8/99]~~

~~5. ——— **Responsible agent:** The Dean. [US: 11/8/99]~~

Placement on Academic Suspension. The Academic Performance Committee (APC) shall in the absence of extraordinary circumstances suspend a student if any of the following is true AND, in judgment of the APC, she or he is likely to be helped by experiences exclusively outside of the College. The student has:

1. Received, within the last four academic terms (or, for first-year students, within two academic term) two or more failing (E or F) final course grades or
2. Received a failing (E or F) final course grade and an annual grade point average for all other courses of less than 2.75 or
3. Received a failing (E or F) final course grade while on probation or
4. Failed to meet the terms of probation or
5. While on probation after the first year of the curriculum, achieved a cumulative GPA of less than 2.75 at the end of any term or
6. Failed Part 1 of the National Dental Board Examination (~~NBDE~~) a third time.

Methods and Procedures:

Limitation on the Use of Suspension. The Academic Performance Committee shall suspend a student only if, based on the student's performance in the College of Dentistry's course work (including, but not limited to grades, attendance, motivation, work ethic, and professionalism), it has determined the student has the potential of meeting graduation requirements after addressing academic shortcomings and receiving counseling to address issues that may be contributing to the academic problems.

Deadline to Notify Student of Suspension. Except under extraordinary circumstances, the APC shall notify the student that he or she is being suspended within 15 working days of the date when a triggering condition occurs (a failing grade is turned into the registrar, the Office of Academic Affairs is notified of a failed NBDE, etc.).

Terms of Suspension. The APC shall recommend to the Dean the terms for consideration of reinstatement following suspension. If the APC determines the student might benefit from additional course work or other remediation experiences available outside the College, it shall specify the particular course work and/or the particular customized experiences the student must complete prior to consideration of

reinstatement. Terms for reinstatement shall include grades of B or better in courses and evidence of completion of any specially designed curriculum offered outside the College. A student who has been suspended because of a third failure of Part 1 of the NBDE must pass this exam to be eligible for reinstatement. The terms of suspension must include the maximum time within which the student must gain readmission.

Notification of Suspension. The student shall be notified by a letter with verified receipt from the Chair of the APC of the terms of suspension, including the minimum conditions that must normally be fulfilled before the Dean will consider reinstatement of the student in the regular College curriculum. The letter must include notification of the student's right to appeal and a summary of the procedures for appealing the decision.

Appeal. A suspended student may appeal this decision. The appeal request must be made in writing to the Dean within five working days of receipt of notification of suspension, (see Academic Disciplinary Policy Seven, "Appeal Procedures"), as elaborated by the College Academic Policies for the program.

Reinstatement following suspension. When the student has demonstrated he or she can perform at the level required to graduate from the College, and has met the terms of readmission recommended by the APC, the Dean may readmit him or her. However, granting a request for reinstatement is not automatic. Procedures for considering and granting reinstatement can be found in Policy No. Nine shall be elaborated by the College Academic Policies for the program. ~~Notwithstanding anything in the preceding, the Dean may at any time elect to readmit a suspended student into the regular curriculum.~~ SAASC edit after consultation with Richard Mitchell

Consequences of Failure to Gain Reinstatement. If a student who has been suspended for a third failure of Part 1 of the NBDE does not pass the Boards within two months of the date when he or she is first eligible to retake the exam after the third failure, that student shall be dismissed. A student who has not been reinstated within the maximum time allowed by the APC shall be dismissed and will no longer be eligible for reinstatement.

Responsible Agent: The Academic Performance Committee.

C. Dismissal [US: 11/8/99]

~~1. — Placement in Dismissal Status. The APC shall recommend to the Dean that a student be dismissed if two conditions exist. The first condition is that the student:~~

~~(a) — received two or more failing (E or F) grades;~~

~~(b) — received a failing grade (E or F) while on probation;~~

~~(c) — failed to meet the terms of probation; or,~~

~~(d) — after the second year of the curriculum, achieved a cumulative GPA of less than 2.75.~~

~~The second condition is that, based on the available evidence, the APC has determined that the student is not academically capable of completing the curriculum or is otherwise unsuitable for dentistry for reasons that include, but are not limited to: unacceptable personal hygiene; the inability to establish rapport with patients; the inability to work effectively with other health care team members; undependability; or lack of integrity, initiative or interest. The APC recommendation shall include a description of any circumstances the Dean should consider in reaching a decision.~~

~~2. — **Previously suspended students.** If a student is subject to suspension and has been previously suspended, the APC shall recommend that she or he be dismissed~~

~~3. — **Review.** A student subject to dismissal may ask the Dean for a review. Review procedures shall be determined by the Dean.~~

~~4. — **Reinstatement following dismissal.** The dismissed student shall not be reinstated.~~

~~5. — **Responsible Agent:** The Dean~~

Placement in Dismissal Status: The Academic Performance Committee (APC) shall in the absence of extraordinary circumstances dismiss a student if the student has:

1. Failed to Part 1 of the National Board Dental Examination a fourth time or
2. Failed to meet the terms of a modified curriculum or suspension or
3. Become eligible for either a modified curriculum or suspension and has been previously placed in a modified curriculum or suspended or
4. Failed to be reinstated in the regular College curriculum after being placed on a modified curriculum within the maximum time allowed by the APC or
5. Failed to be reinstated to the College after being suspended within the maximum time allowed by the APC or
6. Failed to retake Part 1 the NBDE within two months of being eligible to retake it when on a modified curriculum or when under suspension for a third failure of the exam or

- 7. Failed to convince the APC, based on the student’s performance in the College of Dentistry’s course work (including, but not limited to grades, attendance, motivation, work ethic, and professionalism), that she or he has the potential of meeting graduation requirements.

Reinstatement following dismissal. The dismissed student shall not be reinstated.

Methods and Procedures[RJM9]:

[RJM10]Deadline to Notify Student of Dismissal. Except under extraordinary circumstances, the APC shall notify the student that he or she is being dismissed within 15 working days of the date when a triggering condition occurs (e.g., a failing grade is turned into the registrar, the Office of Academic Affairs is notified of a failure of Part 1 of the NBDE, etc.).

Notification. The student shall be notified of the decision to dismiss by a letter with verified receipt from the Dean. The letter must include notification of the student’s right to appeal and a summary of the procedures for appealing the decision.

Appeal. A dismissed student may appeal this decision. The appeal request must be made in writing to the Dean within 5 working days of receipt of notification of dismissal (see Academic Disciplinary Policy ~~Seven~~, “Appeal Procedures”).

"for the program" (replacement by SAASC with consultation by Richard Mitchell)

Responsible Agent: The Academic Performance Committee.

~~5.3.4 PROMOTION AND GRADUATION IN THE PROFESSIONAL COLLEGES~~

~~5.3.4.1 Dentistry~~

~~A. Promotion [US: 5/10/2004]~~

~~Policy Statement:~~ Students will be promoted when they have successfully completed all courses in an academic year.

- 1. ~~Methods and Procedures.~~ Promotion of first, second or third year students:

~~(a) All courses in an academic year must be completed with a grade of C or higher (or P, in the case of pass/fail courses) before promotion.~~

~~(b) Promotion shall usually occur no later than 15 working days after the last day of scheduled classes in each academic year.~~

~~(c) If a lack of resources or facilities at the University prevents a student from being able to complete a basic science course requirement prior to the beginning of the next academic year, permission may be~~

~~granted by the APC, in consultation with the Instructor of Record, to complete an equivalent course either at the University or another accredited institution at a prescribed level of performance.~~

~~2. **Responsible Agent:** The Dean.~~

~~**B. Graduation** [US: 11/8/99; US: 5/10/2004]~~

~~1. A student shall be eligible for graduation when passing all courses and meeting all of these applicable requirements:~~

~~(a) student has at least a 2.75 cumulative GPA;~~

~~(b) a student has passed Parts 1 and 2 of the National Dental Board Examination;~~

~~(c) a student has taken and passed a clinical mock board examination;~~

~~(d) advanced standing students must complete the curriculum within one year following the time period agreed to at admission;~~

~~(e) all terms of probation have been satisfied; and~~

~~(f) all patient responsibilities and other obligations to the College of Dentistry or the University have been satisfied.~~

~~2. **Responsible Agent:** The Dean.~~

Main document changes and comments

Page 1: Formatted John Smith 4/18/2015 8:06:00 PM

Strikethrough

Page 1: Formatted John Smith 4/18/2015 8:06:00 PM

Font color: Red, Strikethrough

Page 2: Comment [RJM1] Richard 3/25/2014 3:28:00 PM

The policies on **probation**, **modified curricula**, and **suspension** each include a “limitation statement” to the effect that the APC must feel that the student has a reasonable chance of graduating, otherwise we should not keep the student in the College. That is, we view the ADPs as corrective and not to be used when there is little hope.

Page 2: Comment [RJM2] Richard 3/25/2014 6:16:00 PM

Thus is new. Minimum durations of probation are now defined for five circumstances. Duration of probation depends on the circumstance that caused the probation. . Previously ('99), the only reference to duration was the vague statement: “The duration of probation will be at least one semester.”

Page 2: Comment [RJM3] Richard 3/25/2014 6:17:00 PM

Earlier the duration of Probation here was “at least one semester.”

Page 2: Comment [RJM4] Richard 3/25/2014 6:18:00 PM

Earlier language specified that Part 1 was to be taken the next time it is offered. The previous wording was: “If a student has failed a National Dental Board Examination, taking the examination the next time it is offered and passing it shall be among the terms of probation.”

Page 2: Comment [RJM5] Richard 3/25/2014 11:11:00 AM

The '99' wording was: “Students on probation may be ineligible for certain curricular or extracurricular College activities.”

Page 2: Comment [RJM6] Richard 3/25/2014 6:48:00 PM

The deleted material immediately below has been replaced by the material under Duration of Probation and Terms of Probation in the preceding.

Page 3: Comment [RJM7] Richard 3/12/2014 10:33:00 AM

New Section

Page 3: Comment [RJM8] Richard 3/25/2014 11:18:00 AM

The deleted material immediately below has been replaced by the material under Duration of Probation and Terms of Probation in the preceding.

Page 7: Comment [RJM9] Richard 3/25/2014 10:02:00 PM

Note that the deleted paragraph below that begins “The second condition” is incorporated in no. 7 above.

Page 7: Comment [RJM10] Richard 3/25/2014 10:11:00 PM

The deleted paragraph below is the same as no. 3 above

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): College of Dentistry Academic Policies

Proposal Contact Person Name: Richard Mitchell Phone: 3-5495 Email: rjm1@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
Faculty Council College of Dentistry	6/9/09	Dr. Robert Frazer / 3-5996 / rfrazier@uky.edu	
Faculty College of Dentistry	10/19/09	Dean Sharon Turner / 3/5786 / turnersp@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	N.A.		
Graduate Council	N.A.		
Health Care Colleges Council	10/20/10		
Senate Council Approval		University Senate Approval	

Comments:

After the HCCC approved these changes, the Senate Council requested that we add a "track changes" version of each of the revised policies. It has taken the Secretary of the Dental Faculty (Richard Mitchell) three and a half years to create satisfactory "track changes" versions.

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.

Dental Academic Policies
Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #1	ADP #1	Basis for Academic Discipline	No record. My guess is that it has not been reviewed since 1978.	Major	Request for approval of revisions	Previously the Dean was the sole responsible agent. Now the Dean shares responsibility with the Academic Performance Committees.
ADP #2	ADP #2	Probation	11/8/1999; '05 changes were not forwarded to the SC for review	Major	Request for approval of revisions	Failure of Part 2 on the National Dental Board Examination is no longer an academic offence. The APC now sets the length of time within which the student must retake a failed Part 1 National Dental Board Examination. Students are placed on probation when placed in a modified curriculum and after reinstatement following suspension.
ADP #3	New	Clinical Sanctions Including Suspension of Clinical Privileges	New, not previously considered by the Senate Council.	New policy	Request for approval of new policy	We spell out all situations, academic and non-academic, that could result in a student being removed from clinic. We include non-academic procedures here so that students and faculty members can see how they relate to the academic policies. A students whose clinical privileges are suspended because of academic weakness will be channeled into the process defined by Policy Four: Modified Curricula.
ADP #4	New in 09	Modified Curricula	New, not previously considered by the Senate Council.	New policy	Request for approval of revisions	A modified curriculum is appropriate when at least one of seven triggering conditions has occurred AND the APC determines that the student can best be helped by experiences within the College. In cases where the student can best be helped by experiences outside the College, the Policy Four directs the APC to suspend the student. A student who fails to complete the modified curriculum within the maximum time specified by the APC shall be dismissed.

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #5	ADP #3 until '09	Suspension	11/8/1999; changes made in '03 & '05. These changes were not forwarded to the Senate Council for review	Major	Request for approval of revisions	The APC, not the Dean, suspends the student. The APC recommends to the Dean the terms of suspension. The revised policy looks back four (4) semesters for previous E or F grades. Previously, the policy looked back to the beginning of the students enrollment in the pre dental program for failures. The revised policy suspends the student after the third failure of Part 1 of the NBDE. The previous policy suspended the student after the second failure of Part 1.
ADP #6	ADP #4 ADP #5	Dismissal	11/8/1999; changes made in '03 & '05 were not forwarded to the Senate Council for review	Major	Request for approval of revisions	The APC, not the Dean, dismisses the student. We have replaced the grade and GPA criteria with condition no. 3, becoming eligible for suspension or a modified curriculum a second time. There was no appeals procedure in the 99 Policy that was reviewed by the Senate Council.. A version of the DISMISSAL POLICY approved by the Faculty in 2003 contained an appeal procedure that was referred to in that policy. This latest version of the DISMISSAL POLICY refers to a revised version of the 2003 appeals procedure (ADP 7).

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #7	ADP #4 ADP #5	Appeal Procedures (new name 06)	No record. My guess is that it has not been reviewed since 1978.	Major	Request for approval of revisions	This Appeals Policy is mostly a New policy that were not in existence when dentistry's policies were last reviewed by the Senate Council in 1999. A policy that applied only to Suspensions was part of the 1978 policies. Elements of the '78 policy can be found in the policy that we developed in stages in between 2006 and 2009. A version was approved by the dental faculty in 2006, but it was never forwarded to the HCCC or Senate for approval. HIGHLIGHTS. Some members of the faculty are ineligible to serve on a appeals committee due to possible conflicts of interest. The student is allowed to select a student 'or' faculty member to make statements on his or her behalf. The Appeals Committee is now allowed to request the presence of persons who are not faculty members to clarify issues related to the appeal. The policy now allows the Committee to question all persons who appear before it.
ADP #8	ADP #5 & ADP #6	Participation in Curricular Privileges or Extracurricular Activities while on Academic Probation	No record. My guess is that there has been no review since 1978.	Minor. Methods are given in more detail.	Request for approval of revisions	This is an old ADP (initially approved in 1978 as ADP #5) for which we are proposing renumbering and minor revisions. Up to now, it has NOT been included in the Senate Rules. The in-College revisions of 2005 and 2006, replaced the Dean with the APC and the Deans were for Academic and Student Affairs as the loci of responsibility for these policies. ADP #8 now directs the APC, instead of the Dean, to include the listed limitations in the terms of all probations.

Dental Academic Policies
Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #9	ADP #7	Reinstatement Following Academic Suspension	No record. My guess is that it has not been reviewed since 1978.	Minor. Methods are given in more detail.	Request for approval of revisions	THE 1978 Policy was revised at the College-level in 2006. The Dean appoints a committee of full-time faculty who hear the student's request for re-admission and submit a recommendation to the Dean. The process for the hearing, the reports to the Dean, and the Dean's decision are enumerated. Once re-admitted the student must remain on probation for at least one academic year.
MAP # 1	MAP # 1	Absence	No record. My guess is that it has not been reviewed since 1978.	Major. We have clarified and reorganized this policy.	Request for approval of revisions	We now more clearly define and differentiate absences using 1) absence of short duration and those longer than short duration and 2) absences that are foreseeable and unforeseeable. The various topics have been arranged into paragraphs that deal with a single topic. References to University policies are to the University Senate Rules instead of the handbook on Student Rights and Responsibilities. Course directors, the Academic Performance Committee, and the Dean of the College are added to the list of responsible agents.
MAP # 2	MAP # 2	Academic Advising	No record. My guess is that it has not been reviewed since 1977.	Minor Reformatting only.	Request for approval of editorial changes.	The advising system was re-affirmed. The only changes are in formatting. The only non-editorial change is a reference to Senate Rule 7.2.3.D.

Dental Academic Policies
Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
MAP # 3	MAP # 3	College Calendar Guidelines	No record. My guess is that it has not been reviewed since 1977.	Minor Revisions of formatting. Changes in the administrator names and committee names.	Request for approval of revisions	We deleted the guidelines that holidays observed by the University be observed by the College. These guidelines were seen as redundant since the Policy Statement requires that professional school calendars "conform with the University Calendar as nearly as possible." The Faculty Council decided to make the Chair of the Curriculum committee and the Dean the responsible agents. The Dean is to review the calendar before it is forwarded to University Registrar.
MAP # 4	MAP # 4	Evaluation	No record. My guess is that it has not been reviewed since 1976.	Major	Request for approval of revisions	We changed the Policy Statement from "The evaluation system will be criterion referenced" to "The College recommends that the evaluation system be criterion referenced." Some of our current courses are not criterion referenced. Moreover, the Council believes that the course director's choice of evaluation system is a matter of academic freedom. We can "recommend" but we cannot require.
MAP # 5	MAP # 5	Grading	11/8/99	Not revised	No action needed	The grading system was re-affirmed. The only changes are in formatting.
MAP # 6	MAP # 6	Changing a Grading System in Individual DMD Courses	New, not previously considered by the Senate Council.	New Policy	Request for approval of new policy	The Faculty wanted to ensure that changes from one of the College's two grading systems to the other are subject to review by the Curriculum Committee.

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
Rescinded	MAP # 7	Mock Board Examination	No record. My guess is that it has not been reviewed since 1976.	None.	Request for approval of our decision to rescind.	We rescinded this policy. In recent years, Mock Board examinations have been incorporated as requirements for passing in fourth year clinical courses. Consequently, the Faculty felt a policy on passing Mock Boards was no longer necessary. Since students must pass the courses containing mock boards, they must also pass the mock boards themselves.
MAP # 7	MAP # 8	National Board Dental Examination	New, not previously considered by the Senate Council.	Major. Passing Part 2 of the National Board is no longer a requirement for graduation.	Request for approval of new policy	NEW POLICY. This is the first time the SC has reviewed this policy. A 2003 version of this policy required students to pass both Parts 1 and 2 of the NBDE's to be eligible to graduate. The '03 version was never forwarded to the SC for review. Student must have taken Part 2, but not necessarily passed Part 2, to be eligible for graduation. The revised policy specifies that Part 1 be passed before the student can enter the 4th year of the curriculum. Students who have not passed Part 1 of the NBDE by the beginning of the 4th year shall be considered for placement in a modified curriculum (Academic Disciplinary Policy No. 4). The Policy now makes it clear that failure of Part 1 will result in a student being placed on Probation. (This is specified in Academic Policy No. 2. Probation, but should also be stated in this policy.)

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
MAP #8	None (New in 2009)	Commencement	New, not previously considered by the Senate Council.	New Policy	Request for approval of new policy	NEW POLICY. The Faculty Council has decided to separate the commencement ceremony from graduation. The purpose is to allow a student who has not yet completed all the requirements for graduation to participate in graduation if it seems likely to course directors, the Dean of Academic Affairs and the 4th year APC committee that course requirements are likely to be completed within 30 days of commencement. Students will be allowed to participate in commencement if they have taken Part 2 of the Board; they do not have to have passed it. Note, however, that they must have passed Past 1 to arrive at this point.
Rescinded	MAP # 9	Promotion	5/10/04	None.	Request for approval of our decision to rescind.	The Faculty Council 7/14/09 reviewed this policy and concluded that it included no provisions that were not present in other policies. That is, the policy is completely redundant. It recommended that MAP #9 be rescinded. The Faculty agreed (10/19/09).
MAP #9	MAP # 10 MAP #7	Graduation	5/10/04	Major	Request for approval of revisions	SIGNIFICANT REVISION. The National Board requirements have been reduced. To be eligible to graduate, students must have passed Part 1, but not Part 2. Students need only to have taken Part 2. We have also deleted the requirement that a Mock Board examination be taken and passed. The Mock Boards are now embedded in 4th year clinical courses that must be passed.

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
MAP # 10	MAP # 11 MAP #6	Grade Review	No record. My guess is that it has not been reviewed since 1976.	Major	Request for approval of revisions	Since most College Departments are now "Divisions," grade disputes will be mediated between the student and the Course Director and Division Director (formerly the Department Chair). Time limits by which the Grade Review Committee must be appointed and convened are now specified. The time limit for the committee to complete work has been removed. References to appeals of a possible suspension have been deleted, since appeal procedures (ADP # 7) now do the job. The policy now references provisions for further review beyond the College through the Academic Ombudsmen.

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
ADP #1	ADP #1	Basis for Academic Discipline	Not in Senate RULES (SRs). Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1978.	Major	5/20/10 Approved revisions	5/13/09 ADP #1	5/26/09 ADP #1
ADP #2	ADP #2	Probation	Currently in 5.3.4 A Our revision adds significant detail. Does all of this need to be incorporated into the SRs?	11/8/1999; '05 changes were not forwarded to the SC for review	Major	5/20/10 Approved revisions	7/14/09 ADP #2	10/19/09 ADP #2
ADP #3	New	Clinical Sanctions Including Suspension of Clinical Privileges	This is a new policy and is consequently not yet in the SRs. It tries to separate performance that is due to professional misconduct and academic deficiencies. In the second case, this becomes an academic policy. Does it need to be in the SRs?	New, not previously considered by the Senate Council.	New policy	5/20/10 Approved new policy	5/13/09 ADP #3	5/26/09 ADP #3
ADP #4	New in 09	Modified Curricula	This is a new policy and is consequently not yet in the SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	New, not previously considered by the Senate Council.	New policy	5/20/10 Approved new policy	5/13/09 ADP #4	5/26/09 ADP #4

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
ADP #5	ADP #3 until '09	Suspension	5.3.3.4 B Our revisions add significant detail. Does all of this need to be incorporated into the SRs?	11/8/1999; changes made in '03 & '05. These changes were not forwarded to the Senate Council for review	Major	5/20/10 Approved revisions	5/13/09 ADP #5	5/26/09 ADP #5
ADP #6	ADP #4 ADP #5	Dismissal	5.3.3.4 C Our revisions add significant detail. Does all of this need to be incorporated into the SRs?	11/8/1999; changes made in '03 & '05 were not forwarded to the Senate Council for review	Major	5/20/10 Approved revisions	5/13/2009 ADP #6 #6	5/26/09 ADP #6
ADP #7	ADP #4 ADP #5	Appeal Procedures (new name 06)	This is mostly a new policy and is consequently not yet in the SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	No record. My guess is that it has not been reviewed since 1978.	Major	5/20/10 Approved new policy	5/13/09 ADP #7	5/26/09 ADP #7
ADP #8	ADP #5 & ADP #6	Participation in Curricular Privileges or Extracurricular Activities while on Academic Probation	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that there has been no review since 1978.	Minor. Methods are given in more detail.	5/20/10 Approved revisions	5/13/09	5/26/2009 ADP #8
ADP #9	ADP #7	Reinstatement Following Academic Suspension	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1978.	Minor. Methods are given in more detail.	5/20/10 Approved revisions	5/13/09	5/26/2009 ADP #9

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
MAP # 1	MAP # 1	Absence	Not in SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	No record. My guess is that it has not been reviewed since 1978.	Major. We have clarified and reorganized this policy.	5/20/10 Approved revisions	10/6/09	10/19/2009 MAP #1
MAP # 2	MAP # 2	Academic Advising	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1977.	Minor Reformatting only.	5/20/10 Approved revisions	10/6/09 re-affirmed	10/19/2009 MAP #2
MAP # 3	MAP # 3	College Calendar Guidelines	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1977.	Minor Revisions of formatting. Changes in the administrative names and committee	5/20/10 Approved revisions	10/6/09	10/19/2009 MAP #3
MAP # 4	MAP # 4	Evaluation	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1976.	Major	5/20/10 Approved revisions	10/6/09	10/19/2009 MAP #4
MAP # 5	MAP # 5	Grading	5.1.2.2.	11/8/99	Not revised	No action needed	10/6/09 re-affirmed	10/19/09 MAP #5 re-affirmed
MAP # 6	MAP # 6	Changing a Grading System in Individual DMD Courses	Not in SRs. Probably does not need to be in the SRs.	New, not previously considered by the Senate Council.	New Policy	5/20/10 Approved new policy	10/6/09 re-affirmed	10/19/09 MAP #6 re-affirmed

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
Rescinded	MAP # 7	Mock Board Examination	Was not in SRs.	No record. My guess is that it has not been reviewed since 1976.	None.	5/20/10 approved of our request to rescind	Rescinded 10/6/09	10/19/09 MAP #7 rescinded
MAP # 7	MAP # 8	National Board Dental Examination	This is a new policy and is consequently not yet in the SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	New, not previously considered by the Senate Council.	Major. Passing Part 2 of the National Board is no longer a	5/20/10 Approved new policy.	10/6/09	10/19/2009 MAP #7 Revised
MAP #8	None (New in 2009)	Commencement	Not in SRs. Probably does not need to be in the SRs.	New, not previously considered by the Senate Council.	New Policy	5/20/10 Approved new policy.	10/6/09	10/19/2009 MAP #8
Rescinded	MAP # 9	Promotion	5.3.4.1 A - needs to be deleted if SC approves our recommendation.	5/10/04	None.	5/20/10 approved of our request to rescind	Rescinded 7/14/09	10/19/09 Rescinded by the Faculty
MAP # 9	MAP # 10 MAP # 7	Graduation	5.3.4.1 B Will need to be revised if the Sc approves our revision.	5/10/04	Major	5/20/10 Approved revisions	10/6/09	10/19/2009 Revised MAP #9
MAP # 10	MAP # 11 MAP # 6	Grade Review	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1976.	Major	5/20/10 Approved new policy	10/6/09	10/19/09 MAP #10

CHANGE UNDERGRADUATE PROGRAM FORM

1. General Information

College: <u>Agriculture, Food, and Environment</u>		Department: <u>Dietetics and Human Nutrition</u>	
Current Major Name:	<u>Dietetics</u>	Proposed Major Name:	<u>same</u>
Current Degree Title:	<u>BS in Dietetics</u>	Proposed Degree Title:	<u>same</u>
Formal Option(s):	<u>Option A - Didactic Program Option B - Coordinated Program</u>	Proposed Formal Option(s):	<u>same</u>
Specialty Field w/in Formal Option:	<u>N/A</u>	Proposed Specialty Field w/in Formal Options:	<u>N/A</u>
Date of Contact with Associate Provost for Academic Administration ¹ : _____			
Bulletin (yr & pgs):	<u>2014-2015 page 117-118</u>	CIP Code ¹ :	_____ Today's Date: <u>06-08-2015</u>
Accrediting Agency (if applicable):	<u>The Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition & Dietetics</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² : _____
Dept. Contact Person:	<u>Tammy Stephenson</u>	Phone:	<u>7-2353</u> Email: <u>Tammy.Stephenson@uky.edu</u>

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

Please list the courses/credit hours currently used to fulfill the University Studies/General Education curriculum:

Intellectual Inquiry - Choose from list (3 hrs); Humanities - Choose from list (3 hrs); Social Sciences - PSY 100 or SOC 101 (3 or 4 hrs); Natural Sciences - CHE 105 and 111 (5 hrs); Composition and Communication - WRD/CIS 110 and 111 (6 hrs); Quantitative Foundations - MA 111 (3 hrs); Statistical Inferential Reasoning - STA 210 (3 hrs); Community/Culture - Choose from list (3 hrs); Global Dynamics - Choose from list (3 hrs) -> Total Hrs 32-33 hrs

Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	<u>Choose from list</u>	<u>3</u>

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

² Program changes are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

CHANGE UNDERGRADUATE PROGRAM FORM

Humanities	<i>Choose from list</i>	<u>3</u>
Social Sciences	<i>PSY 100 or SOC</i>	<u>3-4</u>
	<u>101</u>	
Natural/Physical/Mathematical	<i>CHE 105 and 111</i>	<u>5</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	<u>MA 111</u>	<u>3</u>
Statistical Inferential Reasoning	<u>STA 210</u>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<i>Choose from list</i>	<u>3</u>
Global Dynamics	<i>Choose from list</i>	<u>3</u>
Total General Education Hours		<u>32-33</u>

3. Explain whether the proposed changes to the program (as described in sections 4 to 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

Changes do not involve courses offered by another department.

4. Explain how satisfaction of the University Graduation Writing Requirement will be changed.

Current	Proposed
<input type="checkbox"/> Standard University course offering. List: _____	<input type="checkbox"/> Standard University course offering. List: _____
<input checked="" type="checkbox"/> Specific course – list: <u>DHN 374</u>	<input checked="" type="checkbox"/> Specific course) – list: <u>DHN 374</u>

5. List any changes to college-level requirements that must be satisfied.

Current	Proposed
<input checked="" type="checkbox"/> Standard college requirement. List: <u>HES 100 and FAM 352</u>	<input checked="" type="checkbox"/> Standard college requirement. List: <u>HES 100 and FAM 352</u>
<input type="checkbox"/> Specific required course – list: _____	<input type="checkbox"/> Specific course – list: _____

6. List pre-major or pre-professional course requirements that will change, including credit hours.

Current	Proposed
<u>BIO 152 - 3</u>	<u>BIO 148 - 3</u>

7. List the major's course requirements that will change, including credit hours.

Current	Proposed
_____	_____

8. Does the pgm require a minor AND does the proposed change affect the required minor? N/A Yes No

³ Note that MA 109 is NOT approved as a Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

CHANGE UNDERGRADUATE PROGRAM FORM

If "Yes," indicate current courses and proposed changes below.

Current	Proposed

9. Does the proposed change affect any option(s)?

N/A Yes No

If "Yes," indicate current courses and proposed changes below, including credit hours, and also specialties and subspecialties, if any.

Current	Proposed

10. Does the change affect pgm requirements for number of credit hrs outside the major subject in a related field?

Yes No

If so, indicate current courses and proposed changes below.

Current	Proposed

11. Does the change affect pgm requirements for technical or professional support electives?

Yes No

If so, indicate current courses and proposed changes below.

Current	Proposed

12. Does the change affect a minimum number of free credit hours or support electives?

Yes No

If "Yes," indicate current courses and proposed changes below.

Current	Proposed

13. Summary of changes in required credit hours:

	Current	Proposed
a. Credit Hours of Premajor or Preprofessional Courses:	<u>42</u>	<u>same</u>
b. Credit Hours of Major's Requirements:	<u>44</u>	<u>same</u>
c. Credit Hours for Required Minor:	<u>n/a</u>	<u>n/a</u>
d. Credit Hours Needed for a Specific Option:	<u>Option A 1-6</u> <u>Option B 21</u>	<u>same</u>
e. Credit Hours Outside of Major Subject in Related Field:	<u>n/a</u>	<u>n/a</u>
f. Credit Hours in Technical or Professional Support Electives:	<u>n/a</u>	<u>n/a</u>
g. Minimum Credit Hours of Free/Supportive Electives:	<u>4</u>	<u>same</u>
h. Total Credit Hours Required by Level:	100: <u>33</u>	<u>same</u>
	200: <u>19</u>	<u>same</u>
	300: <u>30</u>	<u>same</u>
	400-500: <u>17-18</u>	<u>same</u>
i. Total Credit Hours Required for Graduation:	<u>Option A 128</u> <u>Option B 137</u>	<u>Option A 128</u> <u>Option B 137</u>

CHANGE UNDERGRADUATE PROGRAM FORM

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to that.

The dietetics program is accredited through The Accreditation Council for Education in Nutrition and Dietetics (ACEND) through the Academy of Nutrition & Dietetics.

BIO 148 will replace BIO 152 as the pre-major required introductory biology course. This change is being implemented because of the biology course sequence changes that were recently approved at the University level. Specifically, BIO 148 is now a required pre-requisite for BIO 152.

15. List below the typical semester by semester program for the major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See attached 4-year plan.</u>	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

CHANGE UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

Current Degree Title and Major Name:

B.S. in Dietetics, Dietetics

Proposal Contact Person Name:

Tammy Stephenson, DUS for Dietetics & Human Nutrition

Phone: 7-2353

Email:

Tammy.Stephenson@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
Department of Dietetics & Human Nutrition	01/21/2015	Dr. Sandra Bastin / 7-3800 / sbastin@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

4.2.2.4 School of Human Environmental Sciences

A. Human Nutrition and Dietetics Majors [US: 2/11/2013]

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, ~~BIO 152~~ BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

NOTE: A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than April 15 (first summer session); May 15 (second summer session); August 1 (fall semester); and December 1 (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics & Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the pre-major course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

Thank you again for your continued work in reviewing these related proposals. We do hope that these proposals can be reviewed and approved in a timely manner because of their already immediate impact on our 250+ students in pre-dietetics and dietetics. Please let me know if any additional information or clarification is necessary.

Warm regards;

Tammy J. Stephenson

Tammy J. Stephenson, PhD
DUS, Dietetics and Human Nutrition
Tammy.Stephenson@uky.edu
859-257-2353

CHANGE UNDERGRADUATE PROGRAM FORM

RECEIVED

DEC 10 2015

OFFICE OF THE SENATE COUNCIL

1. General Information

College:	<u>Agriculture, Food, and Environment</u>	Department:	<u>Dietetics & Human Nutrition</u>
Current Major Name:	<u>Human Nutrition</u>	Proposed Major Name:	<u>Human Nutrition</u>
Current Degree Title:	<u>BS Human Nutrition</u>	Proposed Degree Title:	<u>BS Human Nutrition</u>
Formal Option(s):	_____	Proposed Formal Option(s):	_____
Specialty Field w/in Formal Option:	_____	Proposed Specialty Field w/in Formal Options:	_____
Date of Contact with Associate Provost for Academic Administration ¹ : _____			
Bulletin (yr & pgs):	<u>2014-2015 pp 119</u>	CIP Code ¹ :	<u>19.0501</u>
		Today's Date:	<u>11-24-2015</u>
Accrediting Agency (if applicable):	<u>American Association of Family and Consumer Sciences</u>		
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ² : <u>Fall 2016</u>
Dept. Contact Person:	<u>Tammy Stephenson</u>	Phone:	<u>7-2353</u>
		Email:	<u>Tammy.Stephenson@uky.edu</u>

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

Please list the courses/credit hours currently used to fulfill the University Studies/General Education curriculum:
 Intellectual Inquiry - Choose from list (3 hrs); Humanities - Choose from list (3 hrs); Social Sciences - PSY 100 (4 hrs); Natural Sciences - CHE 105 and 111 (5 hrs); Composition and Communication - WRD/CIS 110 and 111 (6 hrs); Quantitative Foundations - MA 113 or 123 (3 or 4 hrs); Statistical Inferential Reasoning - STA 210 (3 hrs); Community/Culture - Choose from list (3 hrs); Global Dynamics - Choose from list (3 hrs) -> Total Hrs 32-33 hrs

Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	<u>Choose From Approved</u>	<u>3</u>
Humanities	<u>Choose from</u>	<u>3</u>

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

² Program changes are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

CHANGE UNDERGRADUATE PROGRAM FORM

	<i>Approved List</i>	
Social Sciences	<i>Satisfied by Pre-Major Requirement (PSY 100)</i>	<u>4</u>
Natural/Physical/Mathematical	<i>Satisfied by Pre-Major Requirement (CHE 105 and 111)</i>	<u>4</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	<i>Satisfied by Pre-Major Requirement MA 123 or 113</i>	<u>3 or 4</u>
Statistical Inferential Reasoning	<i>STA 296</i>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<i>Choose From Approved List</i>	<u>3</u>
Global Dynamics	<i>Choose From Approved List</i>	<u>3</u>
Total General Education Hours		<u>32-33</u>

3. Explain whether the proposed changes to the program (as described in sections 4 to 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

N/A

4. Explain how satisfaction of the University Graduation Writing Requirement will be changed.

Current	Proposed
<input type="checkbox"/> Standard University course offering. List: _____	<input type="checkbox"/> Standard University course offering. List: _____
<input checked="" type="checkbox"/> Specific course – list: <u>DHN 475</u>	<input checked="" type="checkbox"/> Specific course) – list: <u>DHN 475</u>

5. List any changes to college-level requirements that must be satisfied.

Current	Proposed
<input type="checkbox"/> Standard college requirement. List: _____	<input type="checkbox"/> Standard college requirement. List: _____
<input type="checkbox"/> Specific required course – list: _____	<input type="checkbox"/> Specific course – list: _____

6. List pre-major or pre-professional course requirements that will change, including credit hours.

Current	Proposed
_____	_____

³ Note that MA 109 is NOT approved as a Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

CHANGE UNDERGRADUATE PROGRAM FORM

7. List the major's course requirements that will change, including credit hours.

Current	Proposed

8. Does the pgm require a minor AND does the proposed change affect the required minor? N/A Yes No
If "Yes," indicate current courses and proposed changes below.

Current	Proposed

9. Does the proposed change affect any option(s)? N/A Yes No
If "Yes," indicate current courses and proposed changes below, including credit hours, and also specialties and subspecialties, if any.

Current	Proposed

10. Does the change affect pgm requirements for number of credit hrs outside the major subject in a related field? Yes No
If so, indicate current courses and proposed changes below.

Current	Proposed

11. Does the change affect pgm requirements for technical or professional support electives? Yes No
If so, indicate current courses and proposed changes below.

Current	Proposed

12. Does the change affect a minimum number of free credit hours or support electives? Yes No
If "Yes," indicate current courses and proposed changes below.

Current	Proposed

13. Summary of changes in required credit hours:

	Current	Proposed
a. Credit Hours of Premajor or Preprofessional Courses:	48-49	<u>same</u>
b. Credit Hours of Major's Requirements:	32-33	<u>same</u>
c. Credit Hours for Required Minor:		
d. Credit Hours Needed for a Specific Option:		
e. Credit Hours Outside of Major Subject in Related Field:	4 (School of HES Requirement)	<u>same</u>
f. Credit Hours in Technical or Professional Support Electives:	18	<u>same</u>
g. Minimum Credit Hours of Free/Supportive Electives:	3	<u>same</u>

CHANGE UNDERGRADUATE PROGRAM FORM

h. Total Credit Hours Required by Level:	100:	34-35	<u>same</u>
	200:	28	<u>same</u>
	300:	14-18	<u>same</u>
	400-500:	13-17	<u>same</u>
i. Total Credit Hours Required for Graduation:		120	<u>same</u>

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to that.

We are requesting a modification to the admission policy for the Human Nutrition program to ensure that the policy is consistent between our Dietetics and Human Nutrition undergraduate degree programs. For both programs, students complete a pre-major component and apply for upper-level admission. We have many students who originally start as pre-dietetics students and then switch to pre-human nutrition, and vice versa. Therefore, we would like the admission policy to be the same for both programs. There are NO specific program changes for the B.S. in Human Nutrition beyond the request for a change to the Admission Policy.

The current admission policy reads:

Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 152, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.

In light of the recent changes to the introductory biology sequence, specifically BIO 148 being a required pre-requisite for BIO 152, we propose a change to the admission policy from BIO 152 to BIO 148. This change is necessary because pre-dietetics students will no longer be able to take only BIO 152. Both Dietetics and Human Nutrition students will now be required to take BIO 148 (pending approval for dietetics). Again, we would like to have consistent pre-major components for the admission policy for Human Nutrition and Dietetics. Therefore, we are requesting that BIO 148 now be required as part of the pre-major admission policy component.

The revised policy will read:

Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.

15. List below the typical semester by semester program for the major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See attached 4-year plan.</u>	YEAR 1 – SPRING:	<u> </u>
YEAR 2 - FALL :	<u> </u>	YEAR 2 – SPRING:	<u> </u>
YEAR 3 - FALL:	<u> </u>	YEAR 3 - SPRING:	<u> </u>
YEAR 4 - FALL:	<u> </u>	YEAR 4 - SPRING:	<u> </u>

CHANGE UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

Current Degree Title and Major
Name:

BS Human Nutrition

Proposal Contact Person
Name:

Tammy
Stephenson, DUS
Dietetics & Human
Nutrition

Phone: 7-2353

Email:
Tammy.Stephenson@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
Department of Dietetics & Human Nutrition	01/21/15	Dr. Sandra Bastin / 7-3800 / sbastin@uky.edu	
College of Agriculture, Food, and Environment	02/13/15	Dr. Larry Grabau / 7-3469 / larry.grabau@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	12/8/15	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

4.2.2.4 School of Human Environmental Sciences

A. Human Nutrition and Dietetics Majors [US: 2/11/2013]

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, ~~BIO 152~~ BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

NOTE: A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than April 15 (first summer session); May 15 (second summer session); August 1 (fall semester); and December 1 (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics & Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the pre-major course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

Suggested Four Year Plan

MAJOR: Human Nutrition
DEGREE: B.S. in Human Nutrition

Effective FALL 2015
01/23/2015

Entrance Requirement: Minimum GPA for entrance into the upper-level Human Nutrition program is 2.8 in select courses (see Admissions Policy in the 2014-2015 Undergraduate Bulletin <http://www.uky.edu/sites/www.uky.edu/registrar/files/agfe2.pdf>)

1. Some courses may be offered only once per year. This plan is subject to change without notice.
2. Sufficient ACT/SAT scores and/or Math Placement scores and/or MA 109 are prerequisite to Quantitative Foundations, plus Chemistry and Biology.
3. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for requirements, course descriptions and prerequisites.
4. Consult with your advisor for the most current and accurate information.

YEAR I

<u>Fall</u>		<u>Spring</u>	
WRD 110 or CIS 110	- 3	WRD 111 or CIS 111	- 3
Humanities	- 3	CHE 107	- 3
CHE 105	- 4	CHE 113	- 2
CHE 111	- 1	BIO 152	- 3
BIO 148	- 3	BIO 155	- 1
HES 100	- 1	PSY 100	- 4
UK 101(opt)	<u>- 1-2</u>	HES 100 ^{-if not taken in Fall}	- 1
	<u>15-17</u>	CHE 197 (opt)	<u>- 1</u>
			<u>16-18</u>

YEAR II

<u>Fall</u>		<u>Spring</u>	
CHE 230	- 3	CHE 232	- 3
CHE 231	- 1	CHE 233	- 1
BIO 208	- 3	DHN 302	- 3
MA 123 or 113	- 4	STA 296	- 3
DHN 212	- 3	ANA 209	- 3
DHN 241	<u>- 1</u>	Arts & Creativity	<u>- 3</u>
	<u>15</u>		<u>16</u>

YEAR III

<u>Fall</u>		<u>Spring</u>	
DHN 311*	- 3	DHN 315**	- 3
DHN 312*	- 3	DHN 510**	- 3
PGY 206	- 3	DHN 318**	- 3
US Citizenship	- 3	Prof Support Electives	<u>- 6</u>
FAM 352	<u>- 3</u>		<u>15</u>
	<u>15</u>		

YEAR IV

<u>Fall</u>		<u>Spring</u>	
DHN 304	- 3	DHN 408G	- 1
DHN 474*(GCCR)	- 3	DHN 403**	- 3
PHI 305	- 3	DHN 475** (GCCR)	- 3
Global Dynamics	- 3	Prof Support Electives	- 9
Prof Support Electives	<u>- 3</u>	Free Electives	<u>- ###</u>
	<u>15</u>		<u>16</u>

Minimum TOTAL of acceptable hours required = 120 Credits

1. A minimum of 45 hours of Upper level courses (300, 400 or 500) must be completed. (8 hrs of Upper Level selections are needed in addition to Major)
 2. Professional Support Electives- select 18 hours at 200-level or above.
 3. ### - free electives will depend on how professional support and upper level electives have been previously fulfilled.
 4. A grade of C or higher in DHN 474 and DHN 475 will complete the Graduation Composition and Communications Requirement (GCCR)
 5. *Classes only offered in Fall semester **Classes only offered in Spring semester
- *** Additional Note: Pre-med, pre-dental, pre-optometry students should also consult with pre-medical advisor in Undergraduate Studies, 1st floor Miller Hall.



February 13, 2015

MEMORANDUM

College of Agriculture,
Food and Environment
Office of Academic Programs
N6 Agricultural Science Building
Lexington, KY 40546-0091
859 257-3469
academics.ca.uky.edu

TO: Andrew Hippisley, Chair, Senate Council

Ben Withers, Associate Provost for Undergraduate Education

FROM: *Larry J. Grabau*
Larry Grabau, Associate Dean for Instruction and Chair, Undergraduate Curriculum Committee, College of Agriculture, Food and Environment

RE: Urgent admissions policy issue related to minor BIO 152 prerequisite change

C: Karen Badger, Chair, Undergraduate Council

When Biology recently announced a minor change in the prerequisites for BIO 152, (e.g., that students had to earn a "C" or better in BIO 148 before becoming eligible to enroll in BIO 152), the Dietetics and Human Nutrition Department found themselves in a bind. You see, they had worked hard to develop an upper division admissions policy to both their Dietetics and Human Nutrition B.S. programs. While Human Nutrition requires both BIO 148 and BIO 152, Dietetics has to this point only required BIO 152. So, when DHN built their upper division admissions policy, they wanted to include a biology course, and BIO 152 was the obvious choice. That admissions policy was recently approved and went into effect as of Fall 2014 semester.

They have submitted a revised curricular proposal for their Dietetics program; that revision now shows BIO 148 (but not BIO 152) required of those students. Since Human Nutrition students will continue to take both BIO 148 and BIO 152, BIO 148 will serve nicely to fit as a biology course in the course requirements for consideration to admission to upper division standing.

Note that the attached letter from Tammy Stephenson includes direct reference to the specific language of the intended new policy.

Finally, the Undergraduate Curriculum Committee has approved the revised admissions policy (along with the corresponding change in the Dietetics program).

The request, which I endorse, is that this change in admissions policy be expedited—if at all possible for coincident implementation with the changes in the BIO 152 prerequisites (Fall 2015).

Thank you again for your continued work in reviewing these related proposals. We do hope that these proposals can be reviewed and approved in a timely manner because of their already immediate impact on our 250+ students in pre-dietetics and dietetics. Please let me know if any additional information or clarification is necessary.

Warm regards;

Tammy J. Stephenson

Tammy J. Stephenson, PhD
DUS, Dietetics and Human Nutrition
Tammy.Stephenson@uky.edu
859-257-2353

4.2.2.4 School of Human Environmental Sciences

A. Human Nutrition and Dietetics Majors [US: 2/11/2013]

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

Yost, Scott A 10/27/2015 1:33 PM
Deleted: BIO 152

NOTE: A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than April 15 (first summer session); May 15 (second summer session); August 1 (fall semester); and December 1 (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics & Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the pre-major course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

1.4.4.2 Senate Advisory Committee on Privilege and Tenure (SACPT)

A. Committee Membership

The committee will be comprised of ten tenured faculty members with expertise encompassing the areas of the committee's charge. The committee membership will be structured in the following way: four Regular Title Series; two Special Title Series (clinical areas); two Special Title Series (nonclinical areas); one Librarian Title Series; one Extension Title Series. For each given case, the committee Chair will identify a minimum of five members to participate in the hearing, deliberation, and disposition of the case, with the goal that in cases involving faculty at least one member will be in the same title series as the heard petitioner, and that cases will be heard during the summer as well as during the academic year. Members of this academic advisory committee are appointed by the President, as Chair of the University Senate, from nominations submitted by the Senate Council of full-time tenured faculty employees who do not occupy a position of administrative academic supervision over faculty personnel.

B. Committee Charge

1. **Scope of Committee Jurisdiction.** Except for cases of dismissal for cause (subsection 2a, below), the SACPT is to consider whether
 - (a) violation of procedures (as established by University-level regulations/policies, or by the college, or by the department faculty; GR VII.A.6.c; GR VII.B.3; GR VII.B.5),
 - (b) violation of privilege and/or
 - (c) violation of academic freedom,

have affected the outcome of decisions made in the processes of faculty reappointment, terminal reappointment, non-renewal of appointment, promotion and/or tenure. Cases of complaint on the substantive merit of administrative decisions in these faculty personnel processes are instead to be submitted through established administrative channels as prescribed by GR I.I.

Similarly, the SACPT does not consider complaints relating to the substantive merit of administrative decisions on salary, faculty performance review, distribution of effort, allocation of resources, etc. (for which the administrative appeal procedure of GR I.I is applicable). However, *if* an issue instead involves violation of established procedure, violation of privilege or violation of academic freedom, *and if* the petitioner *both* (i) exhausts the process of GR I.I through the level of the Provost and the issue remains unresolved and (ii) satisfies the burden of making a *prima facie* case to the SACPT that the particular violation of procedure, privilege or academic freedom is of such a nature as to potentially significantly impinge on the petitioner's reappointment, terminal reappointment, non-renewal of appointment, promotion and/or tenure, *then* the SACPT may elect to consider the case.

For the purposes of this scope of charge to the SACPT, "academic freedom" is as defined in GR X.B.3.b (para. 1). Issues of academic freedom of an "administrator holding academic rank" relate to the individual's exercise of academic freedom in the capacity as a member of the faculty of an educational unit.

2. Specific Areas of Committee Charge. The Committee is charged with giving consideration to the following matters as referred to it by the President, by any University faculty employee, or by certain University staff employees of educational units in particular situations.

(a) Considerations of dismissal from employment (GR X.B.1.e) that involve:

- i. cases of appointment termination for cause of a tenured conduct (KRS 164.230);
- ii. cases of dismissal of a employee for cause during a limited appointment, arising from allegation of incompetency, neglect of or refusal to perform his/her duty, or for immoral conduct (KRS 164.230; GR X.B.1.e);
- iii. cases of termination of a tenure appointment or the dismissal of a person prior to expiration of a non-tenure appointment, because of a financial emergency (GR X.B.1.e);

As prescribed by GR X.B.1.e.ii, the SACPT shall make an informal investigation. The petitioner an opportunity to be heard by the SACPT, for the purpose of attempting to effect a resolution mutually agreeable to the President and the faculty employee. In the case that such a resolution is not obtained, the SACPT shall recommend to the President whether, in its opinion, dismissal proceedings should be undertaken. The subsequent disposition of the matter by the President shall be as prescribed in GR X.B.1.e.

(b) Considerations of certain cases of allegation of violation of academic freedom or insufficient notice of non-renewal that involve:

- i. cases of allegation by a faculty member on a non-tenure appointment that a decision for non-reappointment violates his or her academic freedom as a faculty member (GR X.B.1.f);
- ii. cases of allegation by a University administrator holding academic rank, or by a postdoctoral scholar, postdoctoral fellow, resident, clinical fellow, teaching assistant, or research assistant that a decision to terminate his or her appointment to his or her administrative post, or not to reappoint him or her, violates his or her academic freedom (GR X.B.1.h; GR X.D; AR 5:4; AR 5.5);
- iii. cases of non-renewal of a faculty employee's probationary appointment with less advance notice than specified by the *Governing Regulations* (GR X.B.1.d);

As prescribed by GR X.B.1.e, when the petitioner lodges his/her complaint in writing to the Chair of the SACPT, the SACPT shall make an informal investigation, including affording the petitioner an opportunity to be heard by the SACPT, for the purpose of attempting to effect a resolution mutually agreeable

to the President and the petitioner. In the case that such a resolution is not obtained, the SACPT shall recommend to the President whether, in its opinion, the termination or nonreappointment decision should be sustained. The subsequent disposition of the matter by the President shall be as prescribed in GR X.B.1.e.

(c) Consideration of allegations of violation of established procedure, academic privilege and/or academic freedom that involve:

- i. a faculty employee's terminal reappointment, promotion and/or tenure (AR 2:1)
- ii. cases of allegation by a faculty member on a non-tenured appointment that a decision for non-reappointment violates either GR I.D.2.a or GR X.A.1 dealing with certain discriminatory practices.

The petitioner must submit to the Chair of the SACPT a letter initiating the appeal within 60 days, and the appeal and supporting documentation within 75 days, after written notification by the dean of a final decision of nonrenewal, terminal reappointment or disapproval of promotion and/or tenure.

The SACPT may extend the 75-day deadline by majority vote.

The function of the committee in all such cases is to first exercise informal vetting processes to attempt to effect a resolution that makes a formal recommendation to the President for action unnecessary. In cases where such an informal resolution is not obtained, the committee will exercise formal processes of investigation, including affording to the petitioner an opportunity to appear before the SACPT. With copy to the petitioner, the SACPT will submit to the President its analysis of the alleged violations and will recommend to the President what commensurate remedial action, if any, ought to be taken. The President, or upon the President's delegation the Provost, shall notify the petitioning faculty employee and the SACPT in writing of the decision.

3. Interpretation of Policies. The SACPT may, upon request, advise individual faculty members, the President, the Provost or educational unit chief administrative officers on the interpretation of University regulations on faculty appointment, reappointment, promotion, tenure, privilege and academic freedom, with copies of the interpretation being sent to the University Senate Council, the President, the Provost and as applicable, the chair of the department, and the dean.

4. Issues of Privilege as Scholars. The SACPT also may consider allegations by faculty members who believe that their privilege as scholars has been abridged or abused. Faculty members should address statements to the chair of the SACPT setting forth in detail the reasons why they believe their privilege has been abridged or abused. The SACPT will review the statement and determine whether conditions warrant further investigation. Upon investigation the SACPT will make recommendations to the faculty member and

file a copy with the President and the Provost. Recommendations may be made also to the President with a copy sent to the faculty member and Provost.

5. Recommendations on Policies. The SACPT is also charged with making a continuing study of regulations on faculty appointment, reappointment, promotion, tenure, privilege and academic freedom, making recommendations to the University Senate.

6. Reports and Records. At the end of each academic year the SACPT will provide to the Senate Council a generalized report of the issues and resolutions of the cases filed with it that year, including any consequent recommendations of the SACPT for action by the Senate or Senate Council. At the conclusion of the committee's disposition of each case, or collectively at the end of the academic year, for purposes of records retention, the Chair of the committee shall forward to the University President's Office the case documents filed to the committee, any other official evidentiary documents generated by the committee, and the record of the committee's disposition of the case if the latter has not already been submitted to the President.

[The right of a faculty employee to file with the SACPT Chair a request for a hearing pursuant to SR 1.4.4.2.B.2.\(a\), 1.4.4.2.B.2.\(b\), 1.4.4.2.B.2.\(c\) and 1.4.4.2.B.4 shall not be impeded. The investigatory hearing process exercised by the SACPT shall include the rights prescribed in SR 1.4.4.3.B. \[US: DATE\]](#)

- * The Senate Rules reserve to the course instructor the authority to make those course educational policies not prescribed by the unit Faculty or (higher college/Senate) bodies. If a faculty employee believes that a unit Faculty or higher faculty body, or an administrator, has made a policy that abridges that course instructor's prerogatives (academic freedom) to make course educational policy, the individual may bring that complaint to the Senate Advisory Committee on Privilege and Tenure. [SREC: 9/2009]
- * If a grade originally submitted to the Registrar by the Instructor of Record becomes improperly changed in a context that the Instructor of Record believes is a violation of his or her academic privilege, the Instructor of Record has the right to lodge a complaint with the Senate Advisory Committee on Privilege and Tenure ("SACPT"; SR 1.4.4.2). If the committee finds in favor of the Instructor of Record, the committee is authorized to recommend to the President that the President direct the Registrar to change the grade back to the grade originally submitted by the Instructor of Record. [SREC: 9/12/11]
- * The "written comments" on course evaluations are not to be made available by the University to third parties. In addition, the University Senate's policy for release of numerical course ratings only applies to undergraduate courses. [SREC: 11/10/11]