

University Senate
2016-17 Academic Year

Monday, November 14, 2016

1. Minutes from October 10, 2016 and Announcements
2. Officer and Other Reports
 - a. Chair
 - b. Vice Chair
 - c. Parliamentarian
 - d. Trustee
3. Old Business
 - a. Committee Reports
 - i. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair
 1. Change of Department of Anatomy and Neurobiology to the Department of Neuroscience
 - ii. Senate's Rules and Elections Committee (SREC) – Joan Mazur, Chair
 1. Proposed Changes to *Senate Rules 3.1.2* (“Blocks of Numbers for Certain Courses”)
 - iii. Senate's Admissions and Academic Standards Committee (SAASC) - Scott Yost, Chair
 1. Review of *Senate Rules 3.1.0* (“Course Numbering System”) and *Senate Rules 3.1.1* (“Exceptions”)
 - b. Academic Ombud Report for 2015-16 – Ombud Michael Healy
4. Provost’s Initiatives – Provost Tim Tracy
5. Committee Reports
 - a. Senate's Admissions and Academic Standards Committee (SAASC) – Scott Yost, Chair
 - i. Proposed Admissions Requirement Change for BHS in Clinical Leadership and Management
 - ~~b. Senate Committee on Distance Learning and eLearning (SCDLLeL) – Roger Brown, Chair
 - i. ~~Proposed Changes to Senate Rules 5.1.8.3 (“Permissive Withdrawals”)~~
 - ii. ~~Proposed Changes to Senate Rules 5.2.4.2 (“Excused Absences”)~~
 - iii. ~~Proposed Changes to Senate Rules 5.1.8.1 (“Unilateral Removal for Failure to Attend First Two Class Periods”)~~
 - iv. ~~Proposed Changes to Senate Rules 9.1 (“Glossary of Terms”)~~
 - v. ~~Proposed Changes to Senate Rules 1.4.2.13 (“Senate Committee on Distance Learning and eLearning (SCDLLeL)”)~~~~
 - c. Senate's Academic Programs Committee (SAPC) - Margaret Schroeder, Chair
 - i. ~~Proposed New Graduate Certificate in Engineering in Healthcare~~
 - ii. Proposed Suspension of BS International Studies
6. Items from the Floor (Time Permitting)

University Senate
October 10, 2016

The University Senate met in regular session at 3 pm on Monday, October 10, 2016 in the Athletics Association Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise. Specific voting information can be requested from the Office of the Senate Council.

Senate Council Chair Katherine McCormick (ED) called the University Senate (Senate) meeting to order at 3:06.

The Chair explained that the Senate follows Robert's Rules of Order and reminded senators to be civil to one another and to guests. She said that *Senate Rules 1.2.3* ("Meetings") requires that minutes, agenda, and supporting documentation be sent to senators six days in advance, but not all items were available on Tuesday. Therefore, Senate needed to waive *Senate Rules (SR) 1.2.3* to allow the Senate to consider the agenda, etc. because the entire agenda was not sent out six days in advance.

Wood **moved** to waive *SR 1.2.3* to allow consideration of the agenda, etc. for October 10, 2016 and Blonder **seconded**. The motion **passed** in a show of hands with a vast majority in favor and two opposed.

1. Minutes from September 12, 2016 and Announcements

The Chair said that a few changes to the minutes were received. There being **no objections**, the minutes from September 12, 2016 were **approved** as amended **by unanimous consent**.

The Chair had one announcement. The Senate Council (SC) received a request to add Title IX-related language to syllabi. The information has already been uploaded to the Senate's syllabus page and is available as an optional component for faculty to cut and paste into course syllabi.

2. Officer and Other Reports

a. Chair

The Chair reported on a variety of SC-related activities.

- The SC sent forward nominees for the external review committee for Libraries and Health Sciences.
- The SC identified a small group of faculty to serve on an ad hoc committee to review *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, and Domestic Violence"). That regulation was promulgated without soliciting faculty (or staff or student) input. The intent is for the ad hoc Committee to review and report back by end of semester to SC and also perhaps to Senate.

b. Vice Chair

There was no report from Vice Chair Bailey (AG).

c. Parliamentarian

There was no report from Parliamentarian Seago (LI). The Chair offered a few comments about Robert's Rules of Order (Newly Revised) and expressed her gratitude to Seago for Seago's continued help and support.

d. Trustee

Faculty trustees Grossman (AS) and Blonder (ME) gave a brief report, noting that there had not been a Board of Trustees meeting since the Senate last met in September.

The Chair acknowledged the chair of the Staff Senate, Troy Martin (administrative staff officer, Libraries), who was present for the day's meeting.

3. Old Business

a. Committee Reports

Yost began by saying that he was challenged after the last Senate meeting as perhaps being cantankerous and confrontational with a faculty colleague. He apologized for any perceptions of that nature and noted that the Senate was the place for open dialogue. [Tagavi \(EN\) commented that Yost was very much a gentleman and that it was important for committee chairs to simply present proposals, not advocate for them.](#)

i. Senate's Admissions and Academic Standards Committee (SAASC) – Scott Yost, Chair

1. Proposed Changes to Senate Rules 4.2.2.1 ("Admission to College of Nursing")

Yost explained the proposal. The **motion** from the SAASC was a recommendation that the Senate approve the revision to *Senate Rules (SR) 4.2.2.1* ("Admission to College of Nursing"). 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 84 in favor and one abstaining.

2. Proposed Changes to Senate Rules 4.2.3.3 ("College of Medicine")

Yost explained the proposal. The **motion** from the SAASC was a recommendation that the Senate approve the revisions to *SR 4.2.3.3* ("College of Medicine"). Because the motion came from committee, no **second** was required. Tagavi (EN) wondered aloud if the proposed changes to Medicine's admissions policies meant that subsequent revisions could be done by a department chair, or if all future changes would need to come to the Senate. Guest Chris Feddock (ME/Internal Medicine, assistant dean for medical education) explained that requirements will be listed in the University Bulletin and would be changed only upon the approval of the College of Medicine faculty. On behalf of the SAASC, Yost accepted as a friendly amendment the addition of "as approved by the College of Medicine faculty" to the proposal to clearly indicate that admissions changes were approved by Medicine's faculty.

There being no further discussion, a **vote** was taken and the motion **passed** with 76 in favor and five abstained.

b. Proposed Changes to Administrative Regulations 2:10 ("Voluntary Series Faculty")

Guests Kevin Pearce (ME/Family and Community Medicine) explained the proposed revisions to *Administrative Regulations 2:10* and was assisted by Guests Carlos Marin (Medicine, assistant dean of community and cultural engagement) and Marcy Deaton (associate legal counsel). There were a couple questions from senators. The Chair reported that the motion came from the SC and was a recommendation that the Senate endorse the revisions to *AR 2:10* ("Voluntary Series Faculty"). Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **passed** with 79 in favor, two opposed, and four abstained.

c. Candidates for Degrees

i. Honorary Degree Nominee for December 2016 - Interim Graduate School Dean Brian Jackson

The Chair invited Graduate School Dean Brian Jackson to offer an informational report on the two proposed honorary degrees.

The Chair did not call for a vote because the SC approved the honorary degrees on behalf of Senate at the SC meeting on August 29. There was some confusion among senators about the SC's approval on behalf of Senate. The Chair reiterated during the discussion that the SC had already approved the honorary degree nominees.

Cross (CI) **moved** that the Senate return to the issue and vote on the honorary degrees. Kennedy **seconded**. Grossman (AS) commented that it was appropriate for SC to act on behalf of Senate in cases where time is pressing, particularly when the issue has to be addressed prior to the next Senate meeting. The SC's actions have to be reported to Senate, but the SC's actions regarding the honorary degree nominees was proper. Wood (AS) agreed with Grossman. Ms. Brothers explained that the Chair announced in September that the SC had approved the honorary degree nominees on behalf of the Senate. There was an informational presentation scheduled for senators at the September meeting so senators would be aware of the nominees, but Senate ran out of time so the informational presentation was necessarily postponed until October. A **vote** was taken and the motion to hold a vote on the honorary degree candidates **passed** with 96 in favor, 36 opposed, and seven abstained.

Cross (CI) **moved** to approve the honorary degree nomination for Don Ball and Tagavi (EN) **seconded**. A **vote** was taken and the motion **passed** in a show of hands with a vast majority in favor and two opposed.

Cross (CI) **moved** to approve the honorary degree nomination for Mira Ball and Kennedy (emeritus faculty representative) **seconded**. A **vote** was taken and the motion **passed** in a show of hands with a vast majority in favor, one opposed, and one abstained.

4. Committee Reports

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

i. Proposed New John. H. Schnatter Institute for the Study of Free Enterprise

Bailey (AG), chair of the Senate's Academic Organization and Structure Committee (SAOSC), explained the proposal for the new John. H. Schnatter Institute for the Study of Free Enterprise (Schnatter Institute). He described the SAOSC's deliberations, their interactions with Gatton College of Business and Economics Dean David Blackwell and Ernie Yanarella (AS/Political Science, department chair) who offered comments for and against the proposal, respectively, at an SAOSC meeting and at the Senate Council (SC) meeting when the SC discussed it. Bailey asked if there were any questions about the SAOSC's processes. Grossman (AS) commented that the motion on the slide had an erroneous, unnecessary period; Bailey accepted that change as a friendly amendment.

The Chair invited Guest Ernie Yanarella (AS/Political Science, department chair) to offer some comments. Yanarella spoke for about 10 minutes and he encouraged senators to review the hard copy of his presentation for additional details and information. Yanarella's major concerns were as follows:

- There is an overall increasing corporatization of universities and the mission of the Koch Foundation's support of universities was not entirely an academic enterprise.
- Funding by the Schnatter and Koch Foundation would put pressure on the university to make hiring and programmatic decisions that were inconsistent with institutional autonomy.

- The connection to the Koch brothers apparatus and their legislative and lobbying activities is deleterious to American democracy and could have a similar effect on the individual academic freedoms of faculty members in the Gatton College of Business and Economics (Gatton College).
- The Koch brothers' integrated network is connected to the Schnatter Institute and linkages between Koch and Schnatter's national- and state-level strategies are now being forged at other levels. Faculty must be hired based on their academic qualifications, not on their willingness to be affiliated with the Schnatter Institute.
- The real threat to academic freedom is encapsulated in the mission statement that restricts research to the positive aspects of capitalism and does not allow for a critical focus on capitalism and its alternatives. The narrow framing and normative model will effectively preclude a broader research view unless the Schnatter Institute wishes to risk its funding being pulled by the donor.

Yanarella (AS) said that the bottom line for him is that the infusion of the donor's money into the University with an intent to remold the campus structure cannot be separated from the darker national campaign by Schnatter and Koch to use dark money to heavily impact the United States' elections and administrative policies. The design, control, and agenda of the Schnatter Institute is unworthy of the University's highest academic ideals and should be voted down.

Bailey (AG) commented that it was the responsibility of the SAOSC to investigate the integrity of the program so he thought it would be useful to comment on a couple of Yanarella's points. In reference to contracts at other universities that gave foundations a voice in the hiring of faculty, Bailey said the SAOSC looked very carefully at the UK contract and the donors have no authority over the hiring of faculty. After a normal recruitment, faculty will be hired into an existing department in the Gatton College, although the Schnatter Institute director will be included as a member of the search committee. Bailey said that the biggest issue the SAOSC had was the potential for undue influence into academic freedom due to the donated funds and how insecure UK might be if the funds were pulled by the donor or if the University felt the need to return the money. Regarding the types of work that the Schnatter Institute will engage in, after discussions with faculty and Dean Blackwell, the SAOSC was satisfied that it will not be a new type of faculty-related activity.

The Chair then invited Dean David Blackwell (BE) to offer some comments. Blackwell also spoke for about 10 minute; his major points were as follows.

- The Schnatter Institute will not create, house, or deliver any degree programs; it will not create new courses; and it will not hire or house any faculty. The Schnatter Institute will exist to promote the teaching and research of faculty on the effect of capitalism on society and branding of activities; it will not resemble an academic department or a degree program.
- The study of free enterprise is not narrow, rather it applies to virtually every field of economics, where researchers put a strong emphasis on understanding how markets work and how well models characterize them. Economic research often considers how government interacts with markets and its effect on income; research output that utilizes this approach is reviewed by the standard peer review process in the economics profession. Faculty will be rewarded for publishing in elite and excellent journals that have significant impact on the field; faculty in the

Gatton College have been conducting research on free enterprise in various ways for well over 30 years.

- The proposal for the Schnatter Institute was carefully vetted and endorsed by Gatton faculty, departmental faculty, the faculty council, and Gatton's advisory council. Dean Blackwell endorsed the proposal and Provost Tim Tracy did, too; both the Dean and Provost will provide funds to offset shortages if the charitable donation is not continuous. The donor agreement and other such documents have been available for everyone to review and there are significant and sufficient protections of academic freedom and integrity.

Dean Blackwell (BE) said that, in conclusion, the charitable grant donation was similar to other such donations – documentation to execute grant activities is required, as well as reporting to the grant's donors. The source of funds for the charitable grant should not be treated differently from other charitable agreements; other types of donations can disappear for any number of reasons. The Dean said that the University will be on a slippery slope if it begins to evaluate the Schnatter Institute differently than other centers and institutes only because of the donor's political viewpoints.

Visona (FA) said that she was involved with UK's Confucius Institute (UKCI) and said that the funding and governance model of that unit could be a good model for the Schnatter Institute; UKCI offers events and other academic opportunities supported by funding received by the government of China. The director of UKCI has subjected the UKCI to stronger University oversight than other, comparable institutes across the country have at their institutions. She noted that the name of the unit ("John. H. Schnatter Institute for the Study of Free Enterprise") framed debate narrowly through the viewpoint of free enterprise without considering other types of enterprises.

Bailey (AG) commented that the Confucius Institute was different as it was an administrative unit; the Schnatter Institute would be a multidisciplinary research center with faculty oversight. Yanarella (AS) commented that he was also involved with the Confucius Institute. The University set up a separate administrative body to supplement the work and direction of the Confucius Institute to ensure a well-rounded viewpoint. In addition to the many good offerings, such as culture and art and language, it was clearly an instrument of Chinese foreign policy. He noted the Schnatter Institute's emphasis on positive features of capitalism and said the proliferation of university institutes that are guided by ideological code words will preclude the type of research into the negative effects of free enterprise that should also be conducted.

Dean Blackwell (BE) responded that the name of the institute intentionally includes the phrase "study of" so as not to convey advocacy on one side or another. The researchers affiliated with the Schnatter Institute will ask questions about the impact of free enterprise on society; those answers are not predetermined. As long as faculty are asking good questions and doing rigorous work that is published in respected journals, that is fine. Grossman (AS) commented that research in his department [Chemistry] and in pharmacy focuses on developing new drugs to treat human ailments; it does not necessarily mean that research will always have a positive view on whatever drug it is evaluating. Grossman referred to recent news articles about controversy over a Koch-funded institute at Western Carolina University (WCU) – that institution initially signed an agreement but then after faculty objected, leadership went back to the foundation and negotiated the contract, which a majority of faculty approved. That university ended up where UK already is, although UK's administration already consulted with faculty. He noted that even the activist group "UnKoch Our Campuses" did not fault the final WCU agreement, except for the clause that allows withdrawal of funds with 30 days' notice.

Fiedler (AS) opined that there was a fundamental contradiction between the language of the mission statement in the charitable grant agreement and the language of the academic proposal for the Schnatter Institute. Fiedler stated that his concern was previously touched on by Yanarella – that the mission embedded in the charitable grant agreement pertained to the discovery and understanding of aspects of free enterprise that promote the well-being of society. There was no mention of aspects that undermine the well-being of society. He said he was categorically opposed to the agreement, although it was interesting that the language of the proposal was more in keeping with an open and objective approach to all aspects of the impact of free enterprise on society. Fiedler asserted there was plenty of evidence that free enterprise has both positive and negative impacts on society. He said that the agreements with the Koch brothers and with Schnatter do not include the latter possibility and until it did, he would not support the proposed new Schnatter Institute. Bailey (AG) commented that the contract was not part of the day's discussion – the proposal itself was up for review. Fiedler replied that it was not possible to discuss the proposal for the Schnatter Institute without also discussing the language in the charitable grant agreement.

Kearney (ME) said that he had a basic question to pose, not an opinion. What gift of similar magnitude [\$10 million] does not come with strings of any kind? If academic freedom can be assured, then donors are free to direct donation-supported activities in some way; donors give to their area of interest.

Butler (GS) explained the type of work that he engages in (econometrics) and said he is happy to participate in all types of research regardless of a political perspective. He said Dean Blackwell was convincing in his comments about preserving academic freedom. Nevertheless, he did not trust the Schnatter Institute and intended to vote against it. Wood (AS) said that her concerns about the Schnatter Institute did not pertain to the political leanings of the Koch brothers but rather were related to the charitable donation agreement that UK already signed. Wood addressed two particular issues of concern about that agreement, which was signed in December 2015. The first was that any change in the director has to be reported to the donors and the second issue was that funding could be terminated on just 30 days' notice. Wood stated that even though there have been assurances that UK can come up with the money necessary to fill the hole left if monies were withdrawn, it would have to come from someplace and \$10 million is a lot of money; she expressed concern about the possibility that replacing funds withdrawn by the donor under the 30-day clause could be in jeopardy if that was not the highest academic priority at the time – the Provost determines academic priorities. She said she was very concerned about the charitable grant agreement – it says that the Schnatter Institute will be for the benefit of UK and for the Koch foundation. Bailey (AG) noted that the SAOSC was very concerned about undue influence and asked Dean Blackwell what he would consider to be “undue influence.” Bailey said that Blackwell responded that any influence would be considered undue influence. Bailey also noted that the SAOSC was impressed that Dean Blackwell intended to support the Schnatter Institute even if funding was pulled by the donor.

Dean Blackwell offered a few explanations. Regarding informing the donor if the director of the Schnatter Institute changed, he said he had an example in another center in BE, the Von Allmen Center for Entrepreneurship. When the director of that center recently changed, before the formal appointment Dean Blackwell called both agencies that support that center to inform them of the change, which he characterized as a standard procedure. He added that he adjusted the Schnatter Institute proposal slightly based on request from a senator to clarify the process through which the center director is named, specifically that the director has to be approved by UK's Board of Trustees. Dean Blackwell went on to explain that the \$10 million grant is for the life of the entire grant and a lot of

that money will go to support external research grants, enrichment activities, and a speaker series; a relatively small portion will support faculty, approximately \$1 million. He said the Gatton College could absorb \$1 million in faculty costs if for some reason funds were pulled. Regarding the 30-day notice to pull funding, Dean Blackwell said he did a little research and found that the Koch brothers have never pulled funding from one of these types of institutes. Secondly, he said that he asked for an explanation of the possible rationales for the funding being pulled and was told that the funding would be pulled if UK loses its tax exempt status or if the donations were used for non-Schnatter Institute related matters. Removal of funding is not tied in any way to answers to questions that researchers find who are affiliated with the institute. Researchers associated with the Schnatter Institute who accept funding need to agree to attempt to answer some sort of question that is reflected in the Schnatter Institute's mission.

Blonder (ME) said that she echoed the concerns of Fiedler and Wood. She said there were several things in the grant agreement that concerned her. She pointed out that 22% of the faculty in the Gatton College voted against the proposed new Schnatter Institute, as did almost half of the Department of Economics. Because faculty in opposition to the new Schnatter Institute did not submit letters indicating why they voted against the proposal, there was no way to know why they were against it. Blonder noted that at a past discussion, the department chair in Economics asserted that some faculty were concerned about reputation. As Fiedler pointed out, Blonder reiterated that the charitable donation agreement was of critical importance. The mission of the proposed new Schnatter Institute ("aspects of free enterprise that promote the well-being of society") already showed the slant of the Schnatter Institute. The donor agreement states that the funds donated to the University will be used towards advancing the mission of the Schnatter Institute, which is "the well-being of society." Next, the charitable grant agreement includes a requirement that UK submit an annual written grant to receive grant funds. Finally, there is a 30-day pull-out clause through which the Schnatter Institute can pull all funds with just 30 days' notice. Blonder acknowledged that the donor's agreement with UK was better than other agreements between the donor and other universities, but that did not change the fact that the Schnatter Institute's mission is restricted to well-being and there remains a 30-day pull out clause. Blonder added that while her concerns could describe a worst-case scenario, it was still a possible scenario. She said she planned to again vote in favor of the academic content but vote against endorsement based on non-academic matters.

Dean Blackwell said that he concurred with Grossman's analogy about the mission statement – the attempt is to try to advance society through a better understanding of free enterprise, both good and bad aspects. As long as researchers ask questions with high academic integrity, he thinks the mission will be fulfilled in the eyes of the donors. He added that it was routine to give donors a list of activities supported by donations.

Noting the lateness of the hour, the Chair asked senators if anyone had a new comment to offer. Brown (AG) said he was in favor of the Schnatter Institute regarding its academic merit. The second vote, on non-academic merit was an interesting question but Brown noted that the first motion included a review half-way through the grant to address concerns about academic freedom. Therefore, he intended to vote in favor of the endorsement motion, too. Childs (BE) said Dean Blackwell asked to meet with faculty this past fall to let them know the donation was in the works. It was clear to Childs that Dean Blackwell wanted input from faculty on various points of consideration; if the agreement had been one that warranted concerns about academic freedom, it would have been shot down quickly. As a member of the Department of Finance, Childs said that there is a long history of promoting academic freedom in the department and the college – the matter is one of science, not politics. He said the

donors would not have any input on who gets hired and the hiring process would remain the same as it always was, as would the evaluation process. Childs added that he doubted the Koch brothers were able to influence how top journals would evaluate research.

Kennedy (emeritus faculty senator, AS) asked Dean Blackwell to explain how an ad for a faculty member with an appointment in the Schnatter Institute would be crafted. Dean Blackwell (BE) replied that a faculty member would be hired into academic departments using normal channels, along with an indication that the position would be affiliated with the Schnatter Institute. Ederington (BE) said by way of background that mainstream economics research was not ideologically based. He offered an anecdote – the day's Nobel Prize winner in economics did research in the area of chief executive officer (CEO) theory and contract theory, but the Nobel Prize winner was unwilling to answer a question about whether or not a certain level of pay for a particular CEO was appropriate or not – advocacy is different from academics. Ederington said that the primary concerns in the Department of Economics were first reputational [if the gift was accepted], and then pertained to how narrowly the vision will be interpreted. He said the Department of Economics hires faculty who are currently active in research and as long as research-active faculty members are hired who fit the needs of the Department, many concerns will be allayed. Ederington added that Dean Blackwell has been consistent in stating that he wants the Department to do just that with the faculty hires.'

The Chair said she would allow discussion to continue for another five minutes. Cheng (EN) asked for some clarification – if a faculty member publishes and has their affiliation with the Koch brothers included in the publication, would that help publish the paper or would it make publication harder? Would a graduate student affiliated with the Schnatter Institute find it easier or harder to find a job? Dean Blackwell (BE) said that in business schools and economics departments it was common to hire faculty who were former graduate students who received institute-based funding. He said it was expected that in working papers and publications, donor monies would be acknowledged. Given that the Gatton College expects its faculty and graduate students to follow the usual standards for excellence in research, at worst an affiliation with the Schnatter Institute would be neutral or it could be positive, presuming the faculty and graduate students achieve what they are supposed to achieve as faculty and as graduate students. College of Arts and Sciences Dean Mark Kornbluh (AS) noted that the College of Arts and Sciences would be bringing to Senate in the near future a proposal for a center for equality and social justice – he acknowledged that that sort of center could be described as having an ideological base but that faculty understand how to work in those types of diverse centers.

Peffer (BE) said he was not interested in watching the college be brought down because that would of course hurt him, too. He said he had been inclined to vote against the Schnatter Institute if there were any issues. What convinced him to vote for it when the proposal was in the Gatton College was the answer to a question about influence – he was told that the donors will have no influence on research or on hiring, although they have made monies available. Peffer said he trusted the administration within his college to do what they have said they will do. He said that if the donors start to try to have influence, he had full faith that the monies would be rejected – that is what caused him to vote for the Schnatter Institute. He said he did not see the influence from Koch as changing what research would be done. The faculty are evaluated by their research and their publications in premier journals.

The Chair explained that the first **motion** from the SAOSC was a recommendation that the Senate approve the proposed new John. H. Schnatter Institute for the Study of Free Enterprise on the basis of its academic status and require at the halfway point of Foundation support (September 2019) a review by the University Senate in collaboration with the Provost of the program's progress in scholarship and

University Senate
October 10, 2016

its mandate to safeguard academic freedom. Because the motion came from committee, no **second** was required. A **vote** was taken but while voting was ongoing, Wood (AS) suggested that the word “status” needed to be changed to “content” because Senate was voting on the academic content of the Schnatter Institute, not its academic status. Because voting was underway, Parliamentarian Seago ruled that the change was out of order. The motion **passed** with 44 in favor, 24 opposed, and three abstaining.

The Chair then moved to the second **motion** from the SAOSC, a recommendation that Senate endorse the academic organization, reporting, infrastructure and funding for the John H. Schnatter Institute for the Study of Free Enterprise. Because the motion came from committee, no **second** was required. A **vote** was taken and the motion **failed** with 37 in favor, 40 opposed, and four abstaining. The Chair thanked Bailey for all his work and for the SAOSC’s work reviewing the proposal.

Given the time, the Chair solicited a motion to adjourn. Wood (AS) **moved** to adjourn and Mazur (ED) **seconded**. Senators expressed approval of the motion by leaving. The meeting was adjourned at 5:04 pm.

Respectfully submitted by Ernie Bailey,
University Secretary

Invited guests present: Marcy Deaton, Carlos Marin, Kevin Pearce, Darlene Welsh, and Ernie Yanarella.

Absences: Allen; Atwood; Bailey, A.*; Beaulieu*; Bird-Pollan; Birdwhistell, M.; Birdwhistell, T.; Brennen; Brown; Browning; Capilouto; Cassis; Clark; Cofield; Cox ;Cross; Danner; de Beer; Debski; DiPaola; D’Orazio; Farrell; Flaherty; Folmar; Ford; Giancarlo; Guy; Harris; Hazard; Heath; Hippisley; Holloway; Jackson; Kilgore; Knott; Koch; Kornbluh; Kurczaba; Kyrkanides; Lee, B.*; Martin, A.; McCormick; McGillis*; Mills; Nichols; O’Hair, D.; Reid; Rice; Richey; Smith; Sogin; Sokan; Stevens; Summey; Tagavi; Thamann; Tracy; Truszczynski; Vernon; Vosevich; Wilson, K.; Witt; Xenos; and Yeager.

Prepared by Sheila Brothers on Thursday, November 3, 2016.

* Denotes an absence explained prior to the meeting.

Senate Academic Organization and Structure Committee (SAOSC) Report on name change for the Department of Anatomy and Neurobiology in the College of Medicine to the Department of Neuroscience in the College of Medicine

The Senate Academic Organization and Structure Committee (SAOSC) considered the proposal to change the name of the Department of Anatomy and Neurobiology in the College of Medicine to the Department of Neuroscience in the College of Medicine. This department has a strong research program in neuroscience and is hiring faculty and training students in this area. This department is also responsible for teaching anatomy to medical students and will continue to serve this responsibility. The reason for the name change is to better reflect the activities in the department.

During our discussions, committee members noted that faculty in other departments do conduct research in neuroscience. In addition, there is a BS degree in Neuroscience offered in the College of Arts and Sciences. However, the committee members did not believe that the proposed name change would disadvantage other scientists working in the area, nor should it be confusing to students majoring in this area. The advantages of changing the name were compelling and the committee voted unanimously (9-0) to recommend endorsement of the name change.

Motion: We recommend endorsing the name change for the Department of Anatomy and Neurobiology in the College of Medicine to the Department of Neuroscience in the College of Medicine.

Respectfully submitted on behalf of the SAOSC committee: Ernie Bailey, Chair of SAOSC

*Committee members: Al Cross, Todd Porter, Lisa Vaillancourt, Melinda Wilson, Michael Kilgore, Devananthan Sudharshan, David Atwood, Susan Effgen and Ernie Bailey

Notes added since this report:

Sheila Brothers noted the application did not include a letter from the Dean of A&S and took the initiative to request one. The letter supports the name change and accompanies the application.

The faculty in the Department of Anatomy and Neurobiology, the College of Medicine Faculty Council voted unanimously for the change. The faculty of the College of Medicine voted 128 in favor and 16 opposed to the name change.

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:	I would like to request approval to change the name of the department of Anatomy and Neurobiology to Department of Neuroscience.			
Contact person name:	Bret Smith, PhD	Phone:	859.323.4840	Email: bnsmit4@uky.edu
Administrative position (dean, chair, director, etc.):	Interim Chair, Dept of Anatomy and Neurobiology			

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:	Anatomy and Neurobiology
<input type="checkbox"/>	School of:	
<input checked="" type="checkbox"/>	College of:	Medicine
<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.

What is the impetus for the proposed change?

The College of Medicine has proposed to change the name of the Department of Anatomy and Neurobiology to the Department of Neuroscience. This change will provide an opportunity to emphasize the Department's key strengths in neuroscience that align with the University's educational and health care missions. Given a national priority to develop neuroscience, as well as the Department's current research and teaching emphasis in this area, a clear definition of the research focus and vision in the Department, exemplified by its name as the Department of Neuroscience, would prime it for further growth.

As mentioned above, the current research focus of the Department is mainly on neuroscience, with over seven million dollars a year in grant and contract support for biomedical research on the brain, spinal cord and peripheral nervous system. Four of the faculty are directors of research centers with strong programmatic efforts in neuroscience. This name change will position the Department for further success and recognition in these areas of research, while also maintaining the strong anatomy and neuroscience educational efforts of the Department through focused recruitment and innovative curriculum.

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

The Department is currently largely focused on Medical and Graduate education, and has partnered with other units to develop a strong undergraduate educational program in Neuroscience. By aligning the Department with the educational focus on neuroscience nationally, the Department's research and educational profile will be enhanced dramatically, increasing the ability of the University to recruit top quality graduate and professional trainees. The name change will also allow direct association and comparison with peer units nationally, improving the profile of the Department, the College, and the University as a whole. There are no perceived weaknesses of the name change, as the educational and research strengths of the Department will not change. Teaching efforts in anatomical sciences will continue to be strong, as they have for programmatically similar departments elsewhere. The overwhelming dominance of neuroscience as the research and educational focus in the Department will, however, be better reflected in the new name.

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 organization of the Department will not be impacted by this name change. However, we have selected an internal College of Medicine faculty member as interim chair of the Department effective July 20, 2016. Once the name change is finalized, we will move forward with a full national search for a neuroscience leader to fill the role of Department Chair. We will include all stakeholders as search committee members including representation from the College of Arts and Sciences and appropriate centers.

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

An undergraduate Neuroscience major was approved in Fall 2015 and is housed in the College of Arts & Sciences, with joint leadership from Department of Anatomy and Neurobiology as well as Psychology and Biology. Neuroscience training is now required to compete successfully for entrance into most professional disciplines, including Medicine. To date, 205 undergraduates have declared this major, and this number is projected to be around 400 within three years, making it one of the most desired majors on campus. As noted above, we will include Arts and Sciences leadership on the chair search committee.

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?

Most national peers and benchmark institutions have neuroscience programs and departments are named accordingly. National rankings for NIH research dollars are categorized by the topic of the research, meaning that appropriately named departments are ranked realistically, whereas departments with names that do not reflect their research emphasis are often mis-categorized and are therefore not recognized, which is currently the case for the Department. The name change will resolve this issue. Neuroscience will be featured prominently in the College of Medicine Strategic Plan, which will align with that of the University, and the neuroscience efforts of the College and University will be more easily quantifiable nationally.

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

The department currently consists of 26 full-time faculty and 9 staff. Faculty and staff assignments in the unit will not be impacted by the name change. See attached list for faculty credentials.

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

After an internal search and vetting process, an interim department chair was selected by the Faculty, effective July 20, 2016. The interim chair has over 30 years of neuroscience research, service, and administrative experience and understands well the research and educational goals of the Department. Pending the department name change, a full national search will be enacted to find a strong neuroscience leader to focus and develop the neuroscience research efforts of the department, while maintaining the strong anatomy and neuroscience education efforts. A search committee will be named by the Dean of the College of Medicine and the position will be advertised nationwide. Candidates will be interviewed by the Department Faculty, who will recommend preferred candidate(s) to the Dean for appointment.

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 current faculty and staff will not be impacted by the proposed name change. However, the topic of the name change was brought before several audiences as outlined below.

- 6/15/2016 – Presented for discussion at College of Medicine General Faculty meeting and was well received.
- 6/20/2016 - Presented at Anatomy & Neurobiology department meeting for discussion prior to official vote and was well received.
- 6/21/2016 – Presented at College of Medicine Faculty Council meeting for discussion and was well received.
- 6/24/2016 – Presented at College of Medicine Clinical Chairs meeting for discussion and was well received.
- 6/28/2016 – Presented at College of Medicine Neurology department meeting for discussion and was well received.
- 6/28/2016 – Submitted for vote via email to all faculty in Anatomy & Neurobiology
 - Received full and complete support of the name change: 24 of 26 Faculty responded, all in the affirmative.
- 6/29/2016 – Presented at College of Medicine Basic Science Chairs & Center Directors meeting for discussion and was well received.
- 7/5/2016 – Presented at College of Medicine Council of Chairs meeting for discussion and was well received.
- 7/5/2016 – Presented to College of Medicine Curriculum Committee for discussion and vote.
 - All 6 committee members present voted in favor of the name change.
- 7/29/2016 – Presented to Faculty Council by Dr. Michael Kilgore (Chair) for official vote. Vote was unanimous with 9 representatives in attendance in favor of the name change. The other 3 affirmed support to the Faculty Council Chair by email.
- 8/31/2016 – Presented for a formal vote at College of Medicine General Faculty meeting
 - Poll closed on 9/28/19: In Favor - 128; Opposed - 16

Department of Anatomy and Neurobiology Faculty

Name	Title
Warren J. Alilain, PhD	Associate Professor
Anders H. Andersen, PhD	Associate Professor, Research
Adam Bachstetter, PhD	Assistant Professor
Guoying Bing, MD/PhD	Professor
Luke H. Bradley, PhD	Associate Professor
Wayne A. Cass, PhD	Professor; Director of Graduate Studies
Marilyn J. Duncan, PhD	Professor
Samuel R. Franklin, PhD	Associate Professor, Special Title
Don M. Gash, PhD	Professor
James W. Geddes, Ph.D.	Professor; Associate Dean for Research; Director, Spinal Cord & Brain Injury Research Center
Greg A. Gerhardt, Ph.D.	Professor
Marilyn L. Getchell, PhD	Professor Emeritus
Brian T. Gold, PhD	Associate Professor
Richard C. Grondin, PhD	Associate Professor
Edward D. Hall, Ph.D.	Professor; William R. Markesbery, M.D. Chair in Neurotrauma Research
April Richardson Hatcher, PhD	Associate Professor, Special Title
Brian R. MacPherson, PhD	Professor, Special Title
Joshua Morganti, PhD	Assistant Professor, Research
Kristen Platt, PhD	Lecturer
David Powell, PhD	Assistant Professor, Research
Jill M. Roberts, PhD	Assistant Professor, Research
Stephen W. Scheff, PhD	Professor
Indrapal N. Singh Ph.D.	Associate Professor, Research
Bret N. Smith, Ph.D.	University Research Professor; Interim Chair, Dept of Anatomy & Neurobiology; Director, Epilepsy Center
Patrick G. Sullivan, Ph.D.	Professor; Endowed Chair, Spinal Cord & Brain Injury Research Center
Linda J. Van Eldik, PhD	Professor; Director Sanders-Brown Center on Aging/Alzheimer's Disease Research Center
Zhiming Zhang, MD/PhD	Associate Professor

Brothers, Sheila C

From: McCormick, Katherine
Sent: Saturday, October 01, 2016 11:15 AM
To: Brothers, Sheila C
Subject: FW: re: COM's request to change Department name to Neuroscience

From: Kornbluh, Mark
Sent: Friday, September 30, 2016 9:01 PM
To: McCormick, Katherine
Cc: DiPaola, Robert S Bosch, Anna
Subject: re: COM's request to change Department name to Neuroscience

Dear Katherine,

The College of Arts and Sciences has no objection to the change of a departmental name within the College of Medicine to the Neuroscience Department. We have agreed the intercollegiate undergraduate neuroscience major remains housed in the College of Arts and Sciences within the Department of Biology and that the two colleges will continue to work together in the area of neuroscience.

Please let me know if you have any additional questions.

Yours,

Mark Kornbluh
Dean, College of Arts and Sciences

Senate Rules and Elections Committee

May 13, 2016

Present: Wood (Chair), Jones (Secretary), Bird-Pollan, Brown, Brion, Grossman, Mazur, McGillis,

Absent: Tagavi (explained, teaching conflict); Niespodziany

.....

3. Experiential Learning Activities

The Senate Council had previously tasked the SREC with examining some draft definitions of various types of experiential learning that had been prepared by a University committee and initially vetted by the Senate Admissions and Academic Standards Committee. Senate Council Vice Chair and Chair-elect Katherine McCormick asked if the SREC could please draft for the Senate Council what a Senate Rule might look like that codifies those definitions. The SREC prepared the following draft codification for review and action by the Senate Council/Senate.

A. 395 Independent Work or Independent Study. If a department offers more than one such course, numbers lower than 395 shall be used.

~~**B. 396 Reserved for the University Experiential Education course.**~~

~~**C. 399 Departmental field based experiential education courses.** May be repeated to a total of 30 hours. To provide the opportunity for students with the approval of a faculty member and the department chairman or his/her designee to earn credit for work-study experience. The student must work with a faculty member to describe the nature of the experience, the work to be performed, accompanying learning experiences, appropriate course credit for the work, and criteria by which the student's work may be evaluated. This information must be written and filed in the departmental office and the Office for Experiential Education prior to the student's registration for the course. *Bulletin* descriptions of these courses shall include an explicit statement of the need for filling out a learning contract.~~

B. Community Engagement and Other Experiential Learning Courses

For the purposes of experiential learning activities created and delivered from a unit faculty (SR 3.3.3.A), the following apply. Any experiential learning activity that is required for a certificate, degree or academic honor recorded on the transcript must be tracked by a Senate numbered course for zero or more credit hours.

B1. Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

B1.1 Community-Based Learning Experiences are for-credit courses in which students apply, and thereby achieve greater mastery of, theoretical knowledge in real-world settings under the supervision of a faculty member.

B1.2 Service-learning is an integrative experience through which learners engage in thoughtfully organized actions in response to community identified assets and needs. Experiences are designed to be reciprocal exchanges of knowledge and resources accomplished through service and reflection. Learning outcomes promote academic and civic engagement and are focused on an equal balance between holistic learner development and community well-being. Service-learning can be credit bearing or non-credit bearing.

B1.3 Outreach is a focus on the application and provision of institutional resources for community use. Outreach can be formal or informal educational approaches to deliver university (research-based) information to the people and communities.

B1.4 Civic Engagement is working to make a difference in the civic life (both political and non-political processes) of our communities and developing the combination of knowledge, skills, values and motivation to make that difference.

B2. 396 Reserved for the University Experiential Education course.

B3. 399 Departmental field based experiential education courses. May be repeated to a total of 30 hours. To provide the opportunity for students with the approval of a faculty member and the department chairman--or his/her designee--to earn credit for work-study experience. The student must work with a faculty member to describe the nature of the experience, the work to be performed, accompanying learning experiences, appropriate course credit for the work, and criteria by which the student's work may be evaluated. This information must be written and filed in the departmental office and the Office for Experiential Education prior to the student's registration for the course. *Bulletin* descriptions of these courses shall include an explicit statement of the need for filling out a learning contract.

3.1.0 COURSE NUMBERING SYSTEM

The number system reflects the level of course material and associated rigor. With the exception of upper graduate level and professional courses, any pre-requisite restrictions limiting the level of a student accepted into a course shall be specified in a course pre-requisites. Courses shall be numbered as follows:

001-099	No credit, non-degree and/or developmental courses; [US: 9/10/2001]
100-199	Open to freshmen <u>level course</u> ; undergraduate credit only;
200-299	Prerequisite sophomore <u>classification level course</u> ; or consent of instructor ; undergraduate credit only;
300-399	Prerequisite junior <u>classification level course</u> ; undergraduate credit only;
400-499	Prerequisite advanced junior <u>classification and senior level course</u> ; undergraduate credit <u>only</u> ;
400G-499G	<u>Senior and first year graduate level course, g</u> Graduate credit for non-majors <u>only</u> ;
500-599	Prerequisite junior classification <u>first year graduate level course</u> ; undergraduate and graduate credit;
600-799	<u>Upper graduate level course</u> , Open only to graduate students;
800-999	<u>Professional Programs course</u> ; Open only to students in professional colleges and to students in other colleges offering professional degrees as defined by the Council on Postsecondary Education. [US: 2/13/2012]

3.1.1 Exceptions

Exceptions to the requirements for admission to courses may be made as follows:

~~A. — Freshmen and sophomores may be admitted to courses numbered between 300 and 499, upon approval of the instructor and the dean of the student's college. Such approval shall be limited to students who have demonstrated superior ability or preparation.~~

~~B.~~ Seniors with superior ability or preparation may be admitted to courses numbered between 600 and 799, upon approval of the instructor, the dean of the student's college and the dean of the Graduate School.

~~C. — Courses elected on a Pass-Fail basis (see Section 5.1.4 for specifics).~~

Academic Ombud's Report to the Senate

Thank you Professor McCormick, Senators and guests.

It is my pleasure to present the Academic Ombud Report for the 2015 – 2016 academic year. Before submitting this summary of the activities of the Ombud's Office, I wish to thank Laura Ansel for her excellent work in the Ombud's Office and for the statistical report, which will be included in the senate minutes for your future reference.

This annual report provides four categories of information that summarize the work performed by the Office of the Academic Ombud during the year. The first category presents the total number of matters handled by the Office during the year. Within this category, we have distinguished between "Cases" and "Questions or Referrals." This latter category includes a wide variety of minor matters that take less than one hour to resolve. Virtually all of the matters in this latter group are handled by Ms. Ansel. We calculated that there were 1,666 such minor matters during the past academic year. This number reflects a 50% increase above last year's number. We believe that part of this increase is a consequence of better records of such contacts. The number of cases that took more than one hour and typically involved work by both the Ombud and Ms. Ansel for the 2015-16 academic year was 481.

This number, 481, includes all appeals that were considered by the Ombud prior to being adjudicated by the University Appeals Board. Those appeals are specifically identified in the other two categories of information provided in this report: the number of academic offense cases, including appeals, and the number of submitted grade appeals. (A student may consult with the Ombud's Office about bringing a grade appeal and decide not to bring an appeal. This report accounts for such matters as one of the "Questions or Referrals" or as one of the "Cases," depending on how much time is spent on the matter.)

The first part of the report also provides information about the types of non-academic offense cases considered by the Office. Two types of information are provided about such cases: the subject of the case and the source of the case.

The second category of information relates to cases in which a University department determined that a student committed an academic offense. During the 2015-16 academic year, academic departments determined that an academic offense was committed in 92 cases. This number is smaller than the number of academic offense cases for the past three years (120, 132, and 191). Five of the academic offense cases for 2015-16 were second offenses, and the remaining 87 cases were first offenses. Of the 87 first offenses, eleven students were charged with a major offense resulting in a penalty of E, XE, dismissal, or expulsion. The report provides aggregated, anonymous information about the students who were determined to have committed academic offenses and the Colleges that determined that the academic offenses had occurred.

Of the 92 academic offense cases, 78 students did not contact the Ombud's Office. The remaining fourteen students contacted the Ombud's Office, and five students decided to appeal the charge to the University Appeals Board. Two of the five cases appealed by students involved cheating and three involved plagiarism. Of the two students who appealed the charge of cheating, one appeal was upheld and one was denied. Of the three students who appealed the charge of plagiarism, one appeal was upheld and the other two were denied.

The third category is comprised of information about claims of academic rights violations submitted by students. Before being considered by the University Appeals Board, these claims are first reviewed by the Ombud who decides whether the appeal has merit or lacks merit. If the Ombud decides that an appeal lacks merit, the student may appeal that no-merit decision to the University Appeals Board. There were a total of twenty grade appeals during the 2015-16 year. The Ombud determined that eight had merit and twelve lacked merit. Of the eight determined by the Ombud to have merit, all were upheld by the University Appeals Board. Of the twelve appeals determined by the Ombud to lack merit, five students did not appeal the no-merit decision. Students appealed seven no-merit decisions. All seven of these decisions were upheld by the University Appeals Board. There were two other appeals concerning the violation of academic rights. One student appealed the decision of the Senate Retroactive Withdrawal Committee and the appeal was upheld by the University Appeals Board. The other student appealed dismissal from the University and the appeal was upheld by the University Appeals Board.

The final category of information is a summary of the total number of cases (academic offense appeals and grade appeals) that the Ombud transmitted to the University Appeals Board. This summary table repeats information presented earlier in the report.

Thank you for the opportunity to present this annual report and to serve as the Academic Ombud.



Michael P. Healy

Academic Ombud Services Statistical Report
Michael Healy 2015/16

All Matters

	2015/16	2014/15	
Number of Cases	481	370	
Number of Questions or Referrals	1666	1091	
	2147	1461	Total

Types of Cases	2015/16	2014/15	2013/14	2012/13	2011/12	
Non-Academic Offense Issues	389	250	365	346	352	
Academic Offense Determinations	92	120	132	191	177	
	481	370	497	537	529	Total

Description of Cases (not including Academic Offenses)		Classification of Source	
Attendance	26	Student	275
Exam/Class Requirements	27	Faculty	96
Grades	126	Staff	12
Instruction	31	Parent	2
Personal Problems	28	Other	4
Policies: Academic Offense Issues	26		389 Total
Policies: General	58		
Progress/Promotion	41		
Retroactive Withdrawals	4		
Speaker Requests	22		
	389 Total		

Description of Quick Questions & Referrals		Classification of Source	
Attendance	213	Student	1160
Exam/Class Requirements	113	Faculty	324
Grades	339	Staff	74
Instruction	85	Parent	92
Personal Problems	110	Other	16
Policies: Academic Offense Issues	111		1666 Total
Policies: General	314		
Progress/Promotion	354		
Retroactive Withdrawals	27		
	1666 Total		

Determinations and Appeals of Academic Offenses

Types of Academic Offense Determinations

Cheating	28	
Plagiarism	64	
	92	Total

Contact with the Ombud

No Contact with the Ombud	78	
Contacted the Ombud: No appeal	9	
Contacted the Ombud: Referred to UAB	5	
	92	Total

Classification of the Student	First w/ Minor Penalty	First w/ Major Penalty	Second	Total	
Freshman	17	2	1	20	
Sophomore	21	2	1	24	
Junior	22	4	1	27	
Senior	16	3	2	21	
	76	11	5	92	Total

Origin of Offense Determination

College of Agriculture, Food and Environment	3	
College of Arts & Sciences	56	
Gatton College of Business & Economics	2	
College of Communication & Information	4	
College of Engineering	9	
College of Health Sciences	1	
College of Nursing	12	
College of Public Health	1	
College of Social Work	4	
	92	Total

Appeals of Determination of Academic Offense Referred to the University Appeals Board*

	Upheld	Denied	Total	
Plagiarism: Appealed severity of sanction				
Plagiarism: Appealed determination	1	1	2	
Plagiarism: Appealed severity of sanction and determination		1	1	
Cheating: Appealed severity of sanction				
Cheating: Appealed determination	1	1	2	
Cheating: Appealed severity of sanction and determination				
			5	Total

**Four additional cases withdrawn before heard by UAB.*

Allegation of Violation of Student Academic Rights

Grade Appeals Referred to the University Appeals Board

	Uncontested	Upheld	Denied	Total	
Appeals referred and determined to have merit	n/a	8	0	8	
Appeals referred and determined to lack merit	5	7	0	12	
				20	Total

Retroactive Withdrawal Appeals Referred to the University Appeals Board

	Upheld	Denied	Total	
Appeal referred and determined to have merit	1	0	1	
			1	Total

Appeal of Dismissal Referred to the University Appeals Board

	Upheld	Denied	Total	
Appeal referred and determined to have merit	1	0	1	
			1	Total

Summary of Cases Referred by the Ombud to the University Appeals Board

Total Number of Appeals

Academic Offense Appeals	5	(2 Upheld / 3 Denied)
Grade Appeals	20	(15 Upheld / 5 Uncontested)
Retroactive Withdrawal Appeals	1	(Upheld)
Other Appeals (Dismissal)	1	(Upheld)
	27	Total

Academic Offense Appeals Referred to the University Appeals Board

	Upheld	Denied	Total
Plagiarism: Appealed severity of sanction			
Plagiarism: Appealed determination	1	1	2
Plagiarism: Appealed severity of sanction and determination		1	1
Cheating: Appealed severity of sanction			
Cheating: Appealed determination	1	1	2
Cheating: Appealed severity of sanction and determination			
			5 Total

Grade Appeals Referred to the University Appeals Board

	Upheld	Denied	Uncontested	Total
Appeals referred and determined to have merit	8	0	n/a	8
Appeals referred and determined to lack merit	7	0	5	12
				20 Total

Academic Leadership Meeting
University of Kentucky
Monday, September 26, 2016

Purpose: Create a sustained dialogue about the academic mission and how best to move it forward across several fronts and initiatives. Develop a conduit to engage faculty at the department- and college-levels in these discussions.

Initiative 1. Graduate Education

A. (Re)envisioning the “graduate student experience” for the future:

- What should the philosophical framework be? Where is the intersection between students and their experience and faculty members and their research?
- What should the educational experience look like? How do we best meet the needs of the students in preparing them for the future? Faculty understand the need to prepare students for a wider array of jobs, but how do we help faculty prepare students for those careers? How do we prepare students for an ever-changing work environment?
- What do you need from the Provost Office or the Graduate School in terms of concrete initiatives, support systems, and cultural shifts to best support graduate students?

B. Developing a University “portfolio of graduate programs” for the future:

- Who should and how to develop criteria for starting new graduate programs and for sun-setting programs?
- Who should and how best to develop criteria for assessing the effectiveness, impact and viability of graduate programs?

Laying the groundwork for the next 10-15 years; a permanent graduate administrative structure; address TA stipend levels; invest in support services and infrastructure; other issues. Agree on the central goals of Graduate Education (student experience first); have a collective view of the future (a varied job market); and a faculty-governed process for developing, strengthening, and (if needed) sun-setting programs.

Initiative 2. Undergraduate Education

This spring, the Provost Office began a restructure to merge Student Affairs and Undergraduate Education, which resulted in the division of Student and Academic Life. The restructure is an attempt to marry the formal curriculum with extra-curricular and co-curricular activities and to

reposition the central units to be in service of the colleges and their students. The restructure complements the UG section of the strategic plan, which sets forth three main areas:

C. Providing impactful support for students to assure their success:

- Academic advising (decentralization of ~ 30 positions in the colleges)
- Counseling (initial hiring of 8 counselors, with more to come)
- Community of concern (adding case managers and working with faculty to change the academic alert process)

D. Foster innovative teaching and learning:

- Expand the training in and adoption of innovative pedagogical methods
- Coordinate tutoring across campus for students to enhance their learning
- Assist students in identifying learning style and provide multi-modal delivery of knowledge

E. Provide students opportunities to participate in transformational experiences:

- Lewis Honors College (build out to reach 2000 students and develop integrated relationship with colleges)
- Internationalization of the campus (double international enrollment)

Initiative 3. Interdisciplinary Initiative

UK has a full complement of disciplines on one contiguous campus, which it provides opportunities for interdisciplinary work, if we harness it correctly.

F. Taking advantage of an inherent strength of the number of disciplines on our campus:

- If we are to be student-centered (undergraduate and graduate), then how do we create opportunities for interdisciplinary work and programs?
- What is the best way to leverage our disciplines with our strategic research directions?
- How best should they be aligned also with new educational initiatives in professional masters programs?

Follow-up: Facilitate an academic dialogue on these issues. Continue the conversation at our next meeting, but also welcome feedback any time in between. Ask that you take this conversation back to your departments and colleges and discuss these ideas with your colleagues to bring forth their thoughts, concerns, and perspectives.

CHANGE UNDERGRADUATE PROGRAM FORM

1. General Information

College:	<u>College of Health Sciences</u>	Department:	<u>Clinical Sciences- Division of HSER</u>
Current Major Name:	<u>Clinical Leadership and Management</u>	Proposed Major Name:	<u>Same</u>
Current Degree Title:	<u>BHS</u>	Proposed Degree Title:	<u>BHS</u>
Formal Option(s):	<u>Associates to Degree or Entry Level to Degree in Clinical Leadership and Management</u>	Proposed Formal Option(s):	<u>Associates to Degree or Entry Level to Degree in Clinical Leadership and Management</u>
Specialty Field w/in Formal Option:	<u>Healthcare Administration</u>	Proposed Specialty Field w/in Formal Options:	<u>Long-Term Care Administration</u>
Date of Contact with Associate Provost for Academic Administration ¹ :		<u>11/18/2014</u>	
Bulletin (yr & pgs):	<u>249250</u>	CIP Code ¹ :	
Accrediting Agency (if applicable):			
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² :
Dept. Contact Person:	<u>Dr. Geza Bruckner</u>	Phone:	<u>80859</u>
		Email:	<u>gbruckn@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:

<i>Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.</i>			
General Education Area		Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)			
Arts and Creativity		<u>Any</u>	<u>3</u>
Humanities		<u>Any</u>	<u>3</u>
Social Sciences		<u>PSY 100</u>	<u>4</u>
Natural/Physical/Mathematical		<u>ANT 230</u>	<u>3</u>
II. Composition and Communication			
Composition and Communication I		CIS 110	3
Composition and Communication II		CIS 111	3
III. Quantitative Reasoning (one course in each area)			

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

Quantitative Foundations ³	<u>MA 123</u>	<u>4</u>
Statistical Inferential Reasoning	<u>STA 296</u>	<u>3</u>
Community, Culture and Citizenship in the USA	<u>SOC 235 or GRN 250</u>	<u>3</u>
Global Dynamics	<u>GEO 261 or ANT 160</u>	<u>3</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).

The proposed changes include courses offered by other departments around the University. CIS 300 has already been approved by the Dean of CI (see attachment from Jeff Huber).

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

Current	<i>Proposed</i>
Standard University course offering. List:	<i>Standard University course offering. List:</i>
Specific course – list: <u>CLM 595</u>	<i>Specific course) – list: <u>CLM 595</u></i>

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

Current	<i>Proposed-</i>
Standard college requirement. List:	<i>Please see <u>PROGRAM TABLE 1</u> Standard college requirement. List:</i>
Specific required course – list:	<i>Specific course – list:</i>

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

Current	<i>Proposed</i>
<u>Associates degree entry OR the following courses: CIS 110 & CIS 111 (6), PSY 100 (4), CLA 131 (3), HHS 101 (1), and HHS 102 (1), ENG 205 (3)</u>	<i>Associates degree entry OR the following courses: <u>CIS 110 & CIS 111 (6), PSY 100 (4), CLA 131 (3), HHS 101 (1), and HHS 102 (1), CIS 300 (3)</u> ENG 205 will be changed to CIS 300 for all tracks A, B, and C. New Track C (Health Services Executive) will have the same entry options as the other CLM Tracks.</i>

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

Current	<i>Proposed</i>
	<i>Please see <u>PROGRAM TABLE 1</u>. The proposed changes will affect Track A, Track B, and be part of the new Track C. New courses have been added and credit hours have been adjusted.</i>

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	<i>Proposed</i>

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*	<i>Proposed</i>
Please note and review the specific attachments/tables related	
Please see <u>CLM Track A-TABLE 1</u> and <u>CLM Track B- TABLE 1</u> for current Track layouts, including credit hours Also: The CLM Track B Practicum totals 15.0 hours.	Please see <u>PROGRAM TABLE 1</u> for proposed changes to the CLM Track A and Track B options. Please also see <u>PROGRAM TABLE 1</u> for information regarding the new CLM track being proposed. Also: The CLM Track B and new Track C Practicum will be reduced from 15 to 9.0 credit hours.

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	<i>Proposed</i>

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	<i>Proposed</i>

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.

CHANGE UNDERGRADUATE PROGRAM FORM

Current	<i>Proposed</i>
<p>Please see <u>CLM Track A-TABLE 1</u> and <u>CLM Track B- TABLE 1</u> for current Track layouts, including credit hours</p>	<p><i>CLM Track A will have 42 required credit hours (including 64.0 for associate’s entry), no practicum requirement, and 14 free credit hrs/support electives**.</i></p> <p><i>CLM Track B will have 56 required credit hours (includes UK Core of 32.0), 9 credit hours of Practicum experience, and 32 free credit hrs/support electives**</i></p> <p><i>CLM HSE Track will have 67 required credit hours (includes UK core 32.0), 9 Practicum hours , and 21 free credit hrs/support electives **</i> <i>** To be chosen with Advisor</i></p> <p><i>Practicum- Students entering/transferring into the CLM with an associate’s degree and suggested 1 year of healthcare experience will not be required to take the Practicum. Students entering/transferring to CLM with no associates degree but 2 years healthcare related experience will need to complete 3.0 credit hours of Practicum. Students entering with 1 year experience will be required to take 6 hours of Practicum. All traditional track students will complete the full 9.0 Practicum hours. Students will work with their advisor to determine the correct scheduling.</i></p> <p><i>Please refer to <u>PROGRAM TABLE 1</u></i></p>

13. Summary of changes in required credit hours: *Please refer to PROGRAM TABLE 2*

	Current	<i>Proposed</i>
a. Credit Hours of Premajor or Preprofessional Courses:		
b. Credit Hours of Major’s Requirements:		
c. Credit Hours for Required Minor:		
d. Credit Hours Needed for a Specific Option:		
e. Credit Hours Outside of Major Subject in Related Field:		
f. Credit Hours in Technical or Professional Support Electives:	_____	_____
g. Minimum Credit Hours of Free/Supportive Electives:	_____	_____
h. Total Credit Hours Required by Level:	100:	_____
	200:	_____
	300:	_____
	400-500:	_____
i. Total Credit Hours Required for Graduation:	_____	_____

CHANGE UNDERGRADUATE PROGRAM FORM

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

Please see Rationale of Current and Proposed Changes.

15. List below the typical semester by semester program for the major. If multiple options are available, attach a separate sheet for each option. *Please see CLM Track A-TABLE 1 and 2, CLM Track B-TABLE 1 and 2, CLM Track C- TABLE 1, also see APPLICATION-1*

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")		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: Bachelor of Health Sciences in Clinical Leadership and Management
 Proposal Contact Person Name: Dr. Geza Bruckner Phone: 8-0859 Email: gbruckn@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
<i>Regina J. Ash</i>	<i>3/17/15</i> <i>Chau</i>	<i>Phyllis Marsh 18-0496 pmash@uky.edu</i>	<i>Regina Ash</i>
Academic Affairs	6-10-15	Travis Thomas /8-0863/ dth225@uky.edu	<i>Travis Thomas</i>
CHS Dean's Office	6-23-15	Sharon Stewart /8-0570/ <i>srstew@ia.uky.edu</i>	<i>Sharon Stewart</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	4/12/16	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

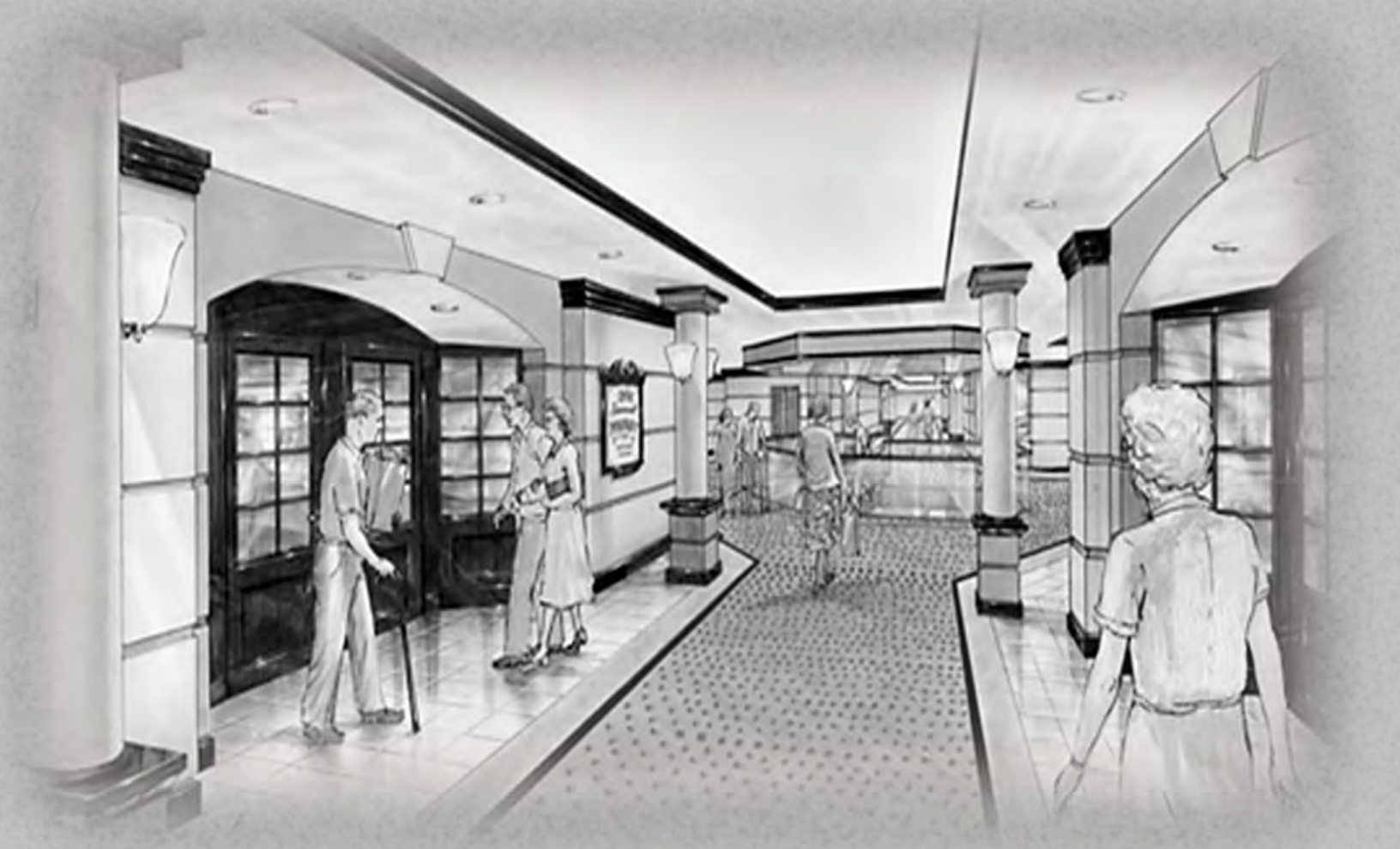
Comments:

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

Clinical Leadership & Management

CLM

Long-Term Care Track



Division of HSER
Dept. of Clinical Sciences
College of Health Sciences

Proposed Program Change for Bachelor of Health Sciences Degree in Clinical Leadership and Management (CLM)

Following the recent approved CLM program changes in the fall of 2014, we have noted additional changes needed as we began the implementation of Track B. Therefore, the Division of Health Sciences Education and Research, Department of Clinical Sciences, College of Health Sciences, program in CLM is submitting a proposal for a program revision/change in the Clinical Leadership and Management program to adjust program course work. Also in addition to our current Track A and B options, *we propose to establish a third Track, Track C. The title for that CLM Track will be "Health Services Executive," (HSE) and will focus on Long-Term Care Administration.* The new Track C will also require 4 additional new courses that will cover material needed to be successful as a Long-Term Care Administrator. Please see attached Rationale as well as all attached documents.

There are currently 4,130 jobs for healthcare managers in Kentucky and this is projected to grow by 20% to about 4,970 jobs by 2016. This is better than the national trend for healthcare managers, which sees this job pool growing by about 16.0% over the next eight years. In general, healthcare managers plan, direct, or coordinate medicine and health services in hospitals, clinics, managed care organizations, public health agencies, nursing and long term care facilities or similar organizations.

By 2050, 20 percent of the total U.S. population will be 65 years of age or older, up from 12 percent in 2000, according to a 2013 study released by the Congressional Budget Office. As people continue to live longer, the need for long-term care and assisted living facilities also faces rapid growth. The CLM degree with a HSE Track is designed to prepare professionals to successfully manage long term care facilities and provide assistance with the extended care needs of our aging population.

Source: Long-Term Care Administration - Clarkson College. (n.d.). Retrieved February 13, 2015, from <http://www.clarksoncollege.edu/health-care-business/degree-options/long-term-care-administration/>

Students who graduate from the Clinical Leadership and Management Program are marketable in management positions of healthcare enterprises, able to assume greater responsibilities at their current jobs, more qualified for job promotions within their facility and may continue their studies at a graduate level. The CLM program provides more educated allied health care professionals for Kentucky communities (and beyond) and their patients, in turn, will be better served.

The CLM program addresses the interest and needs expressed by both health care providers and prospective health care students in Kentucky. The CLM program is relevant, viable, and responsive to today's changing health care environment and workforce. *Implementation of Track C (HSE Track option) will help meet the need for the projected growing job market not only for clinical leadership and management positions but also specifically for long term care management.* No new resources are required at this time to implement the additional track. Student advising services are in place to handle the anticipated 15 – 20 students in this track as well as faculty and staff for the added Practicum placements. Resources for offering the additional courses are also available from division, department and college revenue sources for the needed part time faculty. If the student enrollment exceeds 20 students in Track C then faculty and staff will be added using the new fiscal model based on dollars generated from tuition via increased student numbers and credit hours. Admission criteria will be the same as for CLM Track A&B students with the currently requested changes (see below).

The next pages contain information about our current CLM Tracks as well as any proposed changes, including the new Track C.

CLM Track A

CLM Track A

Current: The current program Track A is geared toward students possessing an associate health care related degree who have a minimum of one year's post-degree work experience in a health care setting and who are interested in enrolling in a baccalaureate degree program focusing on clinical leadership and management. While these health care professionals have sufficient training in their individual health disciplines, most are without formal, academic education and training in clinical leadership and management. These students generally are admitted to the program with *transfer credits totaling up to 67 credits and meeting UK Core Course Requirements*. The current CLM core curriculum for Track A is 39 credits and offered to both full-time and part-time students. Students need to complete all UK Core requirements, 39 program credits, which when added to the associates degree or transfer credits of ~64, the total required for a Bachelor of Health Science in Clinical Leadership and Management from the University of Kentucky is 120.. Please see the current track layout for CLM-A below:

Premajor Requirements

WRD 205 Writing and Rhetoric (Subtitle required) or equivalent graduation composition and communication requirement course 3

Fully Certified Associate Degree in a Health Care discipline and minimum 1 year work experience

OR

Block Certified Associate Degree in a Health Care discipline, minimum of 1 year work experience

Completion of missing UK Core Requirements

Core Curriculum	Hours
CLM 241 Health and Medical Care Delivery Systems	3
CLM 350 Health Policy and Politics	3
CLM 405 Epidemiology and Biostatistics	3
CLM 351 Health Services Administration	3
CLM354 Health Law	3
CLM 355 Financial Management of Health Care Institutions	3
CLM 452 Community and Institutional Planning for Health Services Delivery	3
CLM 444 Leadership and Human Resource Management	3
CLM 445 Quality and Productivity Improvement and Evaluation	3
CLM 353 Ethics in Healthcare	2
*HSE 595 Directed Studies	4
Upper-Division Electives (from selective list below)	6
Free Electives	14
<i>*Capstone Project</i>	

Selective Course Options

Select 6 hours from the following:

HHS 443 Health Information Management	3
HHS 453 Cultural Competence in Healthcare	3
COM 471 Introduction to Health Communication	3
COM 571 Interpersonal Communication in Health Contexts	3
CNU 502 Obesity C2C: Cell to Community (Subtitle required)	2
COM 311 Taking Control of Your Health:	
Patient-Provider Communication	3
COM 315 Understanding Workplace Communication	
in a Diverse U.S. Society	3
CNU 500 Integrative Care for Health Sciences	1-3
HHS 362 Interdisciplinary Health Advocacy	1
HHS 356 Seminar in Interprofessional Healthcare	3
CNU 503 Nutrition for the Health Professions: Medical Nutrition Therapy	2
HHS 454 Research in Human Health Sciences	3
Major hours	39

Source: www.mc.uky.edu/clm/

Proposed: Please note: Students in Track A will still enter the program with ~64 credits. There are **six requested changes** to Track A: **1)** Drop WRD 205 (3) and substitute CIS 300 Strategic Business and Professional Communications (3) as a required course, **2)** Require CLM/HHS 370 Electronic Health Records (*new course*) (3), **3)** Require HHS 454 Research in Human Health Sciences (3), **4)** add CLM 495 Introduction to Capstone (1) (*new course*), **5)** Students will have to maintain an overall GPA of 3.0 in the CLM Core Course's and an overall GPA of 2.8 in all courses. If during any semester the student drops below the GPAs designated above, the student will be placed on probation for one semester and if the GPA remains below 3.0 for the CLM Core Courses or less than an overall GPA of 2.8 the student will be suspended from the program (See Fig 1), **6)** Increase HHS 353, Ethics in Healthcare from 2 to 3 credits. Please see below:

Premajor Requirements

Associates Degree plus 1 year work experience OR two years' work experience in a Healthcare Related field

Additional Prerequisites

CIS 300- Strategic Business and Professional Communications 3

Core Curriculum

Hours

CLM 241- Health and Medical Care Delivery Systems	3
CLM 350- Health Policy and Politics	3
CLM 351- Health Services Administration	3
CLM 405- Epidemiology and Biostatistics	3
CLM 354- Health Law	3
CLM 355- Financial management of Healthcare Institutions	3
CLM 452- Community and Institutional Planning for Health Srvs Delivery	3
CLM 444- Leadership and HR Management	3
CLM 445- Quality and Productivity Improvement and Eval	3
CLM 353- Ethics in Healthcare	3*
CLM 370*- Electronic Health Records	2
HHS 454- Research in Human Health Sciences	3
CLM 495*- Introduction to the Capstone	1
CLM/HSE 595- Capstone Project	1-3
Free Elective Credits	14
Total Major Hours Required	42
TOTAL	120

**new course

*course credit change

CLM Track A Example student schedule:

CLM Track A Course Layout-after *proposed* changes

1st Year			2nd Year				3rd Year				4th Year			
Fall	Spring		Fall		Spring		Fall		Spring		Fall		Spring	
Blocked to complete missing UK requirements	CIS 300	3.0	CLM 241	3.0	CLM 354	3.0	CLM 405	3.0	CLM 452	3.0	CLM 495	1.0	CLM 595	3.0
	CLM 370	2.0	CLM 350	3.0	CLM 355	3.0	CLM 444	3.0	CLM 353	3.0	HHS 454	3.0	free/selective	
			free/selective		CLM 351	3.0	CLM 445	3.0	free/selective		free/selective		free/selective	

(Associates Degree 64.0)+ (42.0 Major Required Courses) + (14.0 Free Electives) = 120.0

Rationale:

1. Request dropping WRD 205 Intermediate Composition (3) and adding CIS 300 Strategic Business and Professional Communication (3). WRD 205 is not taught with any regular frequency and makes it impossible to schedule students for this course to successfully matriculate through the program. CIS 300 is a more appropriate course for meeting student needs as it is an applied communications course focused on both writing and communication skills and offered with regularity. We have assurance from the College of Communication and Information that the course will be available for our CLM students (see attached email from Jeff Huber).
2. Require CLM 370 (2) Electronic Health Records (EHR) as a core course for all CLM tracks. This course was piloted during the spring of 2014 as an online course and was well received. The course is aimed at providing baseline knowledge about EHRs which has been lacking in our curriculum. Topics include Meaningful Use, EHR Adoption, Quality of Care (Course has been submitted through eCats).
3. Require HHS 454 Research in Human Health Sciences (3). CLM students need to develop a better understanding of research methods, design and interpretation of data to function effectively in management positions as well as help them prepare for their capstone project. Learning how to interpret data and to apply the findings are important to quality improvement and management of healthcare workflow. Evidenced based decision making is critical in the new healthcare environment and students need to have the knowledge and skills to understand how appropriate data is collected, how studies are designed, statistical analysis of data and the correct interpretation of the data. Therefore the undergraduate course "Research in Human Health Sciences" will provide this foundation for all CLM students. This course will also replace 3 credits of the previously required practicum credit hours(also see below under Track B)
4. Reduce our current 4 credit CLM 595 Capstone course to 3 credits and develop a 1 credit new course as CLM 495 Introduction to Capstone. We have been handling our current CLM 595, 4 credit hour course as a 1cr and 3 credit course and would like to formalize this to avoid confusion and make it clear that the new 1 credit 495 course will be a prerequisite for the 3 credit 595 course.
5. **Students will have to maintain an overall GPA of 3.0 in the CLM Core Course's and an overall GPA of 2.8 in all courses. If during any semester the student drops below the GPAs designated above, the student will be placed on probation for one semester and if the GPA remains below 3.0 for the CLM Core Courses or less than an overall GPA of 2.8 the student will be suspended from the program (See Fig 1).**
6. Increase HHS 353, Ethics in Healthcare from 2 to 3 credits because the material needing to be covered has expanded and 2 credit hours has not been adequate.

These changes would increase the total Major required credit hours from 39 to 42 credits but maintain the overall 120 credit hour total required for graduation.

CLM Track B

CLM Track B

Current: Track B follows closely the Track A core plus UK Core Course requirements; further Track B requires additional practicum learning experiences to compensate for the knowledge/experience that Track A students have attained. Please see below:

Track B – Entry Level Track

UK Core Requirements

See the *UK Core* section of the *2014-2015 Undergraduate Bulletin* for the complete UK Core requirements. The courses listed below are (a) recommended by the college, or (b) required courses that also fulfill UK Core areas. Students should work closely with their advisor to complete the UK Core requirements.

I. Intellectual Inquiry in Arts and Creativity

Choose one course from approved list 3

II. Intellectual Inquiry in the Humanities

Choose one course from approved list 3

III. Intellectual Inquiry in the Social Sciences

PSY 100 Introduction to Psychology 4

IV. Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

ANT 230 Introduction to Biological Anthropology 3

V. Composition and Communication I

CIS/WRD 110 Composition and Communication I 3

VI. Composition and Communication II

CIS/WRD 111 Composition and Communication II 3

VII. Quantitative Foundations

MA 123 Elementary Calculus and Its Applications 4

VIII. Statistical Inferential Reasoning

Choose one course from approved list 3

IX. Community, Culture and Citizenship in the USA

GRN 250 Aging in Today's World 3

X. Global Dynamics

ANT 160 Cultural Diversity in the Modern World

or

GEO 161 Global Inequalities 3

UK Core hours 32

Graduation Composition and Communication Requirement (GCCR)

CLM 595 Directed Studies 1-3

Graduation Composition and Communication Requirement hours (GCCR) 1-3

Premajor Requirements

Hours

CIS/WRD 110 Composition and Communication I 3

CIS/WRD 111 Composition and Communication II 3

CLA 131 Medical Terminology from Greek and Latin 3

CLM 241 Health and Medical Care Delivery Systems 3

HHS 101 Survey of Health Professions I 1

HHS 102 Survey of Health Professions II: Shadowing Experience 1

PSY 100 Introduction to Psychology 4

WRD 205 Writing and Rhetoric (Subtitle required) 3

Premajor hours 21

Major Requirements

Hours

CLM 350 Health Policy and Politics 3

CLM 405 Epidemiology and Biostatistics 3

CLM 351 Health Services Administration 3

CLM 354 Health Law 3

CLM 355 Financial Management of Health Care Institutions 3

CLM 452 Community and Institutional Planning

for Health Services Delivery 3

CLM 444 Leadership and Human Resource Management 3

CLM 445 Quality and Productivity Improvement and Evaluation 3

CLM 353 Ethics in Healthcare 2

*HSE 595 Directed Studies 4

CLM 501 Practicum in Clinical Leadership and Management 15

Upper-Division Electives (from selective list below) 12

Free Electives 20

*Capstone Project

Major hours 57

Source: www.mc.uky.edu/clm/

Proposed: There are **seven requested changes** to Track B in the program change proposal : **1)** Drop WRD 205 (3) and substitute CIS 300 Strategic Business and Professional Communications (3), **2)** Require CLM/HHS 370 (3) Electronic Health Records (*new course*), **3)** Require HHS 454 Research in Human Health Sciences (3), **4)** add CLM 495 Introduction to Capstone (1) (*new course*), **5)** Reduce the CLM 501 Practicum requirement from 15 to 9 credit hours and allow students with work related healthcare experiences to take reduced practicum hours, **6)** Students will have to maintain an overall GPA of 3.0 in the CLM Core Course's and an overall GPA of 2.8 in all courses. If during any semester the student drops below the GPAs designated above, the student will be placed on probation for one semester and if the GPA remains below 3.0 for the CLM Core Courses or less than an overall GPA of 2.8 the student will be suspended from the program (See Fig 1), **7)** Increase HHS 353, Ethics in Healthcare from 2 to 3 credits. Please see below:

UK Core Requirements	32
Additional Prerequisites	
CIS 300- Strategic Business and Professional Communications	3
CLA 131- Medical Terminology	3
HHS 101- Survey of Health Professionals	1
HHS 102- Survey of Health Professionals II	1
Core Curriculum	Hours
CLM 241- Health and Medical Care Delivery Systems	3
CLM 350- Health Policy and Politics	3
CLM 351- Health Services Administration	3
CLM 405- Epidemiology and Biostatistics	3
CLM 354- Health Law	3
CLM 355- Financial management of Healthcare Institutions	3
CLM 452- Community and Institutional Planning for Health Svcs Delivery	3
CLM 444- Leadership and HR Management	3
CLM 445- Quality and Productivity Improvement and Eval	3
CLM 353- Ethics in Healthcare	3*
CLM 370**- Electronic Health Records	2
HHS 454- Research in Human Health Sciences	3
CLM 495**- Introduction to the Capstone	1
CLM 595- Capstone Project	1-3
CLM 501- Practicum	9*
Free Elective Credits	32
Total Major Hours Required	56
TOTAL	120
**new course	
*course credit change	

CLM Track B Example student schedule:

CLM Track B Course Layout-after *proposed* changes

1st Year				2nd Year				3rd Year				4th Year			
Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
HHS 101	1.0	HHS 102	1.0	HHS 241	3.0	HHS 351	3.0	CLM 405	3.0	CLM 452	3.0	CLM 495	1.0	CLM 595	3.0
A/C UK core		CLA 131		HHS 350	3.0	CLM 354	3.0	CLM 444	3.0	CLM 353	3.0	CLM 501	3.0	CLM 501	3.0
CIS/WRD 110		CIS/WRD 111		free/elective		CLM 355	3.0	CLM 445	3.0	CLM 501 3.0	3.0	HHS 454	3.0	free/elective	
MA 123		CIS 300		ANT 230 (UK)		CLM 370	2.0	free/elective		free/elective		free/elective		free/elective	
PSY 100		Hum UK core		STA UK core		free/elective		free/elective		free/elective		free/elective		free/elective	
												free/elective			

(56.0 Major Required Courses) + (32.0 Free Electives) + (UK Core 32.0)= 120.0

Rationale:

Track B freshman entry students will take 32 credits of UK Core required courses, 8 credits prerequisite courses, 32 Elective Credits (12 will be selected from the Program Selectives), 56 Total Major Courses Credits (including 9 credits of practicum if they have no prior on the job healthcare experience and variable credits of practicum based on previous healthcare experiences, e.g. 3 practicum credits out of 9 needed with 1 year experience and 0 credits practicum out of 9 credits needed with 2 years' healthcare experience) for a total of 120 credits to earn a Bachelor of Health Science in Clinical Leadership and Management from the University of Kentucky.

- 1. Changes requested for Track B include the same requests and rationale as listed above for Track A (1 to 6)*
- 2. The 15 credit hour CLM 501 Practicum, currently approved for Track B, is more than the needed practicum experiences and limits the flexibility for other essential courses. Therefore, we request lowering the total practicum hours for CLM 501 from 15 credit hours to 9 credit hours. The reduction in credit hours also allows us to add two new essential CLM required core courses: 1) CLM/HHS 370 (3) Electronic Health Records (new course) and 2) HHS 454 Research in Human Health Sciences (3). Both of these courses will embellish the practicum experiences and prepare them for their capstone projects (4) Entering students with on the job healthcare experience could reduce the number of practicum hours required dependent on the years of experience, e.g. 3 practicum credits out of 9 needed with 1 year experience and 0 credits practicum out of 9 credits needed with 2 years' healthcare experience. This would give student with healthcare experience the flexibility to embellish their curriculum with more elective hours of course work.*

CLM Track C

NEW CLM Track C (Health Services Executive)

HSE is a newly recognized title for specialized training in long term care management. Track C (HSE) in CLM will follow closely the CLM core and UK Core Course requirements listed for Track B but will include 4 additional courses to be taken: 1) GRN 250 Aging in Today's World (3), 2) CLM 380 Healthcare Facility Administration (3) (new course), 3) CLM 470 Long Term Care Management (3) (new course) and 4) CLM 570 Managing Health Issues in Long-term Care: Team Approach (2) (new course); the required service experiences for Track C (HSE) will be met via specialized long term/healthcare facility practicum (CLM 501 Practicum – 9 credits to meet National Association of Long Term Care Administrator Boards (NAB) requirements). The HSE track will enable students to meet the requirements for HSE and long term care accreditation, as well as allow students to sit for the licensure exam; accreditation for Health Services Executive will be sought once Track C (HSE) is approved. Please see required courses below:

UK Core Requirements	32
Additional Prerequisites	
CIS 300- Strategic Business and Professional Communications	3
CLA 131- Medical Terminology	3
HHS 101- Survey of Health Professionals	1
HHS 102- Survey of Health Professionals II	1
Core Curriculum	Hours
CLM 241- Health and Medical Care Delivery Systems	3
CLM 350- Health Policy and Politics	3
CLM 351- Health Services Administration	3
CLM 405- Epidemiology and Biostatistics	3
CLM 354- Health Law	3
CLM 355- Financial Management of Healthcare Institutions	3
CLM 452- Community and Institutional Planning for Health Svcs Delivery	3
CLM 444- Leadership and HR Management	3
CLM 445- Quality and Productivity Improvement and Eval	3
CLM 353- Ethics in Healthcare	3*
CLM 370**- Electronic Health Records	2
HHS 454- Research in Human Health Sciences	3
CLM 495**- Introduction to the Capstone	1
CLM 595- Capstone Project	3
CLM 501- Practicum	9
Additional Required	
GRN 250- Aging in Today's World	3
CLM 380**- Long Term Care Administration	3
CLM 470**- Long Term Care Management	3
CLM 570**- Managing Health Issues in Long Term Care: Team Approach	2
Free Elective Credits	21
Total Major Hours Required	67
TOTAL	120
<i>**new course</i>	
<i>*course credit change</i>	

CLM Track C Example student schedule:

1st Year				2nd Year				3rd Year				4th Year			
Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
HHS 101	1.0	HHS 102	1.0	HHS 241	3.0	HHS 351	3.0	CLM 405	3.0	CLM 452	3.0	CLM 495	1.0	CLM 595	3.0
A/C UK core		CLA 131		HHS 350	3.0	CLM 354	3.0	CLM 444	3.0	CLM 353	3.0	CLM 501	3.0	CLM 501	3.0
CIS/WRD 110		CIS/WRD 111		GRN 250	3.0	CLM 355	3.0	CLM 445	3.0	CLM 501	3.0	HHS 454	3.0	HSE 570	2.0
MA 123		CIS 300		ANT 230 (UK)		CLM 370	2.0	free/selective		HSE 380	3.0	HSE 470		free/selective	
PSY 100		Hum UK core		STA UK core		free/selective		free/selective		free/selective		free/selective		free/selective	

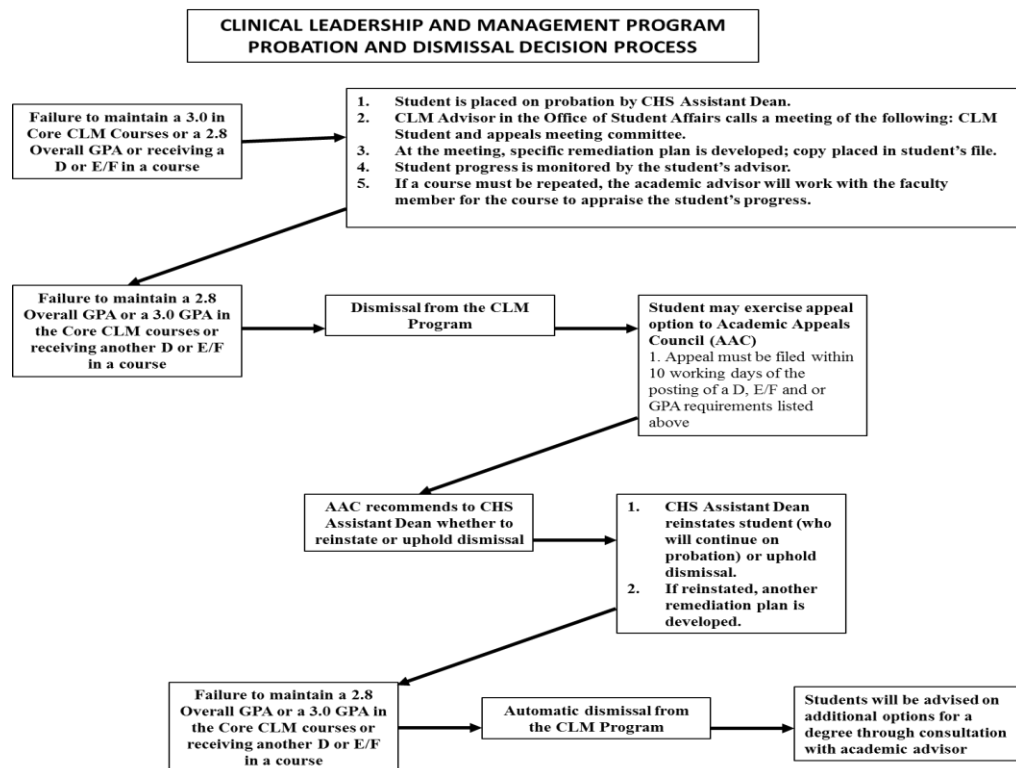
(67.0 Major Required Courses) + (21.0 Free Electives) + (UK Core 32.0)= 120.0

Rationale:

Track C will enable students to meet the requirements for HSE and long term care accreditation, as well as allow students to sit for the licensure exam; accreditation will be sought once Track C is approved. The following added courses along with the current and requested curricular changes will meet the National Association of Long Term Care Administrator Boards (NAB) Academic Accreditation Workbook requirements - http://www.nabweb.org/filebin/pdf/PO-VI.1_AccreditationWorkbook_111814.pdf.

- Changes requested for Track A&B are also to be included in the new Track C (HSE) (Track A, changes 1 to 6 and Track B, change 2 – see above)
- The HSE track in addition to the required courses listed for Track B will require the additional following courses which are in the selective list for Track A&B: 1) GRN 250, Aging in Today's World (3), 2) CLM 380, Healthcare Facility Administration (3) (new course), 3) CLM 470, Long Term Care Management (3) (new course) and 4) CLM 570 Managing Health Issues in Long-term Care: Team Approach (2) (new course).

Figure 1



MEMO

June 10th, 2015

TO: Sharon R. Stewart, Professor and Associate Dean of Academic Affairs
FROM: Travis Thomas – Chair of Academic Affairs
RE: Academic Affairs review of HHS CLM proposal

Dear Dr. Stewart,

The Academic Affairs (AA) Committee has reviewed the proposed changes to the HHS CLM program submitted by Dr. Bruckner. Upon initial review, the AA Committee recommended additional changes that were all successfully addressed by Dr. Bruckner to improve the clarity of the proposal. The Academic Affairs committee recommends approval of the attached requested program change.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Travis Thomas". The signature is written in a cursive style with a large, sweeping initial 'T'.

Travis Thomas, PhD, RD, CSSD, *Chair – CHS Academic Affairs Committee (2014-15)*



OVERVIEW

Division of Health Sciences, Education, and Research
Department of Clinical Sciences
College of Health Sciences

The documents contained in this binder provide support and justification regarding any changes to the Clinical Leadership and Management Program here at the University of Kentucky.

Main Objectives:

- To provide an explanation of current CLM Tracks and any changes regarding courses and/or credit hours
- To provide a description and planning guide for the proposed CLM Track C (Health Services Executive)
- To provide all required documents for the stated program changes

BINDER INDEX

<p>I</p>	<p>Program Change Request</p>	<ul style="list-style-type: none"> • Rationale • The Proposed Program Change Form • Attachments/Charts: <ul style="list-style-type: none"> • Program Table 1 • Program Table 2 • CLM Track A- Table 1 • CLM Track A- Table 2 • CLM Track B- Table 1 • CLM Track B- Table 2 • CLM Track C- Table 1 • Support
<p>II</p>	<p>New Course Proposals</p>	<ul style="list-style-type: none"> • New Course Proposals <ul style="list-style-type: none"> • CIS 300- Course Description • CLM 370- Electronic Medical Records Example Syllabus CLM 370 • CLM 380- Long-Term Care Administration Example Syllabus CLM 380 • CLM 470- Long-Term Care Management Example Syllabus CLM 470 • CLM 495- Intro to the Capstone Example Syllabus CLM 495 • CLM 570- Managing Health Issues in Long-Term Care: Team Approach Example Syllabus CLM 570
<p>III</p>	<p>Course Changes</p>	<ul style="list-style-type: none"> • Course Changes <ul style="list-style-type: none"> • CLM 351- Health Services Admin and Systems Thinking, Updated Syllabus CLM 351 • CLM 353- Ethics in Healthcare Updated Syllabus CLM 353 • CLM 405- Epidemiology and Biostatistics • CLM 444- Leadership and HR Mgmt. • CLM 445- Quality and Productivity • CLM 452- Comm/Instit Planning for Health Services • CLM 595- Directed Studies Capstone
<p>IV</p>	<p>Accreditation</p>	<ul style="list-style-type: none"> • Accreditation Criteria Information (NAB)

PROGRAM TABLE 1

Associate Degree Entry into the Program (TRACK A)		Freshman Entry into the Program (TRACK B): * CLM Prerequisites serving as Core		NEW-Freshman Entry into the Program (TRACK C- HSE)	
Course	Credits	Course	Credits	Course	Credits
ASSOCIATES DEGREE AND 1- 2 YEARS WORK EXPERIENCE IN A HEALTHCARE RELATED FIELD					
♦♦ CIS 300- Strategic Business and Professional Communications	3	♦♦ CIS 300- Strategic Business and Professional Communications	3	♦♦ CIS 300- Strategic Business and Professional Communications	3
CLM 241- Health and Medical Care Delivery Systems	3	CLM 241- Health and Medical Care Delivery Systems	3	CLM 241- Health and Medical Care Delivery Systems	3
CLM 350- Health Policy and Politics	3	CLM 350- Health Policy and Politics	3	CLM 350- Health Policy and Politics	3
CLM 351- Health Services Administration	3	CLM 351- Health Services Administration	3	CLM 351- Health Services Administration	3
CLM 353- Ethics in Healthcare	♦ 3	CLM 353- Ethics in Healthcare	♦ 3	CLM 353- Ethics in Healthcare	♦ 3
CLM 354- Health Law	3	CLM 354- Health Law	3	CLM 354- Health Law	3
CLM 355- Financial Management of Healthcare Institutions	3	CLM 355- Financial Management of Healthcare Institutions	3	CLM 355- Financial Management of Healthcare Institutions	3
♦♦ CLM 370- Electronic Health Records	2	♦♦ CLM 370- Electronic Health Records	2	♦♦ CLM 370- Electronic Health Records	2
CLM 405- Epidemiology and Biostatistics	3	CLM 405- Epidemiology and Biostatistics	3	CLM 405- Epidemiology and Biostatistics	3
CLM 444- Leadership and Human Resource Management	3	CLM 444- Leadership and Human Resource Management	3	CLM 444- Leadership and Human Resource Management	3
CLM 445- Quality and Productivity Improvement and Evaluation	3	CLM 445- Quality and Productivity Improvement and Evaluation	3	CLM 445- Quality and Productivity Improvement and Evaluation	3
♦♦ HHS 454- Research in Human Health Services	3	♦♦ HHS 454- Research in Human Health Services	3	♦♦ HHS 454- Research in Human Health Services	3
CLM 452- Community and Institutional Planning	3	CLM 452- Community and Institutional Planning	3	CLM 452- Community and Institutional Planning	3
♦♦ CLM 495- Introduction to the Capstone	1	♦♦ CLM 495- Introduction to the Capstone	1	♦♦ CLM 495- Introduction to the Capstone	1
CLM 595- Capstone	3	CLM 595- Capstone	3	CLM 595- Capstone	3
CLM 501- Practicum	♦ 9*	CLM 501- Practicum	♦ 9*	CLM 501- Practicum	♦ 9
		*2 Years Experience in Healthcare (8.0 Practicum and 38 Free Elective Credits)		♦♦ GRN 250- Aging in Today's World	
		*1 Year Experience in Healthcare (6.0 Practicum and 35 Free Elective Credits)		♦♦ HSE 380- Long-Term Care Administration	
		Free Elective Credits ²		♦♦ HSE 470- Long Term Care Management	
		14		♦♦ HSE 570 Managing Health Issues in Long-term Care: Team Approach	
		TOTALS		Free Elective Credits ²	
		42		21	
		Total Major Required Courses (Does not include 64.0 from Assoc. degree or Free electives 14.0)		Total Major Required Courses (Does not include Free electives 21.0 and core 32.0)	
		120		120	
		Total Credits (Already have ~64.0)		Total Credits	
		67		120	

Program Selectives/Electives**	
COM 311- Taking Control of Your Health: Patient/Provider Communication	3
COM 315- Understanding the Workplace: Communication in a Diverse US Society	3
HHS 362- Health Advocacy	1
HHS 356- Seminar in IPE	1
HSE 380- Long Term Care Administration	3
CNU 400G- Nutrition for Physical Activity, Injury Prevention and Rehabilitation	2
HHS 443- Health and Information Management	3
HHS 453- Cultural Competence in Healthcare	3
HSE 470- Long-Term Care Management	3
COM 471- Introduction to Health Communication	3
HSE 570- Managing Health Issues in Long-term Care: Team Approach	2
CNU 502- Obesity Cell to Community	2
CNU 500- Integrative Care	1-3
COM 571- Health Communication (Department Approval)	3
CLM 571- Health and Physical Aspects of Aging	2
HHS 503- Nutrition for Health Professions	2
Total Selective Credits Available	33-35

**Other courses can be used as Selectives/Electives with Advisor's consent

- ♦ Signifies Change/New
- ♦♦ Signifies Change/New at least 6.0 must be taken from the Selectives List
- * at least 12.0 must be taken from the Selectives List

PROGRAM TABLE 2

Refer to PROGRAM TABLE 1 for detailed information
 Also can Refer to CLM Literature Document for current figures

	CLM Track A- Current Associates Degree Entry	CLM Track A- Proposed Associates Degree Entry	CLM Track B Current	CLM Track B Proposed	Proposed CLM HSE Track
A. Credit Hours of Major's Requirements	39	42	57	56	67
B. Credit Hours Needed for a Specific Option:	39	42	57	56	67
C. Minimum Credit Hours of Free/Supportive Electives:	20	14	31	32	21
D. Total Credit Hours Required by Level:	100:	0	15	15	15
	200:	3	6	3	6
	300:	20	20	21	24
	400-500:	16	31	28	33
E. Total Credit Hours Required for Graduation:	120	120	120	120	120

CLM TRACK A- Example Schedules

CLM Track A- TABLE 1

CLM Track A Course Layout-current

1st Year		2nd Year		3rd Year		4th Year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Blocked to complete missing UK requirements		CLM 241	CLM 354	CLM 405	CLM 452	CLM 495	CLM 595
		CLM 350	CLM 355	CLM 444	CLM 353	free/selective	free/selective
			CLM 351	CLM 445	free/selective		

CLM Track A- TABLE 1

CLM Track A Course Layout-after *proposed* changes

1st Year		2nd Year		3rd Year		4th Year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Blocked to complete missing UK requirements		CLM 241	CLM 354	CLM 405	CLM 452	CLM 495	CLM 595
		CLM 350	CLM 355	CLM 444	CLM 353	HHS 454	free/selective
		free/selective	CLM 351	CLM 445	free/selective	free/selective	free/selective

(Associates Degree 64.0)+ (42.0 Major Required Courses) + (14.0 Free Electives) = 120.0

CLM TRACK B- Example Schedules

CLM Track B- TABLE 1

CLM Track B Course Layout-current

1st Year		2nd Year		3rd Year		4th Year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
HHS 101 1.0	HHS 102 1.0	HHS 241 3.0	HHS 351 3.0	CLM 501 5.0	CLM 452 3.0	CLM 495 1.0	CLM 595 3.0
A/C UK core	CLA 131 3.0	HHS 350 3.0	CLM 354 3.0		CLM 353 2.0	elective	CLM 501 5.0
CIS/WRD 110	CIS/WRD 111 3.0	selective	CLM 355 3.0		elective	elective	elective
MA 123	ANT/GEO 161	ANT 230 (UK)	selective		elective	elective	elective
PSY 100	Hum UK core	STA UK core	selective		elective		

CLM Track B- TABLE 2

CLM Track B Course Layout-after *proposed* changes

1st Year		2nd Year		3rd Year		4th Year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
HHS 101 1.0	HHS 102 1.0	HHS 241 3.0	HHS 351 3.0	CLM 405 3.0	CLM 452 3.0	CLM 495 1.0	CLM 595 3.0
A/C UK core	CLA 131	HHS 350 3.0	CLM 354 3.0	CLM 444 3.0	CLM 353 3.0	CLM 501 3.0	CLM 501 3.0
CIS/WRD 110	CIS/WRD 111	free/elective	CLM 355 3.0	CLM 445 3.0	CLM 501 3.0 3.0	HHS 454 3.0	free/elective
MA 123	CIS 300	ANT 230 (UK)	CLM 370 2.0	free/elective	free/elective	free/elective	free/elective
PSY 100	Hum UK core	STA UK core	free/elective	free/elective	free/elective	free/elective	

(56.0 Major Required Courses) + (32.0 Free Electives) + (UK Core 32.0)= 120.0

(NEW) CLM TRACK C- Example Schedules

Health Services Executive

CLM Track C- TABLE 1

1st Year		2nd Year		3rd Year		4th Year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
HHS 101 1.0	HHS 102 1.0	HHS 241 3.0	HHS 351 3.0	CLM 405 3.0	CLM 452 3.0	CLM 495 1.0	CLM 595 3.0
A/C UK core	CLA 131	HHS 350 3.0	CLM 354 3.0	CLM 444 3.0	CLM 353 3.0	CLM 501 3.0	CLM 501 3.0
CIS/WRD 110	CIS/WRD 111	GRN 250 3.0	CLM 355 3.0	CLM 445 3.0	CLM 501 3.0	HHS 454 3.0	HSE 570 2.0
MA 123	CIS 300	ANT 230 (UK)	CLM 370 2.0	free/selective	HSE 380 3.0	HSE 470	free/selective
PSY 100	Hum UK core	STA UK core	free/selective	free/selective	free/selective	free/selective	free/selective

(67.0 Major Required Courses) + (21.0 Free Electives) + (UK Core 32.0) = 120.0

Ett, Joanie M

From: Bruckner, Geza
Sent: Monday, February 01, 2016 1:54 PM
To: Ett, Joanie M; Stewart, Sharon R
Cc: Thomas, D. Travis; Christianson, Tabatha D
Subject: RE: Course Change submission status

Thanks. I am requesting that UGC remove the proposed course change to CLM 351 from the CLM program proposal; its removal will not affect the credit hours or basic course information. The CLM 351 course will be removed from eCats. Thanks so much for everyone's help.

Be Aware of the Moment

Geza Bruckner, Professor Clinical Nutrition
Department of Clinical Sciences
Director of Clinical Nutrition
Director Health Sciences, Education and Research
Programs: Human Health Sciences and Clinical Leadership and Management
Graduate Center for Nutritional Sciences
<http://www.mc.uky.edu/healthsciences/index.html>
<http://www.mc.uky.edu/nutrisci/>
900 S. Limestone
209A CTW Building
Lexington, KY 40536-0200
859-323-1100 ext 80859
Fax 859-257-2454

From: Ett, Joanie M
Sent: Monday, February 01, 2016 1:45 PM
To: Stewart, Sharon R
Cc: Bruckner, Geza; Thomas, D. Travis
Subject: RE: Course Change submission status

Thank you for the update! I have received CLM 370 in eCATS and will assign that, along with the program proposal and other related courses, to UGC reviewers.

As far as withdrawing the changes for CLM 351, I think a memo would be fine. The course is mentioned throughout the program proposal, but as long as the withdrawn changes don't affect the course's information as listed in the proposal (i.e. 3 credit hours, part of the Core Curriculum, etc.) then I don't think there will be any issues. You should be able to withdraw the course change request from eCATS at the college level.

Thanks,
Joanie

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
230 McVey Hall
Lexington, KY 40506-0045

(859)257-9039 Phone
joanie.ett-mims@uky.edu

From: Stewart, Sharon R
Sent: Monday, February 01, 2016 11:29 AM
To: Ett, Joanie M
Cc: Bruckner, Geza; Thomas, D. Travis
Subject: Course Change submission status

Hi Joanie, I wanted to let you know that CLM 370 has now been recommended for approval by the CHS Academic Affairs Committee, and I am submitting it. We want to withdraw changes to CLM 351 which means that this needs to be reflected in the CLM BHS program change. Would it work if Dr. Bruckner simply wrote a memo noting that the change is withdrawn and submitted it to your office?

As a reminder, this is the email you sent re: the CLM BHS program change -

Jan 05, 2016

For the CLM courses, the UGC received those courses and the CLM BHS program change over the summer. I emailed Dr. Bruckner and Dr. Sharon Stewart at the beginning of the fall semester to ask about two other courses that are included in the program change (CLM 351 and CLM 370), because in eCATS, it shows that these two courses are still at the college level. The UGC requests that all courses related to a program change be reviewed at one time, so we are waiting on those before reviewing the other submissions.

Sharon

Sharon R. Stewart, EdD
Associate Dean and Professor
University of Kentucky College of Health Sciences
Charles T. Wethington, Jr. Building, Room 123
Lexington, KY 40536-0200
(859) 218-0570
srstew01@uky.edu



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Ett, Joanie M

From: Bruckner, Geza
Sent: Friday, April 15, 2016 4:45 PM
To: Ett, Joanie M
Subject: Fwd: CIS 300

Sent from my iPhone

Begin forwarded message:

From: "Huber, Jeffrey T" <jeffrey.huber@uky.edu>
Date: April 15, 2016 at 4:17:24 PM EDT
To: "Bruckner, Geza" <gbruckn@uky.edu>
Subject: CIS 300

Hi Geza,

We should be able to offer 2 dedicated sections of CIS 300 each year for student enrolled in the Clinical Leadership and Management program provided the College of Health Sciences provides financial support for those 2 dedicated sections.

Thanks,

Jeff

Jeffrey T. Huber, Ph.D.
Director and Professor
School of Information Science
University of Kentucky
323 Little Library Building
Lexington, KY 40506-0224
(859) 257-2334
(859) 257-4205 fax
jeffrey.huber@uky.edu
www.uky.edu/CIS/SLIS

From: [Bruckner, Geza](#)
To: [Christianson, Tabatha D](#)
Subject: FW: CIS 300
Date: Monday, February 23, 2015 4:45:57 PM

Be Aware of the Moment

Geza Bruckner, Professor Clinical Nutrition
Department of Clinical Sciences
Director of Clinical Nutrition
Director Health Sciences, Education and Research
Programs: Human Health Sciences and Clinical Leadership and Management
Graduate Center for Nutritional Sciences
<http://www.mc.uky.edu/healthsciences/index.html>
<http://www.mc.uky.edu/nutrisci/>
900 S. Limestone
209A CTW Building
Lexington, KY 40536-0200
859-323-1100 ext 80859
Fax 859-257-2454

From: Huber, Jeffrey T
Sent: Monday, October 06, 2014 12:26 PM
To: Bruckner, Geza
Subject: RE: CIS 300

You're welcome.

From: Bruckner, Geza
Sent: Monday, October 06, 2014 12:17 PM
To: Huber, Jeffrey T
Subject: Re: CIS 300

Great thanks

Sent from my iPhone

On Oct 6, 2014, at 11:12 AM, "Huber, Jeffrey T" <jeffrey.huber@uky.edu> wrote:

Hi Geza,

I met with Dean O'Hair earlier. We should be able to offer a couple of dedicated sections of CIS 300 for College of Health Sciences' students.

Thanks,
Jeff

From: Bruckner, Geza
Sent: Thursday, October 02, 2014 8:50 AM
To: Huber, Jeffrey T
Subject: RE: CIS 300

Hopefully we could get it approved by Fall 2015 but you know the system. We could use either semester.

Be Aware of the Moment

Geza Bruckner, Professor Clinical Nutrition
Department of Clinical Sciences
Director of Clinical Nutrition
Director Health Sciences, Education and Research
Programs: Human Health Sciences and Clinical Leadership and Management
Graduate Center for Nutritional Sciences
<http://www.mc.uky.edu/healthsciences/index.html>
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900 S. Limestone
209A CTW Building
Lexington, KY 40536-0200
859-323-1100 ext 80859
Fax 859-257-2454

From: Huber, Jeffrey T
Sent: Thursday, October 02, 2014 8:47 AM
To: Bruckner, Geza
Subject: RE: CIS 300

Hi Geza,

Believe me, I fully understand. This is my 7th year at UK and it is by far the craziest.

When would you anticipate needing 1-2 sections of CIS 300? Beginning fall 2015?
Which semester? Fall or Spring?

Thanks,
Jeff

From: Bruckner, Geza
Sent: Wednesday, October 01, 2014 3:21 PM
To: Huber, Jeffrey T
Subject: CIS 300

Jeff,
My apologies for dropping the ball on IHN the past couple of months but I am swamped and with Blackboard being a mess, it has caused a great deal of frustration. Hope to tackle it shortly. However my current email relates to our CLM program. Jamie

Warren has been helping us with a number of course and curriculum related issues and suggested that, if we drop ENG 205 as a required course in our CLM program (it is never offered), we should add CIS 300, Strategic Business and Professional Communication (3), with your permission. We expect between 25 to 50 students needing this course during their sophomore or junior year. Can you accommodate this number of students if we require the course? Hope all is going well.

Be Aware of the Moment

Geza Bruckner, Professor Clinical Nutrition

Department of Clinical Sciences

Director of Clinical Nutrition

Director Health Sciences, Education and Research

Programs: Human Health Sciences and Clinical Leadership and Management

Graduate Center for Nutritional Sciences

<http://www.mc.uky.edu/healthsciences/index.html>

<http://www.mc.uky.edu/nutrisci/>

900 S. Limestone

209A CTW Building

Lexington, KY 40536-0200

859-323-1100 ext 80859

Fax 859-257-2454

From: [Bruckner, Geza](#)
To: [Christianson, Tabatha D](#)
Subject: FW: GRN 250
Date: Monday, February 23, 2015 4:47:01 PM

Be Aware of the Moment

Geza Bruckner, Professor Clinical Nutrition
Department of Clinical Sciences
Director of Clinical Nutrition
Director Health Sciences, Education and Research
Programs: Human Health Sciences and Clinical Leadership and Management
Graduate Center for Nutritional Sciences
<http://www.mc.uky.edu/healthsciences/index.html>
<http://www.mc.uky.edu/nutrisci/>
900 S. Limestone
209A CTW Building
Lexington, KY 40536-0200
859-323-1100 ext 80859
Fax 859-257-2454

From: Rowles, Graham
Sent: Wednesday, January 28, 2015 2:53 PM
To: Bruckner, Geza
Cc: Watkins, John; Hunter, Elizabeth G
Subject: RE: GRN 250

Geza:

Good to hear from you. Adding this course to your program requirements would be fine. My guess is that the course would certainly be appropriate for this group. We are currently running three sections of the course (increasing to four in the Fall of this year) so the timing should not be a problem for your students. .

Best wishes,

Graham
Graham D. Rowles, Ph.D.
Professor of Gerontology
Director, Graduate Center for Gerontology
Chair, Department of Gerontology
University of Kentucky
1080 Export Street
Suite 280, Room 207
Lexington, KY 40504
growl2@uky.edu
(859) 218-0145

Fax (859 323-5747

*"They won't say: The times were dark,
Rather, why were their poets silent?"
Berthold Brecht (1935)*

*"If you have a garden and a library, you have everything you need."
Marcus Tullius Cicero (106-43 BC)*

From: Bruckner, Geza
Sent: Tuesday, January 27, 2015 3:50 PM
To: Rowles, Graham
Subject: GRN 250

Hi Graham,

We are considering adding your GRN 250 course as a required course to one of the tracks in our Clinical Leadership and Management program. We anticipate about 30 students per year in the track. Would this be OK???

Be Aware of the Moment

Geza Bruckner, Professor Clinical Nutrition

Department of Clinical Sciences

Director of Clinical Nutrition

Director Health Sciences, Education and Research

Programs: Human Health Sciences and Clinical Leadership and Management

Graduate Center for Nutritional Sciences

<http://www.mc.uky.edu/healthsciences/index.html>

<http://www.mc.uky.edu/nutrisci/>

900 S. Limestone

209A CTW Building

Lexington, KY 40536-0200

859-323-1100 ext 80859

Fax 859-257-2454

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Tuesday, November 08, 2016 11:45 AM
To: Brothers, Sheila C; McCormick, Katherine
Subject: Suspension: BS in International Studies
Attachments: INT BS Suspension_Updated, 11_8, 2016.pdf

Proposed Suspension of BS: International Studies Program

This is a recommendation that the University Senate approve the suspension of admission into an existing undergraduate program: BS: International Studies Program, in the College of Arts & Sciences.

The revised proposal is attached.

Best-

Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary Mathematics Undergraduate Program Chair](#) | | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com | [Schedule a Meeting with Me](#)

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>Arts and Sciences</u>	Department:	<u>Arts and Sciences</u>
Major Name:	<u>International Studies</u>	Degree Title:	<u>B.S.</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
CIP Code:	<u>30.2001</u>	Today's Date:	<u>Nov 12, 2015</u>
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ¹ : _____
Contact Person in the Dept:	<u>Sue Roberts</u>	Phone:	<u>257 2399</u>
		Email:	<u>sueroberts@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input type="checkbox"/> Deletion
Rationale for suspension/deletion:	<u>Program simplification. Apparently, when the degree (thematic concentrations) were streamlined (see the B.A.) the B.S. degree was supposed to have been deleted or suspended but this somehow was never done. So this is to clear the situation up and to avoid confusing students and advisors.</u>	
What provisions are being made for students already in the program?	<u>They will be grandfathered and advised</u>	
Will another degree program replace the one suspended/deleted?	<u>The B.A. is still in existence and will become the sole International Studies degree available for students.</u>	
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:

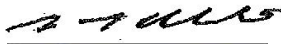


Proposal Name: International Studies - suspension of B.S. option

Proposal Contact Person Name: Sue Roberts Phone: 7 2399 Email: sueroberts@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
Int'l Studies Advisory Comm	11/17/15	S. Roberts / 7 2399 / sueroberts@uky.edu	
A&S	1/17/16	S. / / test@uky.edu	
A&S ASSOC. DEAN	1/17/16	A. / / anna.bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	4/12/16 Tonia Pitt-More		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

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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.



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

859 257-6689
fax 859 257-2635

www.as.uky.edu/education-policy-committee

January 20, 2016

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the International Studies B.S. Undergraduate Program Suspension proposal 8:0:1 on Tuesday, January 20, 2016.

Sincerely,

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

Stephen Testa
Chair, Education Policy Committee



College of Arts and Sciences
Office of the Associate Dean
for International Affairs
202 Patterson Office Tower
Lexington, KY 40506-0027
859 257-2399
fax 859 323-1073
www.is.as.uky.edu

December 12, 2015

Dean Education Policy Committee,

This letter confirms that the International Studies Advisory Committee voted and approved the suspension of the Bachelor of Science in International Studies. We are suspending the B.S. in International Studies to simplify the program and to avoid confusing students and advisors.

The Bachelors of Arts in International Studies still exists and will become the sole International Studies degree available to students. Students already in the B.S. program will be grandfathered and advised.

Sincerely,

A handwritten signature in black ink, appearing to read "Sue Roberts".

Sue Roberts
Associate Dean for International Affairs
Director of International Studies



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

October 10, 2016

Dear Senate Council,

This letter confirms that the International Studies Advisory Committee voted and approved the suspension of the Bachelor of Science in International Studies. We are suspending the B.S. in International Studies to allow the 13 students currently pursuing a B.S. in International Studies to graduate with a Bachelor of Science.

After the five-year grace period the B.S. in International Studies will be deleted. This will simplify the program and avoid confusing students and advisors.

The Bachelor of Arts in International Studies still exists and will become the sole International Studies degree available to students. After the five-year window any remaining students pursuing a B.S. will be grandfathered and advised.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anna Bosch', written in a cursive style.

Anna Bosch
Associate Dean for Undergraduate Programs