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October 20, 2017

Katherine McCormick
Chair, University of Kentucky Senate Council

Dear Dr. McCormick,

The Senate Committee on Academic Organization and Structure (SAOSC) considered the proposal to move the Certificate of Global Studies to the College of Arts & Sciences from the now defunct unit, Undergraduate Studies. The application was available online and the committee shared comments by email, using the "reply-all" option. Committee members included Susan Effgen, David Atwood, Al Cross, Melinda Wilson, Samuel Mardini, Debra Harley, Gregory Hall, Adib Bagh and me. Responses were invited on October 16th and responses from 7 of the 8 other committee members were received by October 19th.

Formerly the Certificate was housed in the unit called, Undergraduate Studies. That unit has been eliminated, consequently, the Certificate needs a new home.

From the proposal:

"The Certificate in Global Studies is designed to show collaboration across all the undergraduate colleges in creating a focus for students' scholarly work in international settings. Successful completers of this interdisciplinary Certificate have demonstrated their preparedness to live and work in a global community. There are four components: globally focused course work, second language course work, credit-bearing education abroad experience, and co-curricular programming. "

The certificate is available to all undergraduate students, in all colleges. Most of the courses required for the certificate are offered by faculty members in the College of A&S. No changes in the program are projected other than movement of the program to A&S and appointment of a new director by the Dean of A&S. The steering committee will remain the same and includes at least 3 former directors of the certificate. The Dean of A&S is supportive of the move and the proposal as indicated in his letter.

Consultation is documented with letters of support from chair of the Executive Committee of A&S (the A&S College Faculty Council), Dean of A&S, Associate Dean for Undergrad programs of A&S, Associate Provost for Internationalization, and the Interim Assistant Provost for Academic Enrichment.

Following discussion, the responding SAOSC members recommended endorsing this proposal to move the Global Studies Certificate to the College of Arts & Sciences.

On behalf of SAOSC,

Ernie Bailey, chair SAOSC

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

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*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:	We propose to move the Certificate of Global Studies to the College of Arts & Sciences because its former unit, Undergraduate Studies, was eliminated in recent restructuring. The majority of the courses students take for this certificate are offered by faculty in A&S, and many of the current students in the certificate program also have their primary majors in A&S.				
Contact person name:	Julie Human	Phone:	(859) 218-3731	Email:	julie.human@uky.edu
Administrative position (dean, chair, director, etc.):	director				

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

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

<input type="checkbox"/>	Department of:	
<input type="checkbox"/>	School of:	
<input checked="" type="checkbox"/>	College of:	Arts & Sciences
<input type="checkbox"/>	Graduate Center for:	
<input type="checkbox"/>	Interdisciplinary Instructional Program:	
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:	

Section III – Type of Proposal

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

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

Check all that apply.

A. Changes

- Change to the name of an educational unit.
- Change to the type of educational unit (e.g., from department to school).

B. Other types of proposals

- Creation of a new educational unit.
- Consolidation of multiple educational units.
- Transfer of an academic program to a different educational unit.
- Transfer of an educational unit to a different reporting unit.
- Significant reduction of an educational unit.
- Discontinuation, suspension or closure of an educational unit.
- Other (Give a one- or two-sentence description below; a complete description will be in the proposal).

Section IV is for internal use/guidance.

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

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

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

SAOSC Review of Type B Proposals (All Other Changes)

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

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
 - 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.

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

- This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

Proposal to move the Certificate of Global Studies to the College of Arts & Sciences

1) What is the impetus for the proposed change?

We propose to move the Certificate of Global Studies to the College of Arts & Sciences because its former unit, Undergraduate Studies, was eliminated in recent restructuring.

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

The majority of the courses students take for this certificate are offered by Arts & Sciences faculty members, who have been supportive of the certificate. Many of the current students in the certificate program also have their primary majors in Arts & Sciences.

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

The current structure will remain largely unchanged in terms of student requirements, but moving the program from Undergraduate Studies to Arts & Sciences will allow it to remain an option for students at UK. The new director of the certificate program will assume the responsibilities previously held by the former director and by staff in Honors who helped support the program.

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

The goals of the certificate fit well with the objectives of the College of Arts & Sciences as well as the University of Kentucky as a whole. This is a short description of the certificate, available in the 2017-2018 Bulletin:

The Certificate in Global Studies is designed to show collaboration across all the undergraduate colleges in creating a focus for students' scholarly work in international settings. Successful completers of this interdisciplinary Certificate have demonstrated their preparedness to live and work in a global community. There are four components: globally focused course work, second language coursework, credit-bearing education abroad experience, and co-curricular programming.

Preparing students to live and work in a global community is a goal shared by A&S and UK, and this certificate will encourage students to take courses with a global focus, to study world

languages, to study abroad, and to participate in events on campus or in the Lexington community that align with their international interests.

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

NA. The certificate is being moved because Undergraduate Studies no longer exists. Historically most of the students pursuing the certificate are from the College of Arts and Sciences, and we were asked to take the certificate program.

This certificate supports the goals for undergraduate student success in the current UK Strategic plan. From the 2015-2020 Strategic Plan:

UK will consistently produce outstanding graduates who complete their degrees in a timely manner, think creatively, communicate effectively, and are able to contribute as leaders to a diverse, global society. (Section 3, Undergraduate Student Success)

Enhance students' learning and their preparation for contributing to a rapidly changing world as leaders and scholars through the provision of new and innovative curricular offerings and state-of-the art teaching. (Strategic Initiative 2)

Building on the foundation of existing programs and on UK's strengths, identify and develop new undergraduate programs (including certificates, dual degrees, multidisciplinary and trans-disciplinary offerings) that broaden student preparation and prepare students to be leaders and scholars in a diverse, global society. (Action Step 2)

Enrich students' undergraduate education through transformational experiences of self-discovery and learning. (Strategic Initiative 3)

Integrate high-impact practices such as undergraduate research, education abroad, service learning, and experiential learning programs throughout academic curricula and majors. (Action Step 1)

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

Julie Human, assistant professor of French & Francophone Studies in the Department of Modern & Classical Languages, Literatures & Cultures, will serve as Director of Global Studies if the

certificate program is approved to move to the College of Arts & Sciences. She served as interim Director of Undergraduate Studies for MCLLC during the Spring 2017 semester, and in this administrative role, has experience working closely with and advising students. She has also worked closely with advisors in Education Abroad and in Arts & Sciences.

The current steering committee will remain the same, and includes at least three former directors of the program (Beth Barnes, Monica Visonà, and Doug Slaymaker):

- Beth Barnes, bbarnes@uky.edu, College of Communication and Information, School of Journalism and Media
- James Holsinger, jwh@email.uky.edu, College of Public Health
- Nancy Johnson, nancy.johnson1@uky.edu, Gatton College of Business and Economics, Department of Management
- Miko McFarland, miko.mcfarland@uky.edu, Education Abroad
- Michael Reed, mrreed@email.uky.edu, Director, Office of International Programs for Agriculture; College of Agriculture, Department of Agricultural Economics
- Sue Roberts, SueRoberts@uky.edu, Associate Provost for Internationalization; College of Arts & Sciences, Department of Geography
- Doug Slaymaker, douglas.slaymaker@uky.edu, College of Arts & Sciences, Department of Modern & Classical Languages, Japan Studies
- Marie Sossou, msoss2@uky.edu, College of Social Work
- Sharon Stewart srstew01@uky.edu, Associate Dean for Special Projects, Office of Academic and Faculty Affairs; College of Health Sciences, Communication Sciences and Disorders, Rehabilitation Sciences
- Kakie Urch, kakieurch@gmail.com, College of Communication and Information, Department of Journalism
- Monica Visonà, M.B.Visona@uky.edu, International Center; College of Fine Arts, School of Art and Visual Studies
- Carolyn Williams, cawill00@email.uky.edu, College of Nursing

Anyone who teaches a course related to global studies or who is otherwise interested in joining the steering committee is welcome to do so. We will also seek recommendations for members from the International Center.

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

If the certificate is approved to be moved to A&S, the Dean of A&S will appoint the director in consultation with the steering committee.

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

The director will be a faculty member already in Arts & Sciences. Moving the certificate to A&S will not result in any new hires or change in status or voting rights. The director's DOE will be determined once the certificate has been moved to A&S.

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

The certificate is currently available to all students at UK, and still will be if it is housed in A&S. The director will be responsible for reaching out to faculty and students within A&S as well as in UK's other colleges.

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

There will be no transfer of personnel.

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

NA. The only person whose DOE may change is the director.

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

Moving the certificate to A&S should have no implications for accreditation.

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

Ideally, the transfer of Global Studies to A&S could be completed during the Fall 2017 semester. The previous director, Beth Barnes, has already transferred all files to Julie Human, and is directing student inquiries to her. There are currently 26 students in the certificate program.

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

The proposal does not involve degree changes; the certificate program will retain the same requirements and advantages to students who complete it. Plans for student recruitment include working closely with Education Abroad and faculty members who lead programs abroad, as well as visiting UK 101 courses and language courses to inform students about the certificate.

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

Transfer of the program should incur no additional costs, aside from the administrative stipend paid to the director. The College of Arts and Sciences will provide a budget for printing recruitment materials and additional co-curricular events to promote student engagement.

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

Since Undergraduate Studies was eliminated, that unit cannot vote on the transfer of this Certificate. We have attached letters of support from:

- Phil Kraemer, Chellgren Chair for Undergraduate Excellence
- Beth Barnes, previous Interim Director
- Sue Roberts, Associate Provost for Internationalization
- Dean Mark Kornbluh, College of Arts & Sciences

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

Please see number 16 above for list of attached letters.

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

The primary evaluation tools will be student enrollment numbers and student graduation numbers. The program director will be responsible for assessment of the program in consultation with the steering committee.

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

NA.

September 15, 2017

Dear Senate Council,

I am pleased to express the College's strongest support of the proposed transfer of the Global Studies Certificate from Undergraduate Education to the College of Arts and Sciences. The certificate emphasizes collaboration across all undergraduate colleges in creating a focus for students' scholarly work in international settings. Preparing students to live and work in a global community is a goal shared by the College of Arts and Sciences and the university.

The Global Studies Certificate will encourage students to take courses with a global focus, to study the world languages, to study abroad, and to participate in events on campus of the Lexington Community that align with their international interests.

The proposed transfer of the Global Studies Certificate will utilize the strengths of the outstanding faculty in the College of Arts and Sciences, and across the entire university.

The College of Arts and Sciences fully supports the proposed transfer of the Global Studies Certificate from Undergraduate Education into the College of Arts and Sciences.

Sincerely,



Mark Lawrence Kornbluh
Dean

see blue.

September 15, 2017

Dear Senate Council,

On behalf of the faculty of the College of Arts and Sciences, the Executive Committee discussed and approved the transfer of the Global Studies Certificate from Undergraduate Education to the College of Arts and Sciences. 4:0:2 on Tuesday, September 12, 2017.

Sincerely,



Marion Rust
Chair, Executive Committee

see blue.



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Strategic Communication
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August 10, 2017

Dr. Anna Bosch
Associate Dean for Undergraduate Programs
College of Arts and Sciences

Dear Dr. Bosch:

I am pleased to write in support of the proposal to transfer administrative responsibility for the Certificate of Global Studies to the College of Arts & Sciences.

As you know, the CGS has been housed in Undergraduate Studies from its inception. The ongoing restructuring of undergraduate education has made it necessary to relocate the CGS into another academic unit, and A&S is the logical choice for a number of reasons.

The curricular component of the certificate is modeled after the A&S International Studies program, and the foreign language requirement is also based in A&S. Perhaps most importantly, the majority of students who have pursued or are pursuing the certificate come from A&S majors. The first director of the certificate, Dr. Doug Slaymaker, was also an A&S faculty member.

I served as the certificate director during Spring 2017, and nearly all of my interactions related to the certificate were with A&S students. It's my firm belief that A&S is the best academic unit to house the certificate going forward.

Thank you for your consideration. I'm happy to answer any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Beth E. Barnes".

Beth E. Barnes, Ph.D.
Professor and Director



Associate Provost
International Center

August 14th, 2017

Dear Associate Dean Anna Bosch,

I have been asked to submit a letter regarding the plan to house the Global Studies Certificate in the College of Arts and Sciences. I am happy to report that I support this plan. Last academic year a thorough process of consulting all the main stakeholders affirmed that A&S is considered the most suitable new home for the Certificate.

In an email (4.21.2017), I wrote that "I agree with Beth's [Prof. Beth Barnes, Director of the Certificate last academic year] suggestion that this be housed in A&S." I added that I thought it "could easily fit in with the International Studies Program. Students could see a suite of options and see that they could take a Major in IS, a Minor in IS, and/or a Certificate in GS."

I understand that arrangements have been made to have a faculty member in Modern and Classical Languages direct the Certificate. I would have preferred it to be in International Studies (because it is not a department, but rather is a totally interdisciplinary undergraduate "space" in A&S), but I understand that there are reasons to not add the Certificate in Global Studies to the International Studies Program at the current time. I would hope that in the future this could be revisited.

As you know, the Global Studies Certificate originated in the UK International Center and is tied directly to Education Abroad and Exchanges here in the International Center. It is therefore imperative that the Executive Director of Education Abroad and Exchanges (currently Ms. Miko McFarland) be included in any governance or advisory structure for the Certificate that A&S may put in place. Certainly, Education Abroad and Exchanges will be very pleased to continue their productive relationship with the Certificate program and its Director.

In today's world, we all now students are hungry for ways to demonstrate their achievements when they graduate. Many of our students recognize the value employers place on global preparedness, and employers report that of all the "essential learning outcomes" that we are focusing on across the curriculum and in our high impact

see blue.

experiences, it is “global knowledge” that is the least well-developed in recent college graduates. So we owe it to our students to provide a wide suite of accessible opportunities for learning about the world. The Global Studies Certificate is an important component.

Chart B
Employer Views on Achievement of Essential Learning Outcomes:

2008 NATIONAL SURVEY FINDINGS

	Very Well Prepared (8-10 ratings)*	Not Well Prepared (1-5 ratings)**	Mean Rating†
Global Knowledge	18%	46%	5.7
Self-direction	23%	42%	5.9
Writing	26%	37%	6.1
Critical Thinking	22%	31%	6.3
Adaptability	24%	30%	6.3
Self-knowledge	28%	26%	6.5
Oral Communication	30%	23%	6.6
Quantitative Reasoning	32%	23%	6.7
Social Responsibility	35%	21%	6.7
Intercultural Skills	38%	19%	6.9
Ethical Judgment	38%	19%	6.9
Teamwork	39%	17%	7.0

* ratings on 10-point scale: 10 = recent college graduates are extremely well prepared on each quality to succeed in entry-level positions or be promoted/advance within the company

Note: These findings are taken from a survey of employers commissioned by the Association of American Colleges and Universities and conducted by Peter A. Hart Associates in November and December 2007. For a full report on the survey and its complete findings, see www.aacu.org/leap.

Source: Kuh, G (2008) *High Impact Educational Practices*. Washington DC: AACU.

Thank you for your interest in supporting the undergraduate Global Studies Certificate and all our programs that open pathways to global knowledge for all UK students.

Yours sincerely,



Susan M. Roberts
 Associate Provost for Internationalization

Cc: Miko McFarland

see blue.

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An Equal Opportunity University



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September 1, 2017

Dr. Anna Bosch, Associate Dean
College of Arts & Sciences
CAMPUS

Dear Anna: I was originally asked by the Provost to assist with the process of reassigning two undergraduate certificate programs that were administratively housed in the former Division of Undergraduate Education. The Provost's expectation is that all undergraduate certificates be administered through colleges. With that goal in mind, and after talking with pertinent faculty, I strongly support moving the Global Studies Certificate to the College of Arts & Sciences. Given the nature of the program and its history, that recommendation seems to be in the best interest of students and the University.

Sincerely,

Philipp J. Kraemer, Chellgren Chair for Undergraduate Excellence,
Professor of Psychology, and Interim Assistant Provost for Academic Enrichment

College of Fine Arts

Baroque Trumpet

The Undergraduate Certificate in Baroque Trumpet develops performance and interpretation skills for the natural trumpet. The Baroque Trumpet is a valveless ancestor of the modern valved trumpet. It reached its zenith during the Baroque era, and today is once again becoming an important instrument in the fields of music performance, musicology, and music education. Already in many parts of Europe, it is expected that performances of music written prior to the 19th century be played on the valveless natural ("Baroque") trumpet, and this is now a growing field in the United States. Students will examine the stylistic aspects of Baroque music through (a) study of primary sources from the Baroque era; (b) study of prominent secondary sources on Baroque interpretation; and (c) preparation and performance of music from the Baroque era on the natural trumpet. This certificate may be earned concurrently with an undergraduate degree, as an additional (second) program of study if the student is a current degree seeking student or a post-baccalaureate student. This certificate may be earned as the primary (first) program of study ONLY if the student is non-degree seeking or is a post-baccalaureate student who is not pursuing any other credential.

Faculty Director: Dr. Jason Dovell, School of Music.

Details and requirements for the Baroque Trumpet Certificate are listed in the *College of Fine Arts* section of this Bulletin.

Musical Theatre Certificate for Voice Majors

Musical Theatre Certificate for Theatre Majors

These two interdisciplinary Certificates are offered jointly by the Department of Theatre and Dance and the School of Music. They will provide an opportunity for students in both units to gain knowledge in an area of study that includes acting, dance, voice and musical theatre techniques. Successful completers of this Certificate will be able to synthesize acting, singing and dancing in a musical theatre performance.

Faculty Co-Directors for the Musical Theatre Certificate for Voice Majors: Dr. Nancy Jones, Department of Theatre, and Dr. Noemi Lugo, Department of Voice in the School of Music.

Details and requirements for the Musical Theatre Certificate for Voice Majors and the Musical Theatre Certificate for Theatre Majors are listed in the *College of Fine Arts* section of this Bulletin.

College of Health Sciences

Clinical Healthcare Management

Successful completion of the Certificate in Clinical Healthcare Management will demonstrate that the graduate is prepared to function successfully in a clinical leadership and management role in a health care institution. The program is useful for any currently enrolled UK student interested in obtaining clinical management skills; in addition, the program is useful for practicing clinical professionals (non-degree-seeking) such as nurses, physicians, dentists, physician assistants, physical therapists, respiratory therapists and other interested in enhancing their management skills.

Faculty Director: Dr. Richard Roberts, College of Health Sciences.

Details and requirements for the Clinical Healthcare Management Certificate are listed in the *College of Health Sciences* section of this Bulletin.

Nutrition for Human Performance

This certificate is hosted in the Human Health Sciences department and is co-located with the Departments of Dietetics and Human Nutrition and Kinesiology and Health Promotion. It is ideal for students who are pre-medicine, pre-physical therapy, or pre-physician assistant studies – and for those who have earned or are currently pursuing undergraduate degrees in nutrition (DHN), kinesiology (KHP), and human health sciences (HHS). This certificate provides a unique opportunity to provide students with a better understanding and appreciation for how nutrition impacts athletic performance and the role of diet and exercise in disease prevention.

Certificate Director: Dr. D. Travis Thomas, Assistant Professor, Clinical Nutrition, Department of Clinical Sciences (College of Health Sciences); and, **Faculty Co-Directors:** Dr. Tammy J. Stephenson, Assistant Professor, Department of Dietetics and Human Nutrition, School of Human Environmental Sciences (College of Agriculture, Food and Environment); and, Dr. Mark Abel, Associate Professor, Kinesiology and Health Promotion (College of Education).

Details and requirements for the Nutrition for Human Performance are listed in the *College of Health Sciences* section of this Bulletin.

Research in Health Sciences

The Office of Research in the College of Health Sciences in collaboration with The Departments of Rehabilitation Sciences and Clinical Sciences offers an undergraduate certificate in Undergraduate Research in Health Sciences. This certificate will enhance the educational goals

of any University of Kentucky student interested in obtaining experience in health-related research to benefit the pursuit of a health care career.

Faculty Director: Dr. Gilson Capilouto, Department of Rehabilitation Sciences.

Details and requirements for the Research in Health Sciences Certificate are listed in the *College of Health Sciences* section of this Bulletin.

Other Certificates

Global Studies

The Certificate in Global Studies is designed to show collaboration across all the undergraduate colleges in creating a focus for students' scholarly work in international settings. Successful completers of this interdisciplinary Certificate have demonstrated their preparedness to live and work in a global community. There are four components: globally focused course work, second language coursework, credit-bearing education abroad experience, and co-curricular programming.

Faculty Director: Monica Blackmun Visonà, Administrative Associate, Undergraduate Education.

Details and requirements for the Global Studies Certificate are listed below.

Participation in the Undergraduate Certificate of Global Studies at the University of Kentucky demonstrates your commitment to participating in a global community. Study at home, study abroad; do language; be part of the international community, at home, and overseas.

CGP recognizes your international experience, language study, your globally focused coursework, and, through co-curricular programming, your international engagement.

The Certificate of Global Studies will allow students to demonstrate their preparedness to live and work in a global community. By taking a series of courses with an international focus that amplifies the global dimension of their majors, by engaging in a credit-bearing education abroad experience, by enhancing their experience with a second language, and by participating in internationally-focused co-curricular activities, students will expand their view of the world and their place in it, and their perspectives on their own societies at home.

As the workplace seeks employees who can work in international or multicultural teams, and as participation in U.S. society increasingly demands the skills of global citizenship, our students will benefit from an additional degree credential, alongside their major(s) and/or minor(s), that demonstrates their dedication to and experience with global perspectives. Having this Certificate on the transcript will also show that the students are

interested in the international facets of their academic and/or pre-professional training, which will be attractive to potential graduate programs or employers.

The structure of the Certificate of Global Studies offers an academic credential as well as a coherently planned academic core, for students who otherwise might simply take a smattering of international courses or participate in some type of isolated international experience. At the heart of the Certificate is the required Education Abroad experience (study abroad, internship, research abroad), but the Certificate's structure is designed to make that experience integral to the undergraduate program of study. A coherent program in which the time abroad is both preceded and followed by appropriate opportunities for reflection, and bolstered by rigorous academic course work, will enhance the impact of the international experience. Research has demonstrated that one advantage of education abroad is that, when appropriately designed, it can move students from dependent to independent learners, and can help them to acquire interpersonal and intercultural competence.

This Certificate facilitates development of both objective and subjective intercultural experience. It will appeal to a wide range of students. It is intended to encourage study abroad and cross-cultural experiences, and facilitate and credential that experience. Students in semester-long study abroad experiences as well as those students undertaking international programs during an 8-week summer period, a 4-week term abroad, or even a 1- or 2-week "study tour" will benefit by study *in situ*. The Undergraduate Certificate in Global Studies offers a curriculum and co-curriculum to bolster the learning that takes place abroad. Students gain both interpersonal and intercultural competence and are able to credential it (by enrolling in a defined certificate course of study).

In the Certificate curriculum, the skills that are acquired during the student's experience abroad is reinforced by course work that situates that experience in both academic and preprofessional growth, beyond that which is in the major or minor course of study. If the course work takes place before the program abroad, the student will be more receptive to the experience, better prepared to cope with cultural difference, and more educated about socio-historical contexts. If the course work takes place after the student's return, it offers opportunities for reflection and enrichment of the lessons learned abroad. In either case, the experiential learning in the international context goes hand-in-hand with course work that has an intercultural and global focus. The Certificate curriculum is designed to be feasible across the array of UK academic majors. If the student already has selected a major with an international focus, the Certificate's additional course work and required component abroad will extend and deepen that curriculum. And if the student has a

major that does not have a visible and discrete international focus, the Certificate structure offers the student a context within which to understand the major from an internationally aware perspective.

Global Studies Curriculum

The Certificate of Global Studies curricula are as follows:

- A minimum of 12 credits of course work taken for a letter grade.
- At least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above.
- The student must complete a three-credit breadth component. The breadth component requires that a student take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.
- Student must earn a C or better in each required certificate course to receive the certificate.
- Certificates will only be awarded to students who successfully complete a degree, or have completed a four-year degree.
- No more than nine credits taken for a certificate can be used to satisfy the requirements for the student's bachelor's degree, a minor, or another certificate, exclusive of free or unrestricted electives.

The Undergraduate Certificate in Global Studies has four interlocking components: **1)** globally focused course work, **2)** second language course work, **3)** credit-bearing education abroad component, and **4)** co-curricular programming.

Globally Focused Course Work

Students must enroll in 12 hours of globally focused course work at the 200 level or above, in conformance with UK requirements for undergraduate certificates. As noted above at least 12 credits must be 200 level or above, and a minimum of 6 credits must be at the 300-level or above. "Globally focused course work" is satisfied as follows:

- Any course that has been deemed as appropriate for the A&S International Studies major/minor, at the 200+ level; this compendium of courses from across the university currently numbers over 230 courses.
- Any course within the General Education category of Global Dynamics, at the 200+ level
- Any courses taken abroad as part of the education abroad component
- Other courses can be considered, by petition to the faculty Director, if they are deemed to meet the learning outcomes of

the Global Dynamics or International Studies course categories.

Second Language Course Work

For an academic credential that certifies a student as a global scholar, experience with a second language is required at a level beyond that required for all undergraduates. All language courses taken at UK provide linguistic competence and sophistication beyond what is provided in high school or by other means. The language ability enriches the international experience; further, because UK language courses incorporate significant cultural materials and exercise analytical facilities, they provide the tools for expanded student awareness and interaction within the international experience. Students may satisfy this requirement in one of two ways:

- Complete the third semester of a language sequence (e.g. level 201), or the proficiency equivalent thereof;
- Enroll in a language not previously studied in high school, at the first-semester level or above, or demonstrate the proficiency equivalent thereof.

Credit-Bearing Education Abroad

Students will participate in an education abroad experience that involves at least one academic credit hour. Internationally oriented experiences undertaken within the U.S. will not satisfy this requirement; students must travel to a non-U.S. region to fulfill the requirement. Examples might include, but are not limited to:

- Education abroad programs facilitated by UK faculty or select customized programs offered in conjunction with Education Abroad at UK;
- University-wide or departmental education abroad exchange programs;
- Education abroad programs facilitated through UK consortia;
- Education abroad programs hosted by international institutions in which UK students are directly enrolled; and
- Education Abroad programs facilitated by third-party providers and other internship/service-learning based programs.

Co-Curricular Programming

Successful completers of the Certificate of Global Studies will have participated in at least two approved co-curricular activities with an international focus after returning to the U.S. from education abroad. These co-curricula activities may include lectures, performances, workshops, volunteer work, or conferences. Some of the qualifying events at UK are listed on the Web site of the International Center, or students may hear of others from professors, friends, and organizations located both on and off campus. To find if an activity can be used for this requirement, contact the Certificate of Global Studies Director.

After the Director has approved an activity as the co-curricular event, students will write a reflective essay placing their responses within the context of the other experiences gained while earning the Certificate of Global Studies (including education abroad, language learning, and coursework). Note: Descriptions of courses, study abroad, and language acquisition in your essay will be compared to those recorded on your transcript.

When both of the essays have been reviewed and accepted as complete by the Certificate of Global Studies Director, a staff member in Undergraduate Education will review your transcript and make sure that you have met all of the other requirements and send students' names to the Registrar for certification of completion. Contact Lauren James (lauren.james@uky.edu) for more information about the timing and process for certification.

Universal Design

The Certificate in Universal Design is designed to give students a foundation in the principles of universal design and its application across disciplines. The Certificate will create a focus for students' scholarly work in developing environments that maximize the engagement of all community members, including people with disabilities. Universal design creates environments and resources that are useable by people across the lifespan. Universal design utilizes a broad set of strategies that promote inclusion and participation of all, particularly people with disabilities, within a diverse world. Universal design grew from the independent living movement, and legislation including the Architectural Barriers Act, the Rehabilitation Act, the Education for All Handicapped Children Act, and the Americans with Disabilities Act. The Higher Education Opportunities Act furthered the reach of Universal Design through definition of Universal Design for Learning, or UDL, that provides flexibility in education in information presentation, student engagement and demonstration of knowledge.

The Certificate will provide academic recognition for participating in 12 hours of course work. This Certificate shows that the student has attained competency in universal design. Utilizing universal design ensures that the needs of the widest range of possible users are considered at the outset. The principles of universal design are

applicable across environments and to programs and learning across the lifespan. Students in this Certificate will: 1) demonstrate mastery of basic principles of universal design and accessibility (includes knowledge of accessibility mapping, methods of implementing universal design in the environment, and ways of relating various designs as universal design); and 2) employ the basic principles of universal design and accessibility techniques, including identification of barriers to accessibility, possible solutions and the long-term benefit of solutions. Students will be able to analyze the use of universal design in eliminating barriers in environments.

Universal design implications impact any disciplines that interact with people across the lifespan and the communities in which they live. The Certificate is applicable to undergraduates across colleges, and therefore is best housed within Undergraduate Education. This Certificate utilizes new courses from the Human Development Institute (HDI) along with an elective that may come from within the student's own academic unit. As such, the Certificate will emphasize and make meaningful elements from within the students' own major. The content has been successful in Discovery Seminar Program (DSP) courses which are no longer available at UK. The courses comprising the Certificate offer a unique cross-disciplinary opportunity for students. By not affiliating with an existing degree program, the cross-section of students will effectively shape the direction of the Certificate with each incoming cohort.

A primary concern to students completing their course of study and entering the workforce is access to the programs, products, and environments in which we interact. Increasingly, students are seeking experiential opportunities to have an impact in their campus community and to work with diverse populations. It is vital for students to learn the value of multiple perspectives in order to approach new endeavors with critical thoughtfulness. We see this at the Human Development Institute through our Graduate Certificate in Developmental Disabilities and in ongoing student interest in projects around creating a more inclusive campus. Students from across colleges come together, informally or through course projects, to participate in accessibility mapping of campus and develop a greater understanding of universal design and the importance of issues around access

for all. The courses within the Certificate for Universal Design will enable students to further build upon the UK Core competencies and utilize a broad set of universal design strategies that will prepare them for productive careers and meaningful participation in their communities with an enriched understanding of diversity. Students will be able to link their own course of study to their certificate participation. For example, a communications student may take a practicum in captioning, while a geography student's practicum could focus on conducting surveys of universal design elements used in small businesses on a particular Lexington street. Students will have the opportunity to work in group projects that result in scholarly papers, presentations and posters. These collaborations will be interdisciplinary and represent a variety of departments. The ability to have multiple semesters to work through complex issues is a strength of the certificate format, as opposed to a single course. Students will be engaged through the Certificate's experiential activities and will ultimately have an enhanced understanding of the dynamic and multi-faceted nature of the communities in which they live and work.

Admissions Criteria

Students currently enrolled as undergraduates or post-baccalaureates may apply to participate in the Certificate. Students must be in good academic standing with the University. Students must be enrolled in or have completed HDI 350 to apply. The Faculty of Record will review applications and consider GPA, major, and student essay.

Core Courses

HDI 350 Universal Design: Applications in the Built, Virtual, and Learning Environments	3
HDI 400 Universal Design Practicum	3
HDI 500 Universal Design Practicum II: Advanced Techniques	3

Elective Courses

Choose one of the following courses:	
EDS 517 Assistive Technology in Special Education	3
ID 234 Environmental Theory	3
Any other course approved by Certificate Director	3

Total Credit Hours: 12

Faculty Director: Dr. Kathleen Sheppard-Jones, director of the Human Development Institute (HDI), and adjunct professor in the Department of Early Childhood, Special Education and Rehabilitation Counseling, College of Education.