

Recommendations for Professional Degree Definitions and Approval Processes at the University of Kentucky from Senate Academic Programs Committee

(1) Propose a definition for “professional degree” that could be applicable to any college at UK.

SAPC recommends the University of Kentucky adopt a modification of the Council on Postsecondary Education’s definitions of professional degrees.

<http://cpe.ky.gov/policies/academicaffairs/newacademicprogramapprovalpolicy-2017.pdf>

Current CPE Definitions of Professional Degrees with SAPC recommended revisions:

- A **professional-science-master’s degree** program consists of two years of nonthesis academic training in a **concentrated** science, mathematics, ~~or~~ **technology or other area** and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers. [\[The educational content of these programs is as distinct from a graduate research/scholarship Master’s as are professional practice doctorates \(SR 9.14.2\) distinct from research/scholarship doctorates.\]](#)
- A **doctoral degree–professional practice** is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both preprofessional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first professional.”

Please note, advanced practice doctorate is on the CPE professional degree list, but advanced practice doctorates are only used at the comprehensive universities in Kentucky. Comprehensives are restricted from offering research doctorates or professional practice doctorates, so CPE created a new category for them.

(2) Propose generally the information that must be included in a proposal for a professional degree

SAPC recommends creating a FAQ for professional degrees that will be available on the Senate Website to help guide proposers on the required and/or different information required for professional degrees at the masters or doctoral levels. The FAQ would address the following:

- Remove the thesis vs. nonthesis information. Nonthesis only
- Statement of the appropriate outside licensing and/or certification of the field a student must pass (not contingent upon conferring of the degree)
- Description of the practicum or clinical experience the program will require

- If field/clinical experience is subsumed within the academic experience, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the level of communication between the field/clinical experience site and the academic department. Provide an outline of the anticipated student activities as well as student requirements.
- Admission criteria (probably different than that of the graduate school)
- Administrative Structure and Housing of the Degree Program
- After student learning outcomes - How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
- Faculty of Record - If the faculty qualifications associated with the professional graduate degree program differ from national norms and the traditional standards of faculty excellence, how do such qualifications differ and why do they differ? Provide the specific qualifications of adjunct, part-time, and special faculty who do not hold traditional academic credentials. Also, give a rationale for such faculty without academic credentials to participate in the professional degree program as regular program faculty
 - Do not have to have adjunct graduate faculty status
- Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such have been made.
- How does this professional program relate to the mission of the university?
- Checkbox for Differential fees/tuition. Similar to IE checkbox, include a checkbox for Differential fees/tuition. The contact person is Lisa Wilson's position. They need to contact her PRIOR to the program going to the college level for approval. She will meet with them and come to an agreement for the differential fees/tuition. She will provide an email to them stating that an agreement has been made. That email should be included in the proposal.
- How were industry/employers consulted in the creation of the program?
- Checklist to confirm this a professional program based on the definitions offered above at the very beginning of the document. Also post this on the Programs/Forms website so programs can determine if they meet the definition of a professional program.
 - Program requires a professional component that may include internships or cross training
 - Program was designed with input of one or more employers
 - Educational content of the professional degree is distinct from a graduate scholarship degree

(3) Propose (in track changes) the modifications to Senate Rules that are necessary to describe the approval process for a professional degree program.

Considerations on suggested rules changes:

- Graduate vs. Professional - <http://www.georgetowncollege.edu/bio/student-resources/graduate-school-vs-professional-school/>
- Is a Professional Program considered a Graduate Program? (e.g., Where does the admissions fall to?) CPE policies imply yes and our own definitions in SRs say yes.
- Estimated timetable for programs to go through the processes

- Are there undergraduate professional programs? (In SAPC chair’s research, no. They are called pre-professional programs. Some were degree programs and some were specialized coursework taken “as a block” or in addition to a particularly chosen major.)
- **The Dean of the Graduate School will be responsible for students enrolled in professional Master’s program. Similarly, they will be subject to review by the Graduate Council.**

SAPC recommends the following SR modifications.

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 prerequisite restrictions limiting the level of a student accepted into a course shall be specified in a course’s prerequisites. [US: 11/14/2016] Courses shall be numbered as follows:

- 001-099 No credit, non-degree and/or developmental courses; [US: 9/10/2001]
 - 100-199 Freshmen-level course; undergraduate credit only; [US: 11/14/2016]
 - 200-299 Sophomore-level course; undergraduate credit only; [US: 11/14/2016]
 - 300-399 Junior-level course; undergraduate credit only; [US: 11/14/2016]
 - 400-499 Advanced junior- and senior-level course; undergraduate credit only;
 - 400G-499G Senior and first-year graduate-level course; graduate credit for non-majors only; [US: 11/14/2016]
 - 500-599 First-year graduate-level course; undergraduate and graduate credit; [US: 11/14/2016]
 - 600-799 Upper graduate-level course; open only to graduate students; [US: 11/14/2016]
 - 800-999 Professional programs course; open only to students ~~in professional colleges and to students in other colleges offering~~ [enrolled in professional degrees programs as defined by the Council on Postsecondary Education \(See SR 9.14\).](#) [US: 2/13/2012; US: 11/14/2016]
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3.1.2 Blocks of Numbers for Certain Courses

The following blocks of numbers are set aside by the Registrar's Office for use of specific courses as indicated:

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.

D. 748 Master's Thesis Research. May be repeated three calendar years (0 credits [US 3/6/2000])

E. 749 Dissertation Research. May be repeated three calendar years (0 credits) [US 3/6/2000]

F. 767 Dissertation Residency Credit. Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended. (2 credit hours). [US: 2/13/2012]

* When the Senate approves a new graduate degree program the establishment of the 767 course is automatic, and does not need to be submitted per se through the course approval process. [SREC: 3/28/2012]

G. 768 Residence credit for master's degree. May be repeated once. (1-6 credits equivalence)

H. 770-779 Seminar courses.

I. **769 Residence credit for doctoral degree.** May be repeated indefinitely. (0-12 credits equivalence)

J. **790-799 Research courses.**

K. **880-889 Seminar courses in professional colleges in professional degree programs.**

L. **895-899 Independent work: in professional colleges degree programs.**

M. The following are reserved for enrollments to report numbers in these categories to the Council on Postsecondary Education:

1. **PD 099** Reserved for enrollment of Postdoctoral Scholars and Postdoctoral Fellows

MC 800 Reserved for enrollment of Residents and Clinical Fellows in the health care professional programs

3.1.5 Progressive Rigor of Academic Programs [US: 12/17/12]

The Undergraduate Council, Graduate Council, the Health Care Colleges Council and the College of Law Faculty Council shall propose criteria for evaluating the rigor and quality of academic programs and, upon final approval by the University Senate, apply these criteria in their approval processes, as provided below.

A. The Undergraduate Council shall develop criteria for undergraduate degree program proposals that require a progression in complexity and mastery through the course of the degree. This includes examining courses in a program to ensure a progression of learning across a continuum from introductory to applied or theoretical courses from the first to fourth year. The evidence for progression should be illustrated by student learning outcomes for the program that are then mapped across the curriculum to show evidence of increased complexity and rigor as a student progresses. Points of assessment of these student learning outcomes across the curriculum shall also be evident in the curriculum map.

B. The Graduate Council shall develop criteria to ensure that graduate degree programs, including professional degree programs, are differentiated in complexity and rigor from undergraduate degree programs. The Graduate Council must ensure that courses which have both graduates and undergraduates have clearly differentiated requirements that speak to levels of rigor and complexity. The Graduate Council shall establish criteria for the differentiation of master's level and doctoral level rigor, as well as increasing complexity and mastery as a student progresses through the degree.

C. Health Care Colleges Council shall develop criteria that ensure that the academic, professional and clinical experience of professional students is differentiated from that of undergraduate and graduate students and is at the appropriate and increasing levels of mastery and complexity [for the colleges it represents](#).

D. The College of Law Faculty Council will shall establish criteria that ensure that the progression through the law degree is marked by increasing levels of rigor and complexity.

* After the College of Law faculty approves, pursuant to its established Rules, a proposal concerning a new course (SR 3.3 below), a change to a course (SR 3.3 below), or a change to an existing degree (SR 3.2 below), the College submits the proposal directly to the Senate Council for 10-day posting (SR 3.2.3.C.2; SR 3.3.3.D.1). Faculty-approved proposals concerning new degrees to be housed in the College of Law are submitted by that college directly to the Senate Council for processing through the Senate, pursuant to SR 3.2.3.C.1.a [SREC: 11/19/2015]

The approved criteria shall be posted on the web site of each Council, as well as on the University Senate web site for curricular proposals and forms.

3.2.1 Definitions

A. The faculties of educational units or graduate programs initiate proposals for new academic programs and for changes in existing academic programs. Such proposals shall be processed as provided in SR 3.2.

B. Changes to an academic program include changes to:

1. the requirements for admission,
2. the specific courses, the number of credit hours, or other requirements, for a certificate or degree,
3. a major, minor, area, core, or track within an undergraduate degree,
4. a core or concentration within a master's degree ([either a research/scholarship master's degree or a professional master's degree](#)),
5. a core or specialization within a doctoral degree (either a research/scholarship doctorate, a professional practice doctorate, or an advanced practice doctorate),
6. change in mode of delivery (e.g., to a distance learning or correspondence format), because it may be that the nature of the educational material is such that it cannot be delivered in distance learning form without being a substantive change in content
7. the title of a certificate, degree, major, minor, area, core, track, concentration or specialization.

The establishment of a joint degree offering with another institution is considered as an academic program change for the purposes of SR 3.2.

3.2.3 Procedures to be Used

B. Approval by Academic Council [US: 10/11/99; SREC: 6/8/2006; US: 5/7/2012]

1. **Jurisdiction.** The dean shall forward the proposal to the appropriate academic council as provided in this subpart SR 3.2.B.1. Responsibility for the approval of proposals concerning academic programs shall be vested in the appropriate academic council as follows: [US: 5/7/2012]

(a) **Health care college professional [degree programs](#).** Proposals concerning ~~either a professional certificate or~~ a [professional](#) degree program in a health profession that are recommended by a health care college shall be forwarded first to the HCCC. The HCCC shall act for the University Senate to make a final decision to approve such proposals, except when the proposal requires final approval by either the Board of Trustees or the Council on Postsecondary Education, wherein such cases the chair of the HCCC shall recommend the approved proposal to the Senate Council (SR 1.3.4.C).

(b) **Other proposals arising from a health care college.** Proposals for an undergraduate or graduate certificate or degree shall be first forwarded to the HCCC if the program involves the students in health care practices.* If approved by the HCCC, the chair of the HCCC shall forward the proposal concerning a certificate or degree to the Undergraduate Council (subpart c) or Graduate Council (subpart d), as appropriate, below. [US: 5/7/12; SREC: 2/13/2013]

* "Health care practices" within the meaning of this rule includes those health care practices that subject students to jurisdiction of the Board of Trustees-approved Health Care Colleges Code of Student Professional Conduct ('HCC Code'), even if the practices are conducted as part of an undergraduate or graduate academic program (see also HCC Code 1.B, para. 2) [SREC: 12/17/2013].

(c) **Undergraduate certificates and degrees.** All proposals concerning undergraduate certificate or degree programs shall be forwarded to the Undergraduate Council [US: 5/7/2012]

(d) **Graduate certificates and degrees.** All proposals concerning graduate certificates and degrees, [including professional degree programs not subject to HCCC review](#), shall be forwarded to the Graduate Council. [US: 5/7/2012]

(e) **Transmittals and notifications.** New professional degrees or changes in professional degree programs in the College of Law do not require approval by an academic council and are transmitted by the dean of the College of Law directly to the Senate Council Office. If the curriculum of a professional residency or fellowship program is planned to require 18 or more credit bearing hours of Senate-approved courses this information shall be provided to the Senate Council for reporting to the Council of Postsecondary Education. [US: 5/7/2012]

5.4.4.3 Professional Degrees

The colleges offering professional degrees (~~Law, Medicine, Dentistry, Pharmacy~~) reserve the right to change curriculum requirements provided the program change has gone through the University's approval process. Any such change in curriculum, however, shall not result in a longer tenure for students enrolled in the program who are making satisfactory academic progress. [US: 10/12/87]

9.11 Master's Degree

A Master's degree is an award that requires the successful completion of an academic program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. One type of master's degree, that includes the Master of Arts and Master of Science, is awarded for advanced scholarship, whereas a second type of master's degree is awarded for completion of a professional program (definition accords with U.S. Dept. of Education, SACSCOC and KY CPE, see also 9.14).

9.14~~12~~ NATIVE LANGUAGE

An individual's first acquired language of communication. [SREC: 11/20/87]

9.12~~13~~ PROFESSIONAL COLLEGE

The Colleges that home professional practice doctorate degrees of (currently, Law, Medicine, Dentistry, Nursing, Health Sciences, Public Health and Pharmacy). The colleges other than Law comprise the "Health Care Colleges."

9.13~~14~~ PROFESSIONAL DEGREE

~~Degree in which a substantial portion of the coursework involves 800-999 level courses.~~

1. A professional master's degree program consists of two years of nonthesis academic training in a concentrated science, mathematics, technology or other area and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers. The educational content of these programs is as distinct from a graduate research/scholarship Master's as are professional practice doctorates (SR 9.14.2) distinct from research/scholarship doctorates.

2. A doctoral degree–professional practice is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first professional.”

No changes needed, but professional degrees touch:

3.2.2 Forms to be Used

10.2 SREC INTERPRETATION OF SENATE RULES ON COUNTING OF A SINGLE COURSE TOWARD MORE THAN ONE DEGREE