

Brothers, Sheila

From: Cramer, Aaron
Sent: Wednesday, October 10, 2018 3:06 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila
Cc: Curwood, Anastasia; Bosch, Anna; Harmon, Camille
Subject: New BA: African American and African Studies
Attachments: African American and Africana Studies BA-new (revised 10-9-18).pdf

Proposed New B.A. in African American and Africana Studies

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new B.A. degree: African American and Africana Studies, in the College of Arts and Sciences.

Rationale:

The program will allow students to complete an interdisciplinary program of study that draws together the multifaceted understanding of the Africana experience. The rich and challenging coursework addresses historical, cultural, sociological, political, and psychological factors that affect the lives of African people. The proposed program will benefit from the strong demand for an undergraduate degree in this area. This interdisciplinary program will strongly appeal to students who have interest in communication and media, education, non-profit, and government, equipping them as citizens, as thinkers, and as entrepreneurs. The initial estimated number of majors is 10, growing to 50 by 2023.

Aaron

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This form has two sections. Section A contains information required by the University Senate and Registrar’s office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write “not applicable” wherever that is the appropriate response, leaving no area blank.

*The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE’s pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE’s [pre-proposal process](#). The CPE’s full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK’s Board of Trustees.*

Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with Institutional Effectiveness (IE) ¹ :	1/22/18
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home College: <i>Arts And Sciences</i>	
1c	Home Educational Unit (school, department, college ²): <i>Arts and Sciences</i>	
1d*	Degree Type (BA, BS, etc.): <i>BA</i>	
1e*	Program Name (Music, Human Health Sciences, etc.): <i>African American and Africana Studies</i>	
1f*	CIP Code (provided by Institutional Effectiveness): <i>05.0201</i>	
1g	Is there an accrediting agency related to this program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” name:	
1h*	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval. OR <input type="checkbox"/> Specific Date ³ : Fall 20

¹ You can reach Institutional Effectiveness by phone or email (257-2873, institutionaleffectiveness@uky.edu).

² Only interdisciplinary undergraduate degrees may be homed at the college level.

³ Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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1i*	Anticipated date for granting first degree(s): 2021
1j*	Contact person name: <i>Anastasia Curwood</i> Email: <i>a.curwood@uky.edu</i> Phone: 7-2284
2. Program Overview	
2a*	Provide a brief description of the proposed program. (300 word limit) <i>An African American and Africana Studies degree (AAAS) will allow students to complete an interdisciplinary program of study that draws together the multifaceted understanding of the Africana experience. The rich and challenging coursework addresses historical, cultural, sociological, political, and psychological factors that affect the lives of African people. Students will develop the breadth of knowledge indicative of a liberal arts education, which is the specialty of the College of Arts and Sciences. Students will enhance their critical thinking and writing, analysis, and communication skills. This degree will be beneficial for a wide range of students who plan to work in communication and media, education, non-profit, and government.</i>
2b	What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (300 word limit) <i>This program fills a need for multifaceted understanding of the Africana experience. This interdisciplinary program will strongly appeal to students who have interest in communication and media, education, non-profit, and government. African American and Africana Studies will attract a broad spectrum of interested students at the University of Kentucky and will better equip them as citizens, as thinkers, and as entrepreneurs. There is a high demand for degree programs in the discipline of ethnic, culture, gender, and group studies. As of spring 2018 there are 27 students pursuing an African American Studies minor at the University of Kentucky. With an already established undergraduate minor, The University of Kentucky has a current demand for an undergraduate degree in African American and Africana Studies.</i>
2c*	(similar to 11a) List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. (300 word limit) <i>The program objectives are to: Provide students with broad-based knowledge on pressing current and historical issues relating to the experiences, traditions, and dynamic people of African descent. Prepare students to think critically and independently, while becoming culturally well informed, thus producing students who possess keen research, writing, and communication skills. Prepare students to communicate effectively through written, digital, and oral media. Prepare students who can adapt and contribute to changing environments by understanding how to assess the context and history of the Africana experience. Prepare students for personal and professional success in a dynamic, interconnected, global setting.</i>
2d*	List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (300 word limit) (More detailed information will be addressed in a subsequent question.) <i>1. Describe and analyze social problems and structures associated with people of African descent in concert with other aspects of identity 2. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)</i>

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	<p>3. Identify and interpret, and draw conclusions from complex information. (AACU Critical Thinking outcome)</p> <p>4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)</p> <p>5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes) – GCCR student learning outcomes</p>	
2e	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)</p> <p><i>There is an immediate, imperative need to understand inequality and structures of oppression, particularly as they relate to race. A degree in African American and Africana Studies will allow students to explore, critically examine, analyze, and interpret the experiences, traditions, and dynamic people of African descent in the United States of America and its diaspora. The interdisciplinary nature of the African American and Africana degree allows for rich and challenging coursework that addresses historical, cultural, sociological, political, and psychological factors that affect the lives of African Peoples. There is a need for students to develop a multifaceted understanding of the Africana experience that prepares them for undergraduate research and internship opportunities in a variety of fields. There are no limits to what a student can do with a degree in African American and Africana Studies. (continued) See attachment 2e.</i></p>	
2f	<p>Describe the proposed program’s uniqueness within UK. (250 word limit)</p> <p><i>This program is unique to UK. It is the only program at the University of Kentucky that draws together multidisciplinary scholars from across the institution to provide a comprehensive education about the worldwide African Diaspora in a major field of study.</i></p>	
2g	<p>Describe the target audience. (150 word limit)</p> <p><i>We expect the target audience to be diverse. Undergraduate students who wish to supplement their primary interests are one cohort we expect to attract. Undergraduate students who perceive the value of context, history, and the skills of a liberal arts style education will also be attracted to the program. The African American and Africana Studies program hopes to attract students who otherwise would not have chosen UK for their undergraduate degree.</i></p>	
2h*	Does the program allow for any tracks (a.k.a. options)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” name the track(s). (Specific course requirements will be described in a subsequent section.)	
	Track #1:	
	Track #2:	
	Track #3:	
	Track #4:	
	Track #5:	
	Track #6:	
2i	Does the program <u>require</u> a minor?	Yes ⁴ <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” what is the name of the minor?	

⁴ If “Yes,” in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

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2j*	Are necessary resources available for the proposed new program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2k	<p>Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)</p> <p><i>The program will be administered by the College of Arts and Sciences. The dean of the College of Arts and Sciences will appoint the director of the African American and Africana Studies program in consultation with the faculty of record. Any undergraduate student admitted to UK may enroll in this degree program; students must maintain a 2.0 GPA overall or will be eligible for probation, according to UK and A&S policy. Students will be advised by the College of Arts and Sciences. The program faculty will work with the Stuckert Career Center to ensure that students receive opportunities for internships, experiential learning, and career counselling.</i></p>		
2l	<p>Are multiple units/programs collaborating to offer this program?</p> <p>If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit) (Letters of support will be addressed in subsequent sections.)</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2m	<p>Has this or a similar program been previously offered at UK but was closed by the CPE?</p> <p>If "Yes," describe. (300 word limit)</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2n	<p>Are there any current UK programs which the proposed program could be perceived as replicating?</p> <p>If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)</p> <p>If "Yes," two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the chair/director of the unit(s) that may perceive this program as a replicate.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2o	<p>The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html.</p> <p><input type="checkbox"/> Scenario 1 OR <input checked="" type="checkbox"/> Scenario 2 OR <input type="checkbox"/> Scenario 3 OR <input type="checkbox"/> Scenario 4</p> <p>If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. (150 word limit)</p> <p><i>Please see attachment 20</i></p>		

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2p	Will the program have an advisory board ⁵ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
	Faculty within the college who are within the home educational unit.		
	Faculty within the college who are outside the home educational unit.		
	Faculty outside the college who are within the University.		
	Faculty outside the college and outside the University who are within the United States.		
	Faculty outside the college and outside the University who are outside the United States.		
	Students who are currently in the program.		
	Students who recently graduated from the program.		
	Members of industry.		
	Community volunteers.		
	Other. Please explain:		
	Total Number of Advisory Board Members		

3. Delivery Mode	UK DLP and eLearning Office ⁶
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3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning ⁷ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.		
(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>
	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>	
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>		

3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.		
	<input type="checkbox"/>	Distance learning.	
	<input type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.	
	<input type="checkbox"/>	Technology-enhanced instruction.	
	<input type="checkbox"/>	Evening/weekend/early morning classes.	
	<input type="checkbox"/>	Accelerated courses.	
	<input type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.	
	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.	
	<input type="checkbox"/>	Modularized courses.	

⁵ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

⁶ For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

⁷ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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3c	<p>Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. <i>(200 word limit)</i></p> <ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.
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4. UK Resources

4a*	<p>Will the program’s home educational unit require new or additional faculty? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If “Yes,” provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If “No,” explain why. <i>(150 word limit)</i></p> <p><i>No additional faculty required.</i></p> <p>If “Yes,” when will the faculty be appointed? <i>(150 word limit)</i></p>
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4b*	<p>Will the program’s home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If “Yes,” provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If “No,” explain why. <i>(150 word limit)</i></p> <p><i>No additional non-faculty resources required.</i></p>
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4c	<p>Will the program include courses from another educational unit(s)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If “Yes,” list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. <i>(150 word limit)</i></p> <p><i>Yes. Please see attachment 4c.</i></p> <p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the chair/director⁸ of the other unit(s) from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁹ and impact on the course’s use on the home educational unit.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit(s) has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>
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⁸ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁹ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	<i>(similar to question 19)</i> Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
<p align="center">NAME</p> <p align="center">List name & identify faculty member as FT (full-time) or PT (part-time).</p>	<p align="center">FACULTY CIP CODE¹⁰</p> <p align="center">List the applicable CIP Code for the faculty member.</p>	<p align="center">MAJOR CORE COURSES IN THE PROGRAM</p> <p align="center">List the major core courses in the program that the faculty member will teach.</p>	<p align="center">OTHER QUALIFICATIONS</p> <p align="center"><i>If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with "n/a."</i></p>
<i>Anastasia Curwood FT</i>	<i>54.0101</i>	<i>AAS 200, 301, 401</i>	<i>PhD History (Princeton) MA History (Princeton)</i>
<i>DaMaris Hill FT</i>	<i>23.0101</i>	<i>AAS 200</i>	<i>PhD English (University of Kansas)</i>
<i>Vanessa Holden FT</i>	<i>54.0101</i>	<i>AAS 200</i>	<i>PhD History (Rutgers State University)</i>
<i>Ray Block FT</i>	<i>45.1001</i>	<i>AAS 401</i>	<i>PhD Political Science (Ohio State University)</i>
<i>Frances Musoni FT</i>	<i>54.0101</i>	<i>AAS 100</i>	<i>PhD History (Emory University) MA in African Studies (University of Zimbabwe)</i>
<i>Frank Walker FT</i>	<i>23.0101</i>	<i>AAS 400</i>	<i>MFA in Creative Writing (Spalding University) BA in English (University of Kentucky)</i>

¹⁰ Consult your college’s associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>
	<i>Please see 5 attachment.</i>
5b	<i>(related to 2c and 14.c)</i> Based on the SLOs from question 2c, append a PDF of the program’s course map ¹¹ to the end of this form. <i>(Click HERE for a sample curricular map.)</i>
5c	Append an assessment plan ¹² for the SLOs to the end of this form. <i>(Click HERE for a sample assessment plan.)</i>

6. Miscellaneous

6a	Is there anything else about the proposed program that should be mentioned? <i>(150 word limit)</i>
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7. Specific Course Requirements. [S, R]

UK Core Requirements			
		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	<i>any on approved list</i>	3
	Humanities	<i>any on approved list</i>	3
	Social Sciences	<i>SOC 101 or any course on approved list</i>	3
	Natural/Physical/Mathematical	<i>any on approved list</i>	3
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3
7c	III. Quantitative Reasoning (one course in each area)		
	Quantitative Foundations	<i>any on approved list</i>	3
	Statistical Inferential Reasoning	<i>any on approved list</i>	3
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	<i>AAS 200 or any course from approved list</i>	3

¹¹ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

¹² An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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	Global Dynamics	<i>AAS 100 or any course from approved list</i>	3
7e	Total UK Core Hours:		30
7f	Graduation Composition and Communication Requirement (GCCR)		
7f.i	Will the GCCR involve a course(s) from outside the home unit?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If the course(s) used are from outside the home unit, one piece of supporting documentation is required. <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director ¹³ from which individual courses will be used.		
7f.ii	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).		
	<input checked="" type="checkbox"/> Single course within the program's home unit.	AAS 401	
	<input type="checkbox"/> Multiple courses within the program's home unit.		
	<input type="checkbox"/> Single course from outside the program's home unit.		
	<input type="checkbox"/> Multiple courses from outside the program's home unit.		
	<input type="checkbox"/> Combination of course(s) from inside and outside the program's home unit.		
7f.iii	Course	Prefix & Number	Course Status ¹⁴
	Course #1	AAS 401	No Change
	Course #2 (<input type="checkbox"/> Not applicable.)		Select one....
	Course #3 (<input type="checkbox"/> Not applicable.)		Select one....
	Course #4 (<input type="checkbox"/> Not applicable.)		Select one....
7f.iv	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.		
	In this major, the GCCR requirement is satisfied by taking AAS 401, Independent Reading and Research. All students are required to write a fifteen-page research paper or equivalent creative project, in both rough and final draft form, and to make a 10-minute oral presentation of their work.		
7g	College-level Requirements		
	How will college-level requirements be satisfied?		
	<input checked="" type="checkbox"/> Standard University college requirement	List course(s): <i>See A&S requirements for BA</i>	
	<i>OR</i>		
	<input type="checkbox"/> Specific course(s)	List course(s):	
<p><i>Use the grids below to list core courses, electives, courses for a track, etc. Use the course title from the Bulletin or from the most recent new/change course form.</i></p>			

¹³ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

¹⁴ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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7h* Program Major Core Courses. (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either “program core” or “pre-major/pre-professional”.)				
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹⁵
AAS 100	<i>Introduction to African Studies</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
AAS 200	<i>Introduction to African American Studies</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	No Change
AAS 301	<i>The African Diaspora</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	New
AAS 401	<i>Independent Reading and Research in African-American Studies</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Change
AAS 400	<i>Special Topics in African-American Studies (Subtitle Required)</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Change
AAS 400	<i>Special Topics in African-American Studies (Subtitle Required)</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3	Select one....
	<i>AAS 400 must be taken under two different subtitles to satisfy the major core requirement.</i>	<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
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		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....

¹⁵ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
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		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
<i>Total Core Courses Credit Hours:</i>			<i>18</i>	
7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below. <i>AAS 400 must be taken under two different subtitles to satisfy the major core requirement.</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Program Guided Electives¹⁶ (Guided electives for <u>all</u> students in the program.)				
7k*	Does the program include any guided electives? (If "Yes," indicate and proceed to question 7l. If "No," indicate and proceed to 7n.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
7l*	Using the grid provided, list the guided electives below.			

¹⁶ Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

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7m	Is there any additional narrative about guided electives courses that should be included in the Bulletin? If “Yes,” note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>Students must take at least 15 credit hours of electives from the approved list, of which 12 credit hours must be at the 300 level or above.</i>			
Program Free Electives¹⁸. (Free electives for <u>all</u> students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)			
7n*	Does the program include any free electives? (If “Yes,” indicate and proceed to question 7o. If “No,” indicate and proceed to 7q.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7o*	What is the total number of credit hours in free electives?	6 or more	
7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)		
<i>Students must complete 6 or more credit hours of courses outside the AAS prefix, but in allied departments and programs at the 200 level or above to bring total number of credit hours within the major to 39. Free electives may not be counted toward the UK Core or A & S requirements. Applicable departments and programs include (by prefix): A&S, AIS, A-H, HIS, SOC, ENG, FR, MUS, ANT, GEO, PS, SW, EDP, GWS.</i>			
Courses for a program’s track(s). (Click HERE for a template for additional tracks ¹⁹ .)			
7q*	Does the program include any tracks? (If “Yes,” proceed to question 7r. If “No,” indicate & proceed to 7s.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
7r*	Track name:		
Prefix & Number	Course Title (Check the appropriate box to describe the course as either “a core course for the track” or “an elective course for the track.”)	Credit Hrs	Course Status ²⁰
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____	Select one....

¹⁸ Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as “student must take three courses at the 400-level or above.”

¹⁹ Append a PDF with each track’s courses to the end of this form.

²⁰ Use the drop-down list to indicate if the course is a new course (“new”), an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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		<input type="checkbox"/> Track Core	_____	Select one....
		<input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core	_____	Select one....
		<input type="checkbox"/> Track Elective	_____	Select one....
		<input type="checkbox"/> Track Core	_____	Select one....
		<input type="checkbox"/> Track Elective	_____	Select one....

Total Credit Hours Track:

7s	Is there any narrative about courses for a track that should be included in the Bulletin? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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7t	Total credit hours required by level.				
	100-level:	200-level:	300-level: 30	400-level: 9	500-level:

7u*	What are the total credit hours required for the degree? (e.g. 120, 126)	<i>120</i>
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	
	<i>Students may not apply more than 15 credit hours to the African American and Africana Studies major that have already been applied to another major or minor program.</i>	

8. Degree Plan

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track’s semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	<i>See Attached 4-year plan</i>	YEAR 1 - SPRING:	
	YEAR 2 - FALL :		YEAR 2 - SPRING:	
	YEAR 3 - FALL:		YEAR 3 - SPRING:	
	YEAR 4 - FALL:		YEAR 4 - SPRING:	



8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)
	<i>Students enter the program via AAS 100 or AAS 200, which introduce students to the basic themes and history of Africa and African Americans, respectively. They will then take the new course AAS 301, which introduces more complex study of the interplay of the African Diaspora throughout the Americas and Europe. Students will then be well-positioned to take up to three sections of AAS 400, Special Topics, which demand more complex written and oral assignments, in addition to a heavier reading load. They also take a series of guided electives across the disciplines. The capstone, AAS 401, asks students to deploy the critical thinking, communication, and research skills that other courses have developed.</i>

9. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

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In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email	
9a	(Within College)			
	AAAS Faculty of Record	5/12/17	Anastasia Curwood /	/ anastasia.curwood@uky.edu
	A&S EPC	3/6/18	Rynetta Davis /	/ Rynetta.davis@uky.edu 
	A&S Assoc. Dean	3/6/18	Anna Bosch /	/ bosch@uky.edu 
			/	/
9b	(Collaborating and/or Affected Units)			
			/	/
			/	/
			/	/
			/	/
			/	/
			/	/
			/	/
			/	/
9c	(Senate Academic Council)	Date Approved	Contact Person Name	
	Health Care Colleges Council (if applicable)			
	Undergraduate Council			

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SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>The B.A. in African American and Africana Studies builds on UK's growing expertise in the field and growing student interest. Having attracted a world-class faculty and administered a minor degree program for several years, the program is well-positioned to offer the Commonwealth's first undergraduate degree in this area.</i></p>
10b*	<p>(similar to 2b) What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. (300 word limit)</p> <ol style="list-style-type: none"> 1. <i>Demonstrate sound understanding of social problems and structures associated with people of African descent in concert with other aspects of identity</i> 2. <i>Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)</i> 3. <i>Identify and interpret, and draw conclusions from complex information. (AACU Critical Thinking outcome)</i> 4. <i>Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)</i> 5. <i>Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes) – GCCR student learning outcomes</i>
10c	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>As with all A&S degree programs, this program has open admission and is available to any undergraduate student admitted and enrolled at the University of Kentucky. Requirements:</i></p> <ol style="list-style-type: none"> 1. <i>Students must complete the UK Core requirements</i> 2. <i>Students must take 6 credit hours in disciplines in the natural sciences</i> 3. <i>Students must take 6 credit hours in disciplines in the Social Sciences</i> 4. <i>Students must take 6 credit hours in disciplines in the humanities</i> 5. <i>Students must complete at least 39 credit hours within the major. At least 24 of these hours must be at or above the 300 level.</i> 6. <i>Students must attain at least a 2.0 in all major requirements courses</i> 7. <i>Students must complete a minimum of 6 credit hours of free electives. These college electives cannot be counted toward UK Core, college, or major requirements.</i> 8. <i>Students must complete at least 120 credit hours acceptable to the College of Arts & Sciences.</i> 9. <i>Students must complete at least 90 credit hours in A & S Courses.</i> 10. <i>Students must complete at least 30 credit hours numbered 300 level or above and 9 credit hours at 400 level or above.</i> 11. <i>Students must complete the A&S foreign language requirement.</i> 12. <i>Students must complete at least one course that includes some laboratory or field experience.</i> 13. <i>Students must complete the GCCR requirement (to be completed with the Senior Capstone).</i> 14. <i>Students must maintain an overall GPA of at least 2.0.</i> 15. <i>Students must satisfy the residence requirements.</i> 16. <i>Students will complete 42 credit hours of major requirements.</i>
10d	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p>

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	<p><i>The AAAS degree program will follow UK and CPE policies regarding transfer to academic credit from other accredited institutions.</i></p> <p><i>According to the UK Bulletin: The General Education Transfer Policy facilitates the transfer of credits earned in general education and twelve hours of course work in a major for students moving from one Kentucky public college or university to another Kentucky public college or university. The general education core transfer component reflects the distribution of discipline areas universally included in university-wide lower division general education requirements for the baccalaureate degree. Under this agreement, a student may satisfy the general education discipline requirements at their current college and have that requirement completion accepted at the university or college to which they may transfer. In addition, the Baccalaureate Program Transfer Frameworks identify 12 hours of course work in a major which may be successfully transferred. Each framework represents a specific guide to the exact courses a student needs; therefore, students who plan to transfer from one public institution to another to complete their Baccalaureate degree should work closely with their advisor to take full advantage of the Policy.</i></p> <p><i>Lower division courses in African American Studies are offered at the University of Louisville, Kentucky State University, Northern Kentucky University, Western Kentucky University, and Eastern Kentucky University, and might transfer as equivalents to AAS 200 and 201. Upper division courses in African and African American Studies are offered at the University of Louisville and Eastern Kentucky University and some of these might transfer as well. The capstone and GCCR course, AAS 400 and 401, would not transfer. There are no existing similar programs in the state.</i></p> <p><i>We will work with UK's transfer office to develop and promote appropriate transfer pathways from KCTCS and their institutions.</i></p>
10e	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>Any student accepted at the University of Kentucky may pursue this degree. We will reach students through high school recruitment activities, College of Arts & Sciences programming such as majors fairs and campus speaking events, and community events. Because AAS 200 meets the UK Core Citizenship requirement, we expect we will attract students from across the University through this introduction to the major.</i></p>
<p>11. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals</p>	
11a*	<p>(similar to question 2b) List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. (300 word limit)</p> <p><i>AAAS students will be trained to understand the relationships that exist between the global understandings of race, societal problems and structures, and the historical development of these problems and structures. The program will develop the critical thinking, communication, and independent study skills necessary for students to pursue lives and careers that are attentive to issues of race, history and social justice. AAAS students will be uniquely prepared to participate in the rapidly diversifying economy. A discussion of the benefits of a B.A. in African American and Africana Studies would be incomplete without an acknowledgement of the role of such programs in student success. Culturally Responsive Teaching via ethnic studies has been documented to improve g.p.a. and attendance in high school students and limited research in postsecondary education suggests that it may similarly benefit college students.</i></p>
11b*	<p>Explain how the program objectives above in item 11a support at least two aspects of UK’s institutional mission and academic strategic plan? (150 word limit)</p> <p><i>The AAAS B.A. attends to University-wide objectives. In particular, it attends to the University’s 2015-2020 Strategic Plan objectives of diversity and inclusivity, and of outreach and community engagement. It offers an inclusive, international curriculum that will attract and help retain a diverse student body, and it introduces opportunities in the curriculum for learning about diversity and inclusivity. By extension, the degree enhances opportunities for UK students to acquire knowledge that will help them build a global community in the twenty-first century.</i></p>

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11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education’s (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit) <i>The new BA in African American and Africana Studies addresses several of the CPE's strategic goals. The program will produce graduates with transferable skills in reading, communication, critical analysis, evaluation, and conceptualizing that prepare them to be at the forefront of innovation in a wide variety of careers. Second, the degree will increase retention and completion by providing a curriculum that is uniquely responsive to the concerns and identities of students from a wide variety of backgrounds.</i>
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)
12. Resources	
12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit) <i>This degree will rely on existing courses as they are currently taught. One new course will be created, AAS 301. Departments in A&S and Fine Arts have agreed to work together to offer the range of courses that serve as required or optional courses toward the degree. There will be no additional support needed.</i>
12b	What will be the projected “faculty-to-student in major” ratio? (150 word limit) <i>Not applicable for this interdisciplinary degree</i>
12c	Describe the library resources available ²¹ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit) <i>The University of Kentucky Library System includes the main William T. Young Library which maintains humanities, social sciences and life sciences collection, as well as eleven other libraries including a Science Library. Collections and information resources include 4,023,142 volumes, 588,428 electronic books, well over 400 commercial databases, approximately 27,000 linear feet of manuscripts and archives, and a broad collection of computer files, microforms, maps, film/video, audio and graphics. Annual collections expenditures total more than \$11.1 million. In FY12, 6.6 million searches were conducted in licensed databases and 2.8 million full-text articles were downloaded. UK serves as the Regional Depository for Kentucky as part of the Federal Depository Library Program. UK is also a depository for European Union publications and Canadian government publications. British Parliamentary Papers, Kentucky government publications, and technical reports from federal agencies are selectively collected.</i>
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit) <i>No additional physical facilities are needed beyond the classrooms used for current course offerings</i>
13. Demand and Unnecessary Duplication	
13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit) <ul style="list-style-type: none"> This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses.

²¹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<ul style="list-style-type: none"> • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels. 						
	<p><i>All of the University of Kentucky Benchmark Institutions offer majors in African American/Black/Afro-American Studies. In 7 of the 11 Benchmarks, these majors either incorporate courses in African Studies, or offer African Studies as a track within the major. Of the remaining 4 Benchmarks, 3 offer a degree in African Studies in a separate department, and only 1 offers no coursework in African Studies. The proposed BA in African American and Africana Studies is thus consistent with research institutions that are our benchmarks, and its emphasis on African as well as Diasporic topics corresponds to most of their programs. In fact, the current lack of a BA in African American and Africana Studies (or the equivalent) at the University of Kentucky is a glaring lack of parity with our benchmarks.</i></p>						
13b	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p> <p><i>Awarding of the AAAS degree is dependent upon the completion of the UK Core, University graduation requirements, and College of A&S requirements consistent with B.A degree. Students must complete 39 credits of required and elective courses toward the major. Overall, students must complete at least 120 credit hours acceptable to the College of Arts & Sciences; at least 90 credit hours in A&S Courses; with at least 30 credit hours numbered 300 level or above and 9 credit hours numbered 400 level and above; at least one course that includes some laboratory or field experience; and a Senior Seminar (GCCR course).</i></p>						
13c*	<table border="1"> <tr> <td>Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)</td> <td>Yes <input type="checkbox"/></td> <td>No <input checked="" type="checkbox"/></td> </tr> <tr> <td colspan="3">If "Yes," explain:</td> </tr> </table>	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If "Yes," explain:		
Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>					
If "Yes," explain:							
13d	<p>Identify the primary feeders for the program. (150 word limit)</p> <p><i>AAS 100 and AAS 200 will feed students into the program as introductory UK Core courses. Students may enroll as freshmen, or may be "internal transfers" from any other department at UK. New transfer students from other institutions will also be welcome.</i></p>						
13e	<p>Describe the student recruitment and selection process. (300 word limit)</p> <p><i>Students may declare this major as incoming first-year students or after arriving at UK. They must maintain an overall GPA of at least 2.0 and satisfy the residence requirements prior to graduation. They will work with their college academic advisor to make sure they are meeting requirements for the degree. The program will appeal to students wishing to continue their education in other areas and to those interested in immediate employment in careers requiring a breadth of knowledge of African American and Africana Studies coupled with strong communication and critical thinking skills. The AAAS Program will also serve as a "gateway" for majors in other degree programs. For example, by design, enough AAAS courses exist in History for students to readily obtain a minor in History. Some of these students will undoubtedly recognize the benefits of a History major and elect to double-major in AAAS.</i></p>						
13f*	<p>Specify any distinctive qualities of the proposed program. (300 word limit)</p> <ul style="list-style-type: none"> • Are any of your faculty nationally or internationally recognized for expertise in this field? • Does this program build on the expertise of an existing locally, nationally or internationally recognized program at your institution? • Do you have any specialized research facilities or equipment that are uniquely suited to this program? <p><i>The African American and Africana Studies Minor was created in 1983 to "promote the interest and knowledge of the African diaspora experience through quality teaching, research, and service. Program faculty and students conduct research on the implications of race, class, gender, culture, politics, and law incident to people of African descent. The curriculum is aimed at providing students with a fundamental and diverse understanding of the African diaspora. Because of its multidisciplinary approach, the Program provides opportunities for faculty and students to gain service-learning experiences within the local,</i></p>						

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	<i>Commonwealth, and global communities.” Since its beginnings in 1983 the faculty and course offerings have expanded. We now have affiliated faculty who are national leaders in their fields of study. Given the long-term success of our minor and our strong faculty base, we are well-positioned to offer a major degree.</i>		
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)		
	<i>We estimate that 10-20 new students a year may be attracted to UK as a result of this degree program.</i>		
13h	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	2019 - 2020	5	10
	2020 - 2021	10	20
	2021 - 2022	15	30
	2022 - 2023	20	40
	2023 - 2024	25	50
13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)		
	<i>There is an immediate, imperative need to prepare students for a 21st century that will be more significantly impacted by understanding inequality and structures of oppression, particularly as they relate to race, than any of the previous generations of students. A degree in African American and Africana Studies will allow students to explore, critically examine, analyze, and interpret the experiences, traditions, and dynamic people of African descent in the United States of America and its diaspora. The interdisciplinary nature of AAAS allows for rich and challenging coursework that addresses historical, cultural, sociological, political, and psychological factors that affect the lives of African Peoples. There is a need for students to develop a multifaceted understanding of the Africana experience that prepares them for undergraduate research and internship opportunities in a variety of fields. There are no limits to what a student can do with a degree in African American and Africana Studies.</i>		
13j *	Has the Council on Postsecondary Education identified similar programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.)</i>		
	If “Yes,” the following questions (5h1 – 5h5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>If “Yes,” explain: Berea College offers a BA in African and African American Studies. The degree program is 32 credit hours of coursework compared to our 39 credit hours of coursework for the major. The program at Berea seems to focus on the history of African and African American people where we are looking to integrate and synthesize a breadth of knowledge across all disciplinary boundaries that relate to African American and Africana Studies. Spalding University offers an interdisciplinary Liberal Studies degree, which is only comparable because they share the same CIP code. This is not comparable to an African American and Africana Studies degree. The University of Louisville offers a BA and BS in Pan African Studies. Their BA in Pan African Studies in 36 credit hours compared to our 39 credit hours of coursework required for the major.</i>		
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain:		
(3)	Is access to existing programs limited? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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	If "Yes," explain: <i>two of the three programs listed above are in Louisville, KY limiting access to only students in that region.</i>		
(4)	Is there excess demand for existing programs? (150 word limit) If "Yes," explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit) If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation? If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13k.i*	Identify similar programs in other SREC states and in the nation.		
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13k.iv*	Is access to existing programs limited? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13l	Would your institution like to make this program available through the Academic Common Market ²² ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having		

²² Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<p>alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)</p> <p><i>The integration of different fields, such as humanities, politics, law, history, literature, inequality, cultural studies, media studies and languages, will be critical to the playing a key role in a rapidly diversifying economy. Demand will be high for people who combine the AAAS B.A. with a traditional disciplinary degree. The AAAS Degree provides a great deal of flexibility in the electives the students may choose to best fit their career aspirations.</i></p>
13n*	<p>Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.</p> <p><i>Career flexibility is the hallmark of training in AAAS. The degree will prepare students for the broadest possible career opportunities in city, state and federal government, media, the professions (including health care, education, and law), and in the private sector. The students will be particularly well-prepared for careers where communication skills are essential. There are many careers for student with African American and Africana Studies degrees such as teaching, business/ management, social services and public health. Graduates will be well-suited for employment with non-profit organizations and professional societies, with some examples being the National Association for the Advancement of Colored People (NAACP), Congressional Black Caucus (CBC) the Urban League, and locally Kentuckians for the Commonwealth (KFTC). In these and other career opportunities the students will be able to understand, evaluate, and communicate the meaning and impact of race in contemporary and historical society.</i></p>
14. Assessment and Oversight	
14a*	<p>Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)</p> <p><i>All final projects completed by graduating seniors for the required capstone course will be collected by the Program Director and shared with the Assessment Committee by April 30 every year. The thesis or project serves as the artifact for the assessment of all five Student Learning Outcomes. The Assessment Coordinator will convene a committee to review the targeted Student Learning Outcomes for that year. Members of the assessment committee will be drawn from the faculty of record.</i></p> <p><i>All outcomes are assessed using rubrics provided by the AAC&U for the targeted Student Learning Outcome. These rubrics are included in the Appendix, and can also be found at the AAC&U website.</i></p>
14b*	<p>Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. Please note that the assessment is at the <u>program</u> level, not the course level. (300 word limit)</p> <p><i>All final projects completed by graduating seniors for the required capstone course will be collected by the Program Director and shared with the Assessment Committee by April 30 every year. The thesis or project serves as the artifact for the assessment of all five Student Learning Outcomes. The Assessment Coordinator will convene a committee to review the targeted Student Learning Outcomes for that year. Members of the assessment committee will be drawn from the faculty of record. All outcomes are assessed using rubrics provided by the AAC&U for the targeted Student Learning Outcome. These rubrics are included in the Appendix, and can also be found at the AAC&U website. Final projects from the capstone course will be collected and assessed annually, according to the three-year assessment cycle. The program director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using AAC&U VALUE rubrics for Student Learning Outcomes 2-5. The committee will create a rubric to assess the content material of SLO 1 (Demonstrate sound understanding of CONTENT). The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the Faculty of Record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.</i></p>
14c	Procedures for Course Mapping of SLOs (related to question 5b)

NEW UNDERGRADUATE DEGREE PROGRAM

14c.i	Which components will be evaluated, i.e. course mapping? (300 word limit) <i>Please See Assessment Attachment</i>
14c.ii	When will components be evaluated? (150 word limit) <i>Year One: SLO 1 and 2:</i> <i>1. Demonstrate sound understanding of social problems and structures associated with people of African descent in concert with other aspects of identity.</i> <i>2. Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)</i> <i>Year Two: SLO 3 and 4:</i> <i>3. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)</i> <i>4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)</i> <i>Year Three: SLO 5: (GCCR)</i> <i>5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)</i>
14c.iii	When will the data be collected? (150 word limit) <i>Program components will be evaluated annually, in the spring semester.</i>
14c.iv	How will the data be collected? (150 word limit) <i>Student artifacts from the capstone course will be collected each time the course is offered; artifacts will be collated and evaluated once per year.</i>
14c.v	What will be the benchmarks and/or targets to be achieved? (150 word limit) <i>Benchmarks and targets will be reviewed after the first cycle of assessment. Initially we expect 75% of graduating students to milestone 3 out of 4 in each of the AACU VALUE rubrics.</i>
14c.vi	What individuals or groups will be responsible for data collection? (150 word limit) <i>A subset of the faculty of record will serve on the assessment committee, chaired by the program director.</i>
14c.vii	How will the data and findings be shared with faculty? (150 word limit) <i>The results of the assessment exercise will be shared with the faculty of record.</i>
14c.viii	How will the data be used for making programmatic improvements? (150 word limit) <i>Faculty will discuss the results of the assessment reports and identify strategies for improvement as needed.</i>
14c.ix	What are the measures of teaching effectiveness? (150 word limit) <i>Teaching effectiveness will be measured both by the TCE reports (standard at UK) and by the periodic FMER reviews which provide a holistic evaluation based on teaching portfolios, including sample assignments and examples of student work.</i>
14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit) <i>Teaching improvements will be suggested based on results of reviews, and in consultation with the instructor, the program director, and in collaboration with the professionals from the UK Center for Excellence in Learning and Teaching</i>

NEW UNDERGRADUATE DEGREE PROGRAM

14c.xi	What are the plans to evaluate students' post-graduate success? (150 word limit)		
	<i>The faculty will develop an online post-graduate survey that we will administer annually. Results of the survey will be shared with faculty annually.</i>		
15. Cost and Funding of the Proposed Program²³			
15a*	Will this program require additional resources?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit)		
	<i>No additional resources needed</i>		
15b	Will this program impact existing programs and/or organizational units within your institution? (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes, briefly describe.		
	<i>Additional students will enroll over a variety of courses. These additional students will be accommodated without additional resources.</i>		
15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. (300 word limit)		
	<i>See budget</i>		
16. Course Descriptions			
16a	Program Core Courses (includes pre-major and pre-professional courses)		
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)		
AAS 100	<i>Introduction to African Studies- This course provides a basic overview of African histories, cultures and societies. (Same as HIS 100.)</i>		
AAS 200	<i>Introduction to African American Studies- This course seeks to promote an understanding of inequalities in American society by considering them in the context of the social origins, development, and persistence of inequalities in the United States and other societies. Bases of inequality that may be considered include race/ethnicity, class/status, gender/sexuality, age, political and regional differences as these relate to politics, social justice, community engagement, and/or public policy. Prereq: SOC 101 or CLD 102. (Same as SOC 235.)</i>		
AAS 301	<i>Introduction to the African Diaspora- The course will explore the making of the African Diaspora in the Atlantic and Indian Ocean worlds through a combination of historical and ethnographic studies. How did men and women of African descent come to populate and shape the cultures, economies, and politics of the Americas and South Asia? The course will begin with an examination of African cultures in the centuries leading up to European colonization of the Americas and the advent of the Atlantic slave trade. The spread of Islam and Christianity and the growth of empires in East and West Africa will be discussed as part of understanding the traditions and practices which Africans brought with them to the Americas and throughout the Indian Ocean world. We will look at the development of the African Diaspora in the Middle East and South Asia in order to more fully contextualize the western development of the diaspora. The course ends with an examination of African Americans in the United States.</i>		
AAS 400	<i>SPECIAL TOPICS IN AFRICAN-AMERICAN STUDIES (Subtitle required)-Detailed investigation of a particular topic in African-American Studies, with emphasis both on content and existing research. Topics will vary from semester to semester and are announced the preceding semester. May be repeated to a maximum of six credits when identified by a different subtitle. Prereq: AAS 200</i>		
AAS 401	<i>INDEPENDENT READING AND RESEARCH IN AFRICAN-AMERICAN STUDIES- For African-American Studies minors. The student pursues a course of reading and research under the guidance of a staff member, completes a major research project, and takes an examination. A written contract defining the area of study is negotiated between student and instructor at the beginning of the course. May be repeated to a maximum of six credits. Prereq: African-American and Africana Studies major or minor, twelve hours of African-American and Africana Studies major or minor courses, including AAS 200.</i>		

²³ For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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16b	Program Guided Electives Courses (for the major)	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	
	<i>Please see attachment 7L</i>	
16c	Program Free Electives Courses	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)	
	<i>Students must complete 6 or more credit hours of courses outside the AAS prefix at the 200 level or above to bring total number of credit hours within the major to 39. Free electives may not be counted toward the UK Core or A & S requirements.</i>	
16d	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.)	
Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core	

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<input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	

17.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE’s pre-proposal form.)

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	0				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)					
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year

NEW UNDERGRADUATE DEGREE PROGRAM

reduction on existing programs and/or organization units.)					
(New) Allocated Resources	0	0	0	0	0
(Existing) Reallocated Resources	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	482504	1308710	2159245	3029282	3396632
Existing	0	0	0	0	0
Narrative/Explanation:	<i>Tuition dollars is based on projected enrollment of 50 students by year 5 assuming a percentage of in-state and out-of-state students, and is estimated based on the entire 4 year curriculum. Since the AAAS program is interdisciplinary these tuition dollars will not go directly to the program</i>				
Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
<u>Total</u> New	482504	1308710	2159245	3029282	3396632
<u>Total</u> Existing	0	0	0	0	0
<u>Total Funding Sources</u>	482504	1308710	2159245	3029282	3396632
18. Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)					
Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Other Professional (Include salaries.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:					
Faculty (Include salaries and whether new hires will be part time or full time.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	92332	216503	354700	528699	544530

NEW UNDERGRADUATE DEGREE PROGRAM

Narrative/Explanation:	<i>This is an estimation of the instructional cost for the entire 4 year curriculum by year 5. Since all courses currently exist it is anticipated that students will fill unused space in existing courses and that actual instructional cost will be significantly lower. Tuition dollars is based on projected enrollment of 50 students by year 5 assuming a percentage of instate and out-of-state students, and is estimated based on the entire 4 year curriculum. Since the AAAS program is interdisciplinary these tuition dollars will not go directly to the program. No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Student Employees (Include salaries and/or stipends.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Library (Include new journal subscriptions, collections, and electronic access.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				

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Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Faculty Development (Include travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
Total Program Budgeted Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
TOTAL Program Budgeted Expenses/Requirements:	<i>No additional funding will be needed because no staff will be used and no faculty will be hired. The program will be based on existing courses.</i>				
GRAND TOTAL	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Funding Sources					
Total Expenses/Requirements					
TOTAL NET COST ²⁴ :	92332	216503	354700	528699	544530

²⁴ The net cost may reflect a revenue gain (“+”) or a revenue loss (“-”).

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19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS²⁵-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
<i>Anastasia Curwood F</i>	<i>AAS 200-Introduction to African American Studies (3); AAS 401-INDEPENDENT READING AND RESEARCH IN AFRICAN-AMERICAN STUDIES (3)</i>	<i>PhD. Princeton, History</i>		<i>AAS 301-Introduction to the African Diaspora (3)</i>
<i>DaMaris Hill F</i>	<i>AAS 200-Introduction to African American Studies (3)</i>	<i>PhD. U. Kansas, English</i>		
<i>Frances Musoni F</i>	<i>AAS 100-Introduction to African Studies (3)</i>	<i>PhD. Emory, History</i>		
<i>Ray Block F</i>	<i>AAS 401-INDEPENDENT READING AND RESEARCH IN AFRICAN-AMERICAN STUDIES (3)</i>	<i>PhD. Ohio State University, Political Science</i>		
<i>Frank Walker F</i>	<i>AAS 400-SPECIAL TOPICS IN AFRICAN-AMERICAN</i>	<i>MFA, Spalding University, Creative Writing</i>		

²⁵ Southern Association of Colleges and Schools Commission on Colleges (SACS).

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	<i>STUDIES (Subtitle required)</i> (3)			
F = full time P= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate			

2e. Continued

2e Rationale continued

Students will be able to pursue careers in management and industry, Communication and media, education, non-profit, government, etc.

Many notable individuals graduated with a major in African American and Africana Studies. Robert Fikes Jr., librarian at San Diego State University expanded the fourth edition of “What Can I Do with a Black Studies Major?” to include more than three hundred professionals who earned degrees in Black Studies. Among the new additions are 28 doctors, a Pulitzer Prize winner, 2 judges, 2 U.S. Ambassadors, 2 mayors, 5 Rhodes Scholars, 6 college presidents, a sommelier (wine steward), a sports photographer, 3 beauty queens, 5 filmmakers, a Rabbi, a Catholic priest, a sculptor, and a comic book artist.

- **Angela Bassett**, award-winning actress. (BA in African-American Studies from Yale University.)
- **Rakim H. D. Brooks**, Rhodes Scholar and C. Edwin Baker Fellow in Democratic Values at Demos. (BA in Africana Studies from Brown University.)
- **Megan L. Comfort**, Senior Research Sociologist, Urban Health Program at RTI International and Adjunct Asst Professor of Medicine, UCSF. (BA in Black Studies from Wellesley College.)
- **Jendayi Frazer**, Distinguished Professor, Carnegie Mellon University and former US Assistant Secretary of State for African Affairs. (BA in African and Afro-American Studies & Political Science from Stanford University.)
- **Brian L. Harper**, Medical Director and COO of the Ralph Lauren Center for Cancer Care and Prevention. (BA in Afro-American Studies & Biology from Brown University.)
- **Mae Jemison**, Physician and NASA astronaut on the Endeavor in 1992. (BA in Afro-American Studies from Stanford University.)
- **Do Kim**, Civil rights attorney & founder of the Korean American Youth Leadership Program. (BA in Afro-American Studies & Sociology from Harvard University.)
- **Aaron McGruder**, Cartoonist, writer and creator of the nationally syndicated comic strip "The Boondocks." (BA in African-American Studies from the University of Maryland, College Park.)
- **Gloria Naylor**, Educator and novelist. Winner of the National Book Award in 1983 for The Women of Brewster Place. (MA in Afro-American Studies from Yale University.)
- **Michelle Obama**, attorney and First Lady of the United States. (BA in Sociology with a minor in African-American Studies from Princeton University.)
- **Richard W. Roberts**, US District Court Judge for Washington DC. (BA in Black Studies & Political Science from Vassar College.)
- **Claudia Thomas**, author and first black female orthopedic surgeon in the U.S. (BA in Black Studies from Vassar College.)

20. Faculty of Record

20 Faculty of Record

The faculty of record will be all African American and Africana Studies affiliated faculty (see list below). Faculty hold primary appointments in several different departments and colleges. The faculty of record will have equal voting rights and control over changes and/or additions to the curriculum. Faculty may be added to the faculty of record by completing an application that will be submitted to the program director. The application will be reviewed and approved by the majority of voting members of the faculty of record. Failure to teach a course in the African American and Africana Studies curriculum, participate in service, or program meetings in a three year period will result in forfeiture of voting rights for that faculty of record member. The program director will be a faculty member from the College of Arts and Sciences and will be appointed by the dean of the College of Arts and Sciences in consultation with the faculty of record. The program director will be appointed for a three-year term, upon CPE approval of the program.

Ray Block, Political Science

Lisa Cliggett, Anthropology

Anastasia Curwood, History

Steve Davis, History

DaMaris Hill, English

Vanessa Holden, History

Francis Musoni, History

Melynda Price, College of Law

Frank X Walker, English

Nicole Jenkins, Gatton College

Reinette Jones, UK Libraries

Wayne Lewis, College of Education

Gerald Smith, History

Melissa Stein, Women's and Gender Studies


Monica Visona, School of Art and Visual Studies

Nazera Wright, English

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.

 Ray Block

01/16/2018

Signed

Print Name

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Lisa Cliggett

Print Name

Lisa Cliggett

Jan 31, 2018

Signature

Date

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Dr. Jacqueline COULTER
Print Name

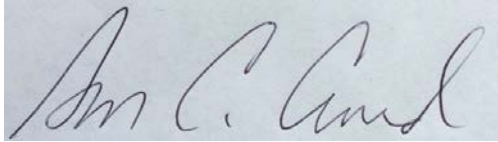

Signature

01/21/2018
Date

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.

A handwritten signature in black ink on a light blue background. The signature appears to read "Anastasia C. Curwood".

Anastasia C. Curwood 4/3/2018

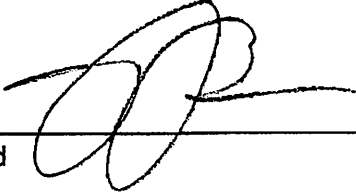
Signed

Print Name

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.

A handwritten signature in black ink, appearing to read 'Steve Davis', written over a horizontal line.

Signed

STEVE DAVIS

Print Name

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.

DaMaris B. Hill, PhD

Signed

DaMaris B. Hill, PhD

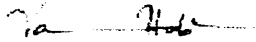
Print Name

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Vanessa M. Holden

Print Name



2-1-2-18

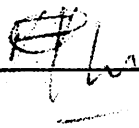
Signature

Date

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.

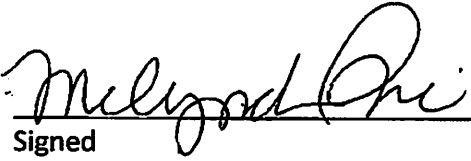
Signed  _____

FRANCIS MUSWU
Print Name _____

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.


Signed

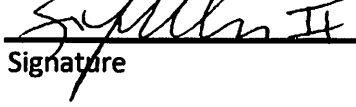
MELINDA PRICE
Print Name

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Frank X Walker

Print Name



Signature

2/2/2018

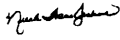
Date

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Nicole Thorne Jenkins

Print Name



Digitally signed by Nicole Thorne Jenkins
DN: cn=Nicole Thorne Jenkins, o=Gatton College of
Business and Economics, ou=Dean's Office,
email=Nicole.T.Jenkins@uky.edu, c=US
Date: 2018.01.31 20:14:32 -05'00'

Signature

Date

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.


Signed


Print Name

01/17/18

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Wayne D. Lewis, Jr.

Print Name

Wayne D. Lewis, Jr.

Signature

2/28/2018

Date

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Gerald L. Smith

Print Name



2/7/18

Signature

Date

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.



Signed

Melissa N. Stein

Print Name

January 15, 2018

Dear Education Policy Committee and Undergraduate Council,

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the new Bachelor of Arts Major in African American and Africana Studies.

Monica Blackman Visona, Ph.D.
Signed

Monica Blackman Visona, Ph.D.
Print Name

Dear Education Policy Committee and Undergraduate Council.

As an affiliated faculty member in African American and Africana Studies, I agree to serve as Faculty of Record for the African American and Africana Studies major degree program.

Dr. Nazera Sadiq Wright

Print Name

Nazera Sadiq Wright

Signature

1/31/18

Date

5. Assessment

INTRODUCTION

This assessment plan is for the interdisciplinary B.A. degree in African American and Africana Studies (AAAS), offered in the College of Arts and Sciences.

1. UNIT MISSION STATEMENT

The AAAS interdisciplinary program is committed to producing students who demonstrate strong critical thinking and writing skills, develop communication and other "soft skills," and hone problem-solving strategies. Students in this program will be introduced to *a clear understanding of the social problems and structures associated with race in concert with gender, sexuality, class, and ability. They will also understand the ways racially oppressed groups negotiate culture and politics. This will result in African American and Africana Studies graduates who make wise decisions about the activities they conduct in their lives and work, making them well-informed global citizens.* The outcome will be students who are equipped with the flexible skills associated with a liberal arts degree, and who are also well-positioned to succeed in the diverse and dynamic society of the twenty-first century.

Basic Assessment Approach:

All outcomes will be assessed within a three-year cycle. Please see attached Curriculum Map and Assessment Instruments.

2. ASSESSMENT OVERSIGHT AND RESOURCES

The program director will also serve as Director of Undergraduate Studies (DUS) and will act as assessment coordinator. It is the responsibility of the Assessment Coordinator to monitor the activities of assessment that occur in the program. The Assessment Coordinator will convene an assessment committee annually for the review of student artifacts, and will assemble the results into an annual assessment report, which will be communicated to the faculty of record and delivered to the college. The program director will discuss the results of the assessment with the faculty of record on an annual basis.

3. PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

- 1. Demonstrate sound understanding of social problems and structures associated with people of African descent in concert with other aspects of identity*
- 2. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)*
- 3. Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)*
- 4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)*

**UNIVERSITY OF KENTUCKY African American and Africana Studies BA Program
ASSESSMENT PLAN – May 2017**

5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes) – GCCR student learning outcomes

4. CURRICULUM MAP FOR AAAS BACHELOR’S DEGREE:

(1=Introduce; 2=Reinforce; 3=Emphasize)

Course	SLO #1: (content)	SLO #2: Critical Thinking	SLO #3: Intercultural Knowledge	SLO #4: Research skills	SLO #5: Oral and Written communication
AAS 100 Introduction to African Studies	1	1	1	1	1
AAS 200 Introduction to African American Studies	2	2	2	1	1
AAS 301 The African Diaspora	3	3	3	1	2
200-level electives	2	2	2	2	2
300- and 400-level electives	3	3	3	3	3
AAS 401 Independent Reading and Research in African- American Studies (GCCR)	3	3	3	3	3

5. ASSESSMENT METHODS AND MEASURES

**UNIVERSITY OF KENTUCKY African American and Africana Studies BA Program
ASSESSMENT PLAN – May 2017**

Direct Methods:

All final projects completed by graduating seniors for the required capstone course will be collected by the Program Director and shared with the Assessment Committee by April 30 every year. The thesis or project serves as the artifact for the assessment of all five Student Learning Outcomes. The Assessment Coordinator will convene a committee to review the targeted Student Learning Outcomes for that year. Members of the assessment committee will be drawn from the faculty of record.

All outcomes are assessed using rubrics provided by the AAC&U for the targeted Student Learning Outcome. These rubrics are included in the Appendix, and can also be found at the AAC&U website.

6. DATA COLLECTION AND REVIEW

Final projects from the capstone course will be collected and assessed annually, according to the three-year assessment cycle. The program director will convene an assessment committee consisting of 3-4 faculty members who teach courses in the program; they will evaluate student learning outcomes as demonstrated by student artifacts, using AAC&U VALUE rubrics for Student Learning Outcomes 2-5. The committee will create a rubric to assess the content material of SLO 1 (*Demonstrate sound understanding of CONTENT*). The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with the assessment committee. The annual report will be shared with the Faculty of Record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.

7. ASSESSMENT CYCLE AND DATA ANALYSIS

Assessment of student learning takes place throughout the program and occurs in all courses. Artifacts of course assessment are maintained by the faculty teaching those courses for one year after the completion of the course. Program-level assessment data are gathered strategically according to the assessment plan here; examples of student work from the capstone course will serve as the primary student artifacts. This course is our core seminar and GCCR course. The program will follow a three year assessment cycle; one or two student learning outcomes will be assessed each year according to this cycle.

**UNIVERSITY OF KENTUCKY African American and Africana Studies BA Program
ASSESSMENT PLAN – May 2017**

African American and Africana Studies 2019-2021 SLO Reporting Cycle				
Outcome Number	Stated Student Learning Outcome	Cycle	Academic Year	Reporting Year
Outcome 1:	Students will demonstrate a sound understanding of social problems and structures associated with people of African descent in concert with other aspects of identity	Year 1	2018-19	October 31, 2019
Outcome 2:	Students will demonstrate strategies for integrating and synthesizing a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)	Year 1	2018-19	October 31, 2019
Outcome 3	Students will demonstrate the ability to think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)	Year 2	2019-20	October 31, 2020
Outcome 4:	Students will demonstrate the ability to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)	Year 2	2019-20	October 31, 2020
Outcome 5: GCCR outcomes	Students will be able to Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)	Year 3	2020-21	October 31, 2021

**UNIVERSITY OF KENTUCKY African American and Africana Studies BA Program
ASSESSMENT PLAN – May 2017**

Year One: SLO 1 and 2:

- 1. Demonstrate sound understanding of social problems and structures associated with people of African descent in concert with other aspects of identity.*
- 2. Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)*

Year Two: SLO 3 and 4:

- 3. Drawing on an interdisciplinary perspective, integrate and synthesize a breadth of knowledge across disciplinary boundaries, and apply that knowledge to a diverse, multicultural society (AACU Intercultural Knowledge outcome)*
- 4. Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)*

Year Three: SLO 5: (GCCR)

- 5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)*

8. TEACHING EFFECTIVENESS

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement during the biannual FMER process. The chair will review the TCE results with instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.

9. POST-GRADUATION SUCCESS

Our program will look at data provided by the UK Alumni Survey and the UK graduating senior survey. The program will attempt to stay in contact with former students through an Alumni mailing list, to be initiated at the inception of the program. Periodic surveys of alumni will be taken through this venue.

10. APPENDICES: ASSESSMENT INSTRUMENTS

Attached:

1. Content knowledge – rubric to be created by faculty
2. AACU Critical Thinking VALUE Rubric (SLO2)
3. AACU Intercultural Knowledge VALUE Rubric (SLO3)
4. AACU Inquiry and Analysis VALUE Rubric (SLO4)
5. AACU Written Communication VALUE Rubric (SLO5)
6. AACU Oral Communication VALUE Rubric (SLO5)

7F. GCCR

**Graduation Composition and Communication Requirement (GCCR)
GCCR CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Arts and Sciences</u>	Department (Full name):	<u>Arts and Sciences</u>
Major Name (full name please):	<u>African American and Africana Studies</u>	Degree Title:	<u>B/A</u>
Formal Option(s), if any:	<u>n/a</u>	Specialty Field w/in Formal Options, if any:	<u>n/a</u>
Requested Effective Date:	<input checked="" type="checkbox"/> Semester after approval	<u>OR</u>	<input type="checkbox"/> Specific Date ¹ : Fall _____
Contact Person:	<u>Anastasia Curwood</u>	Phone:	<u>257-6857</u> Email: <u>a.curwood@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. Is this for a newly created degree program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
1. If “No,” please list below the course(s) currently used to fulfill the GCCR: _____		
2. If “No,” please describe the reason below for changing the GCCR course(s). _____		
B. GCCR Program Outcomes and brief description:		
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:		
3. <u>Think critically and analytically, and draw conclusions from complex information. (AACU Critical Thinking outcome)</u>		
4. <u>Work effectively and collaboratively to solve complex problems using solid research methodologies and ethics. (AACU Inquiry and Analysis outcome)</u>		

¹ Programs are typically made effective for the semester following approval. Regardless of requested effective date, no program will be made effective unless all approvals are received.

**Graduation Composition and Communication Requirement (GCCR)
GCCR CHANGE UNDERGRADUATE PROGRAM FORM**

5. Communicate clearly and persuasively in both written and oral formats. (AACU Oral Communication and Written Communication outcomes)

2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

This course satisfies UK's Graduation Composition and Communication Requirement (GCCR) for African American and Africana Studies Majors. All students will be required to complete a total of 4500 word/fifteen-pages in this course and obtain a grade of "C" or better to satisfy the requirement for graduation. In addition, you must participate in a draft/feedback/revision process on your paper, complete an information literacy assignment (annotated bibliography), and make an oral or visual presentation of your work.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _____

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: AAS 401 Independent Reading/Research in AAAS

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? _____
- projected enrollment per semester: 15-20

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

• **Contact information of providing program:**

n/a

• **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

n/a

• **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

Date of agreement: n/a

Graduation Composition and Communication Requirement (GCCR)
GCCR CHANGE UNDERGRADUATE PROGRAM FORM

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (please click [here](#), click on the top bullet for “USR in Microsoft Word (changes incorporated)” and use CTRL+F to find section 5.4.3.1);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

Students in the African American and Africana Studies Degree program will take AAS 401 to satisfy their GCCR requirement.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

Reflective Essay- 600–word (2 page) reflective essay on your experience in the program

Preliminary Reading List- 300-word (1 page) list of sources you have found on a tentative topic, using the methods we discuss in class early in Week 2.

Reading and Research Reflections 1, 2, &3- As you read and research your topics, you will write three 300-word (1 page) essays on what you have discovered.

Project proposal- Your proposal will constitute a 900-1200 word (3-4 page) essay

First Draft- 2,400-3000 -word (8-10 pages) draft version of your research project paper

Oral Presentation- You are responsible for a 10-minute oral presentation on your research topic.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Each of the major assignments include ample, in-class opportunities and models for development and peer and instructor review of drafted sections.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

All outcomes will be assessed within a three-year cycle

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

The program director will also serve as the director of undergraduate studies and will act as assessment coordinator.

The assessment coordinator will convene an assessment committee annually for assessment of student artifacts, and will assemble the results into an annual assessment report, which will be communicated to the faculty of record and delivered to the college.

**Graduation Composition and Communication Requirement (GCCR)
GCCR CHANGE UNDERGRADUATE PROGRAM FORM**

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs:
explain how the assessment standards of the receiving program will be implemented for the provided course(s):

n/a

**Graduation Composition and Communication Requirement (GCCR)
GCCR CHANGE UNDERGRADUATE PROGRAM FORM**

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	AAS 401 Independent Reading/Research in AAAS, African American and Africana Studies
Contact Person Name:	Anastasia Curwood
Phone:	257-6857
Email:	a.curwood@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee and Undergraduate Council for review and approval, and then they will be sent to the Senate Council Office. Program changes will then be posted on a web transmittal for final Senate approval.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	<u>6/12/18</u>	<u>Anastasia Curwood / 7-6857 / a.curwood@uky.edu</u>
Providing Program <i>(if different from Home Program)</i>	_____	_____ / _____ / _____
Cross-listing Program <i>(if applicable)</i>	_____	_____ / _____ / _____
College Dean	<u>6/12/18</u>	<u>Anna Bosch / _____ / bosch@uky.edu</u>
_____	_____	_____ / _____ / _____

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ²
GCCR Advisory Committee	_____	_____
Undergraduate Council	_____	_____

Comments:

² Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

AAS 401-001 Independent Reading/Research in AAAS

Instructor: Dr. Anastasia Curwood
Time: TR 11:00-12:15
Room: Breckinridge 104
Email: a.curwood@uky.edu
Phone: 502-542-9433 (cell) 859-257-4011 (office)
Office: 102 Breckinridge
Office Hours: MWF 11-1:30; or by appointment

Course Description:

For African-American and Africana Studies majors and minors. The student pursues a course of reading and research under the guidance of a staff member, and completes a major research project, and takes an examination. A written contract defining the area of study is negotiated between student and instructor at the beginning of the course. May be repeated to a maximum of six credits.

This course satisfies UK's Graduation Composition and Communication Requirement (GCCR) for the AAAS major.

In order to receive GCCR credit a student must:

- a) Earn an average of C or better on all GCCR assignments, and
- b) Have completed at least 30 credit hours of college-level coursework prior to registering for the course, and
- c) Engage in a draft, feedback, and revision process for each component of the GCCR.

Prerequisite Courses: African-American and Africana Studies major or minor, twelve hours of African-American and Africana Studies major or minor courses, including AAS 200.

Textbooks: These textbooks are optional, though recommended. They can be found at the UK bookstore.

Denzin, Norman and Yvonna S. Lincoln, Eds., *Handbook of Qualitative Research*
Turabian, Kate, *Manual for Writers of Research Papers, Theses, and Dissertations* 8th Edition (you must use this style guide for citation and documentation)

Course Materials:

Readings and other materials for class discussion will be posted on Canvas.

Readings: will be assigned on an *ad hoc* basis, in a timely manner with enough time for you to read them, and will be posted on Canvas or provided via web-address. You must either update Canvas with your current e-mail address, or remember to check the address on file for Canvas as I will send messages through that system. You also should check Canvas regularly (i.e. twice weekly at least) for schedule updates, and watch your email for updates.

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Course Goals:

- 1. To provide knowledge about research methodologies in African American Studies.
- 2. To enhance skills in scholarly research and writing.
- 3. To encourage collaborative creation of original scholarly work.
- 4. To enhance critical thinking and analytical skills.

Student Learning Outcomes:

By the end of this course, you should be able to:

- 1. Discuss a topic, problem, or issue related to African American and African Studies
- 2. Demonstrate discipline specific information literacy
- 3. Plan, design, and implement a semester long project
- 4. Apply critical research, writing, and presentation skills when communicating

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Grading Scale:

- A= 90-100%
- B= 80-89%
- C= 70-79%
- D= 60-69%
- E= Below 60%

Grading: Your grade will be based on assignments you complete on the way to producing a research project, which also will incorporate one required oral presentation and one required visual presentation. Assignments will include the information listed below, linked to each section of the class. I will apprise you on a regular basis (i.e. at least once a "section") in brief written form of how you are doing in the class, with a letter grade, and a narrative explanation of that grade, and suggestions for improvement. The emphasis in the assignments will be on "getting it right" and so you may redo a section of the notebook in response to your grade (in a timely manner) if you wish to do so. You must complete all assignments to pass the course. All assignments should be submitted via uploads to Canvas. There are no exams in this course.

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Reflective Essay (10%): Here you will write a 600-word (2 page) reflective essay (single-spaced, 12 point font) on your experience in the program (10%). This will focus on your personal interests regarding African American and African Studies and a personal "skills assessment" where you will identify key ideas, concepts, or practices that you think you have gained from the program and why they are important to you. You also can identify possible topics that you might want to research. Reflection part 1 is due by the end of the day on the Friday of week 1.

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Preliminary Reading List (5%): You will write a 300-word (1 page) list of sources you have found on a tentative topic, using the methods we discuss in class early in Week 2. This is due by the end of day on the Friday of Week 2.

Reading and Research Reflections 1, 2, &3, Weeks 3-5 (30%): As you read and research your topics, you will write three 300-word (1 page) essays on what you have discovered. Each reflection is due by the end of day on the Fridays of Weeks 3, 4, and 5. Each reflection entry for the class will include:

1. A section that provides a summary of key points in the readings for the project (minimum of five sources and five readings)
2. A section that describes the overarching conclusions that your research and reading material suggest at this point in your research process.
3. A summary of your research topic at this point.

Project proposal with bibliography, thesis, methodology, and research schedule* (15%): Due by the end of the day on Friday of Week 6. Your proposal will constitute a 900-1200 word (3-4 page) essay that provides:

1. Your working thesis
2. Your proposed methodology (qualitative, quantitative, archival, or other research method). If using primary sources, list and describe them. If you are gathering data, explain how you will do so.
3. Your most relevant 5 secondary sources. For each one, write 2-3 sentences explaining their contribution to your project.
4. Your schedule for completing research by Week 10

First Draft (10%): You will submit a 2,400-3000 -word (8-10 pages) draft version of your research project paper on the Friday of Week 6. I will provide feedback to you for the draft, feedback, revision process that is required.

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Final Research Project (25%): You will submit a 2,400-3,000-word (8-10 pages) final version of your research project.

Oral Presentation (5%): You are responsible for a 10-minute oral presentation on your research topic. We will use Week 11 for practicing and receiving feedback for how to improve you oral presentation that you will present in revised form during Weeks 12 and 13. You will include a one page or less reflection entry self-critiquing your oral presentation. Please note: Individually you are expected to speak for at least 10-minutes during this course to fulfill the GCCR. This can be accomplished all at once or over several weeks.

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Course Policies

Classroom Civility and Participation:

This course is built on collaboration. As such, you are expected to come to class prepared and ready to engage with your peers in discussion. Constructive learning hinges upon your voice, opinions, and ideas. As such, be respectful of others' opinions and use appropriate language in responding. Offensive and intimidating

comments or disruptive behavior are not permitted. Additionally, respecting others includes giving them and myself your undivided attention. The use of cell phones and other electronic devices for activities unrelated to the class will not be tolerated. You will be asked to leave the class if your use of such devices causes classroom disruption.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Attendance Policy

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for full-time job opportunities post-graduation and interviews for graduate or professional school. The student must notify the Instructor of Record prior to the occurrence of such absences and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

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

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

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

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountabilities and the same kinds of support applied to offenses against other categories such as race and national origin. If you or someone you know has been harassed or assaulted, you can find appropriate resources at the UK Counseling Center (<http://www.uky.edu/StudentAffairs/Counseling/>), the Violence Intervention and Prevention Center (<http://www.uky.edu/StudentAffairs/VIPCenter/>), or contact the Bluegrass Rape Crisis Center's 24-hour crisis line at 1800-656-4673.

Writing Center

For additional help with writing, you can visit The Robert E. Hemenway Writing Center. The center is located in W.T. Young Library, West Wing Basement, B108B (phone: 257-1368). You can walk in or make an appointment online. <https://wr.d.as.uky.edu/writing-center>

Course Schedule and Due Dates:

Course schedule:

Weeks 1-2: We will review your individual programs, backgrounds, and analytical skills, as well as discuss general topics in African American and Africana Studies. We will also discuss how to find materials in the library and online. Finally, we will tentatively identify individual research topics.

Weeks 3-5: Reading and Research. We will discuss the sources you have found, weigh appropriate methodologies for your topic, and refine research questions.

Week 6: Project Proposal.

Weeks 7-12: Completion of research and draft of final paper

Weeks 13-17: Revising Final Paper

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Week	Tuesday	Thursday	Assignments Due
Week 1	T: Review of individual programs, backgrounds, and analytical skills; tentatively identify projects to undertake over the course. Work on reflective essay	R: In-class peer review of reflective essay	Friday: Reflection essay is due in Canvas by the end of the day
Week 2	T: Defining Topics Explore tools in library for finding sources. Work on preliminary reading list,	R: In-class peer review of preliminary reading list.	Friday: Preliminary Reading List is due in Canvas by the end of the day
Week 3	T: Reading discussions Work on Reading and Research Reflection 1	R: Peer Review Feedback on Reading and Research Reflection 1	Friday: Reading and Research Reflection 1 due in Canvas by the end of the day
Week 4	T: Reading discussions Work on Reading and Research Reflection 2	R: Peer Review Feedback on Reading and Research Reflection 2	Friday: Reading and Research Reflection 2 due in Canvas by the end of the day
Week 5	T: Reading discussions Work on Reading and Research Reflection 3	R: Peer Review Feedback on Reading and Research Reflection 3	Friday: Reading and Research Reflection 3 due in Canvas by the end of the day
Week 6	T: Work on Project Proposal	R: Peer Review Feedback on Project Proposal	T: Project Proposal due in Canvas by the end of the day
Week 7	T: Strategies for completing projects	R: "research time" devoted to information gathering/generating, peer meetings	
Week 8	T: "research time" devoted to information gathering/generating, peer meetings	R: Work on First Drafts	

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Week 9	T: Work on First Drafts	R: Work on First Drafts Peer review of first drafts	F: First Drafts due in Canvas by the end of the day.
Week 10	No Class UK Spring Break	No Class UK Spring Break	
Week 11	T: Preparing oral presentations	R: Peer review and feedback on oral presentations	
Week 12	T: Oral Presentations, Work on Revisions	R: Oral Presentations, Work on Revisions	F: 1 page reflection entry critiquing your own oral presentation due in Canvas by end of day
Week 13	T: Oral Presentations, Work on Revisions	R: Oral Presentations, Work on Revisions	F: 1 page reflection entry critiquing your own oral presentation due in Canvas by end of day
Week 14	T: Hold for make-up presentations or Work on final Paper	R: Hold for make-up presentations or Work on final paper	
Week 15	T: Work on Final Paper	R: 1st round of peer review on final paper	
Week 16	T: Work on final paper	R: 2 nd peer review of final paper.	
Week 17 Finals Week	T: There is no final exam for this course. Final paper due in canvas by the end of the day		T: Final paper is due in canvas by the end of the day on Tuesday, May 1, 2018

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7L. Guided Electives

7L.Guided Electives

A-H 304 African Art and Its Global Impact (3)
A-H 308 Studies in African Arts (3)
AAS 168/ENG 168 all that speak of Jazz: An intellectual inquiry into Jazz and Democracy (3)
AAS 235/SOC 235 Inequalities in Society (3)
AAS 253/HIS 253 History of Pre-Colonial Africa (3)
AAS 254/HIS 254 History of Colonial and Post-Colonial Africa (3)
AAS 260/HIS 260 African American History to 1865 (3)
AAS 261/HIS 261 African American History 1865-present (3)
AAS 263/FR 263 African and Caribbean Literature and Culture of French Expression in Translation (SR) (3)
AAS 264/ENG 260 Introduction to Black Writers (3)
AAS 300/MUS 300 History of Jazz (3)
AAS 326/ANT 326 Contemporary African Lives (3)
AAS 328/GEO 328 Geography of the Middle East and North Africa (3)
AAS 336/GEO 336 Geography of Sub-Saharan Africa (3)
AAS 360/HIS 360 Race and Sports in America (3)
AAS 432/SOC 432 Race and Ethnic Relations (3)
AAS 433/SOC 435 Topics in Social Inequalities (SR) (3)
AAS 471/PS 471 Race, Ethnicity, Politics (3)
AAS 523/SW 523 Social Perspectives on Racism and Ethnic Prejudices in America (2-3)
AAS 545/EDP 545 Psychology of the Black Experience (3)
AAS 550/EDC 550 Education in a Culturally Diverse Society (3)
AAS 417G/PS417G Survey of Sub-Saharan Politics (3)
AAS 587/HIS 587 The Civil Rights Movement in the US Since 1930 (3)
AIS 228 Islamic Civilization (3)
AIS 345 Islamic Mysticism (3)
AIS 430 Islam in America (3)
ANT 160 Cultural Diversity in the Modern World (3)
APP 200 Introduction to Appalachian Studies (3)
ENG 265 Survey of African-American Literature (3)
ENG 266 Survey of African-American Literature II (3)
ENG 361 Early African American Literature (3)
ENG 362 Flights to Freedom: Literature of the Great Black Migrations (3)
ENG 368 Contemporary African-American Voices (3)
ENG 369 African American Women's Writing (3)
ENG 460G Studies in African-American Literature: (SR) (3)
GEO 160 Lands and Peoples of the Non-Western World (3)
GEO 220 US Cities (3)
GEO 221 Immigrant America: A Geographic Perspective (3)
GEO 222 Cities of the World (3)
GEO 260 Geographies of Development in The Global South (3)
GWS 250 Social Movements (3)
HIS 208 History of the Atlantic World (3)
HIS 564 History of Brazil (3)
SW 325 Social Justice Foundations (3)

8. Degree Plan

YEAR 1			
FALL		SPRING	
‡UK Core CC1	3	UK Core CC2	3
¤Foreign language 101	4	¤Foreign language 102	4
UK CORE GDY (AAS 100)	3	UK CORE CCC (AAS 200)	3
UK CORE SS (SOC 101)		UK Core QFO	3
3		Elective	3
UK 101	1		Total Credits: 16
Total Credits: 14			
YEAR 2			
FALL		SPRING	
¤Foreign language 201	3	¤Foreign language 202	3
UK Core SIR	3	UK CORE HUM	3
UK Core NPM	3	◊ Elective	3
AAS 301	3	Guided Elective (300+)	3
Elective	3	Elective	3
Total Credits: 15		Total Credits: 15	
YEAR 3			
FALL		SPRING	
~A&S NS	3	~A&S NS/lab	3
AAS 400	3	AAS 400	3
A&S SS	3	Guided Elective (300+)	3
Guided Elective (300+)	3	Elective	3
Elective	3	Elective (300+)	3
Total Credits: 15		Total Credits: 15	
YEAR 4			
FALL		SPRING	
Guided Elective (300+)	3	◊ Elective	3
Elective (300+)	3	UK CORE ACR	3
Elective (300+)	3	AAS 401 (GCCR)	3
Elective	3	Guided Elective (300+)	3
Elective	3	Elective (300+)	3
Total Credits: 15		Total Credits: 15	

- ‡ Incoming students are strongly encouraged to take WRD 112 to fulfill the CC1 and CC2 requirements if they have any of the following: an ACT English score of 32 or Higher, an SAT Verbal score of 720 or Higher, or an AP English Composition score of 4 or 5. If the student has been accepted into the University Honors Program, the student is required to take WRD 112 to fulfill CC1 and CC2.
- ¤ Students who have taken at least 2 years of a language in high school can complete the A&S Foreign Language Requirement with 3 college semesters of a different language. Students choosing this option should replace the 4th semester of language with electives. Also note that if you take a foreign language placement exam, you may be exempt from 1 or more of the beginning semesters of that language. In this case, replace the by-passed language courses with electives. Any language sequence may be used to satisfy the foreign language requirements.
- ◊ 6 hours of 'free' electives - that do not count toward any other requirement - must be taken. Additional electives may be required to reach the required minimum of 120 hours. Consider pursuing a 2nd major or minor.
- ✓ PSY 233: Developmental Psychology; PSY 311: Learning and Cognition; PSY 312: Brain and Behavior; PSY 313: Personality and Individual Differences; PSY 314 Social Psychology and Cultural Processes.
- To be discussed with academic advisor.
- ~ PSY 312, 456, 565 can be counted toward A&S NS.

UK Core Abbreviations	CC1= Composition and Communication I
HUM=Intellectual Inquiry in the Humanities	CC2= Composition and Communication II
NPM=Intellectual Inquiry in the Natural/Physical/Mathematical Sciences	QFO= Quantitative Foundations
SSC=Intellectual Inquiry in Social Sciences	SIR= Statistical Inferential Reasoning
ACR=Intellectual Inquiry in Arts & Creativity	CCC= Community, Culture and Citizenship in U.S.A.
	GDY= Global Dynamics
	GCCR = Graduation Composition and Communication Requirement
College of Arts & Sciences Abbreviations	SS: Social Sciences NS: Natural Sciences HUM = Humanities

OSPIE Approval

Harmon, Camille

From: Mathews, Alice
Sent: Tuesday, January 30, 2018 12:05 PM
To: Harmon, Camille; OSPIE
Subject: RE: New degree program AAAS

Camille,

Thank you for your emails regarding the proposed program change(s) to the **Bachelor of Arts in African American and Africana Studies (05.02.01)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted the Office of Strategic Planning and Institutional Effectiveness (OSPIE)—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposal documentation presented and Substantive Change Checklist, the proposed program changes (refer to list below) are not substantive changes as defined by University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

List of Proposed Change(s):

- Open new undergraduate program, African American and Africana Studies

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

Alice Mathews

From: Harmon, Camille
Sent: Tuesday, January 30, 2018 11:18 AM
To: OSPIE <ospie@l.uky.edu>
Subject: New degree program AAAS

Good Morning,

We are working on putting together a new undergraduate degree program proposal for African American and Africana Studies. Questions 13j asks if there are similar programs identified by the CPE. Question 13k asks if there are similar programs in other SREB states in the nation.

I was not able to find the answers to the above questions by browsing the internet. Would you be able to tell me where I can find those answers? I have attached the draft program proposal for your reference. I am also attaching the substantive change for approval.

Please let me know if you have any questions.

Thank you,

Camille Harmon

Dean's Office Administrative Assistant
College of Arts and Sciences
University of Kentucky
202 Patterson Office Tower
859-257-3966

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University of Kentucky Substantive Change Checklist¹

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

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

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

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

Questions concerning substantive change should be sent to OSPIE@uky.edu.

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

² See [Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement](#), p. 1.

³ See [34 C.F.R. § 602.22](#).

⁴ See [Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement](#), p. 9.

University of Kentucky Substantive Change Checklist

Instructions: Email completed form to OSPIE@uky.edu, Subject line: UK Sub Change. Questions concerning substantive change should be sent to OSPIE@uky.edu.

Please note: there is a 200 character limit for each text box.

Name of Proposed Program/Action: African American and Africana Studies

Is this a New, Existing Degree, or Non-Degree Educational Program?

New Degree Educational Program Existing Degree Educational Program
New Non-Degree Educational Program Existing Non-Degree Educational Program

Program CIP Code (as applicable): 05.02.01

General Description of Proposed Action (e.g., new program/courses/delivery or changes to program (such as change in course(s)/delivery mode). Attach applicable documentation to support the program description with checklist submission): New program

Total number of Credit hours for:

<u>New or Proposed Degree/Non-Degree/Certificate:</u>	<u>120</u>	<u>Existing Degree/Non-Degree/Certificate:</u>	_____
<u>New or Proposed Program Major:</u>	_____	<u>Existing Program Major:</u>	_____
<u>New or Proposed Program Option:</u>	_____	<u>Existing Program Option:</u>	_____
(e.g. Concentration, Specialization, Track)		(e.g. Concentration, Specialization, Track)	

Is this an Accredited Program? No Yes , **Name of Accreditor:** _____

Sponsoring College/Home Educational Unit: College of Arts and Sciences

College/Department/Educational Unit Contact: Arts and Sciences

Date Form Completed: 1/30/2018

	UK Substantive Change Items	Yes	No	Not Sure	N/A	Provide brief explanation (if necessary)
1	The proposed program or existing program requires a <u>number of new faculty</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
2	<u>More than 25 percent of the required courses</u> for the proposed or existing program <u>are new</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
3	<u>More than 50 percent of the required courses</u> for the proposed or existing program <u>are new</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
4	The proposed or existing program requires new library or other learning resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
5	The proposed or existing program requires new equipment or facilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
6	The proposed or existing program requires a new resource base.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
7	The proposed or existing program will initiate a <u>branch campus</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
8	The proposed or existing program will initiate a <u>dual degree program with another institution</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
9	The proposed or existing program will initiate a <u>joint degree program with another institution</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
10	The proposed or existing program will initiate a <u>certificate program</u> ? (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
11	• Will the proposed certificate program utilize existing courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12	• Will the proposed certificate program be offered at a new off-Grounds site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
13	• Does the proposed certificate program represent a significant departure from previously approved programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
14	The proposed or existing program will be initiated <u>at a new off-Grounds site</u> ? (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
15	• Will a student be able to earn 50 percent or more of program credits <u>at the site</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	• Will a student be able to earn 25 to 49 percent of program credits <u>at the site</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	UK Substantive Change Items	Yes	No	Not Sure	N/A	Provide brief explanation (if necessary)
17	<ul style="list-style-type: none"> Will a student be able to earn 24 percent or less of program credits <u>at the site</u>? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18	The proposed or existing program will be at an <u>existing off-Grounds site</u> ? (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
19	<ul style="list-style-type: none"> Does the proposed program represent a significant departure from previously approved programs [at the existing site]? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	The proposed or existing program will be offered via distance education. (if yes, answer the following)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
21	<ul style="list-style-type: none"> Will more than 50 percent of the program be offered via distance education? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
22	<ul style="list-style-type: none"> Will 25-49 percent of the program be offered via distance education? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
23	<ul style="list-style-type: none"> Will less than 25 percent of the program be offered via distance education? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
24	<ul style="list-style-type: none"> Total number of proposed course changes (as applicable) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
25	The proposed or existing program or courses will be initiated through contractual agreement or consortium.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
26	The proposed or existing program will relocate an existing off-Grounds site.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
27	The change to the existing program will <u>significantly alter the length of the currently approved program</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
28	The proposed or existing program will initiate a degree completion program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
29	The proposed program will close an existing program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

Harmon, Camille

From: Bosch, Anna
Sent: Wednesday, December 14, 2016 1:15 PM
To: Harmon, Camille
Subject: RE: new bachelor's degree - AAAS --Need additional Information

thanks!

From: Harmon, Camille
Sent: Wednesday, December 14, 2016 12:12 PM
To: Bosch, Anna
Subject: RE: new bachelor's degree - AAAS --Need additional Information

Anna,

We use 05.0201 to indicate faculty affiliation with AAS. PIE and CPE do not list CIP's for minors.

Camille Harmon
Dean's Office Administrative Assistant
College of Arts and Sciences
University of Kentucky
202 Patterson Office Tower
859-257-3966

From: Bosch, Anna
Sent: Wednesday, December 14, 2016 10:52 AM
To: Harmon, Camille <camille.harmon@uky.edu>
Subject: FW: new bachelor's degree - AAAS --Need additional Information

this is for the AAAS bachelors proposal. I expect we will go with the second option (Af-Am). Can you just check to make sure that is the CIP code we currently use for the minor?

thanks – Anna

From: Alexander-Snow, Mia
Sent: Wednesday, December 14, 2016 10:23 AM
To: Bosch, Anna
Cc: Pearson, RaeAnne M
Subject: RE: new bachelor's degree - AAAS --Need additional Information

Hello Carol,

We are in receipt of your request for a CIP #. PIE has identified several CIP Codes (see below). Please review the CIP Code Assignments in consultation with the Undergraduate Council Chair, Dr. Amy Spriggs, to be sure the selected CIP is the most appropriate for the proposed program. Please Note: Once you and your faculty have identified the CIP code that best characterizes the proposed certificate program, please send me an email with the selected CIP code, the completed senate proposal form, and the completed Substantive Change Checklist (refer to attachment) by **Wednesday, December 21.**

Detail for CIP Code 05.0101

Title: African Studies.

Definition: A program that focuses on the history, society, politics, culture, and economics of one or more of the peoples of the African Continent, usually with an emphasis on Africa south of the Sahara, and including the African diasporas overseas.

Detail for CIP Code 05.0201

Title: African-American/Black Studies.

Definition: A program that focuses on the history, sociology, politics, culture, and economics of the North American peoples descended from the African diaspora; focusing on the United States, Canada, and the Caribbean, but also including reference to Latin American elements of the diaspora. *See also:* [05.0101\) African Studies](#).

Should you find that none of the suggested CIPs are appropriate, here are the instructions for selecting a CIP Code directly from the NCES CIP user site:

1. Access the website: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>
2. On the front menu page under "Start Here" choose: Browse
3. Choose the link of the **2 digit number** that best characterizes the primary instruction—this will take you to a page listing all the "content" specific programs (e.g., **05:** Area, Ethnic, Cultural, Gender, and Group Studies)
4. Keep drilling down until you find the CIP Code that best describes the proposed program.

Anna, please let me know if you have questions. I also encourage you to explore the PIE website:
<http://www.uky.edu/ie/uks-protocol-cip-selection-and-review>

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-3999

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From: Bosch, Anna
Sent: Tuesday, December 06, 2016 9:17 AM
To: Alexander-Snow, Mia <mia.alexander-snow@uky.edu>
Cc: Harmon, Camille <camille.harmon@uky.edu>
Subject: RE: new bachelors degree - AAAS

resending again – thanks!
Anna

From: Bosch, Anna
Sent: Monday, November 28, 2016 10:38 AM
To: Alexander-Snow, Mia
Cc: Harmon, Camille
Subject: FW: new bachelors degree - AAAS

Dear Mia,
I think we are still waiting for a CIP code for this new proposed degree – thanks for your help!
Anna

From: Bosch, Anna
Sent: Tuesday, October 25, 2016 11:16 AM
To: Alexander-Snow, Mia
Cc: Harmon, Camille
Subject: new bachelors degree - AAAS

Dear Mia,
A college and campus-wide committee is beginning the work to create a new bachelors degree in African American and African Studies. This is an exciting proposal and a timely development. Can you please provide us with a CIP code recommendation? We would also appreciate any advice you can provide on websites that might indicate national data on employment opportunities, etc. It seems to me we have looked at something of this sort in the past.

thanks very much for your help,
Anna

Anna Bosch / Associate Dean for Undergraduate Programs / College of Arts & Sciences
241 Patterson Office Tower / University of Kentucky / Lexington, KY 40506-0027 USA
tel: 859-257-1584 / email: bosch@uky.edu

Important Dates for Fall 2016:

8/24/16- First Day of Classes
8/30/16- Last Day to Add a Class
9/5/16-Labor Day, No Classes, Academic Holiday
9/14/16-Last Day to Drop a Class without a 'W' or to change Grading option
10/17/16- Midterm of semester
10/21/16- Midterm grades due (midnight)
11/4/16- Last Day to Drop a Class or Withdraw
11/8/16-Presidential Election Day, Academic Holiday. Vote!
11/23/16-11/26/16 Thanksgiving, Academic Holiday
11/30/16- Last day to apply for May 2017 graduation through MyUK
12/9/16-Last Day of Classes

12/12/16-12/16/16- Finals Week
12/16/16-December Commencement
12/19/16- Grades due

13a Continued

13a Continued

There is a high demand for degree programs in the discipline of ethnic, culture, gender, and group studies. According to the national trends report the southeast region (AL, GA, KY, LA, MS, FL) conferred the highest number of degrees in African-American/Black Studies in 2016. Three of UK's benchmarks were ranked in the top 15 of conferred degrees in African-American/Black Studies degrees in 2016. The University of North Carolina ranked #1 with 35 degrees conferred. The University of Florida ranked number 3 with 21 degrees conferred. The University of California-Davis ranked number 14 with 13 degrees conferred.

Within the state of Kentucky, the University of Louisville conferred six African American/Black Studies bachelor degrees in 2016 while Berea College conferred 4 degrees.

Western Kentucky University has an African American Studies minor; Centre College has a minor in African and African American Studies, and Eastern Kentucky offers a minor and certificate in African and African American Studies.

Of the states included in the SEC, many college/ universities have black studies units (majors/minors/certificate). Kentucky has 6, Alabama has 3, Arkansas has 1, Florida has 10, Georgia has 13, Louisiana has 3, Mississippi has 4, Missouri has 6, South Carolina has 5, Tennessee has 8, and Texas has 7. Georgia, Florida, Tennessee, and Texas all have more college/universities with black studies units than Kentucky.

As of spring 2018 there are 27 students pursuing an African American Studies minor at the University of Kentucky. With an already established undergraduate minor, The University of Kentucky has a current demand for an undergraduate degree in African American and Africana Studies.

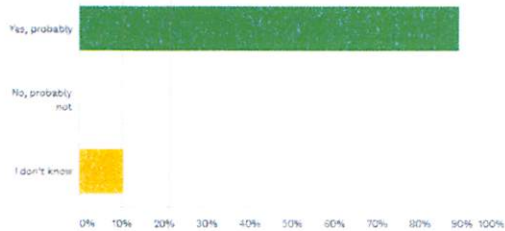
UK African American and Africana Studies Major Survey

This survey was sent to the existing AAS minors in February 2018

Q1

Do you think students at UK will be interested in a major (B.A.) in African American and Africana Studies?

Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
yes, probably	89.47%	17
No, probably not	0.00%	0
I don't know	10.53%	2
TOTAL		19

Comments (0)

Student Comments:

Absolutely! I have met many students that agree that it should be a Major! It is something that should have already been existing for a while.

I do not think people will understand the importance of the major or how it will benefit them

DEFINITELY!!!!

I would take an major in AAS I feel it ha

The classes for the minor are always full and growing every semester. The students are starving for this kind of knowledge

Make sure to advertise so students are aware of this program exists! I had to find out for myself that there was such as thing as AAAS minor

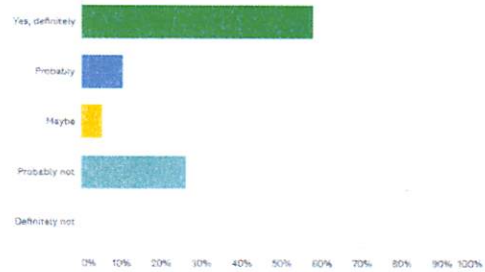
YES! There is no "probably" to it. I wanted to Major in AAS before i found out it was not offered! I wanted to double in AAS & Political science

It's needed. With everything going on in the world, UK needs to create a space for students interested in learning more about AAS.

Q2

If you had the option, would you yourself want to be a major in African American and Africana Studies?

Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	
yes, definitely	37.03%	7
Probably	10.53%	2
maybe	5.26%	1
Probably not	26.32%	5
Definitely not	0.00%	0
TOTAL		19

Comments (5)

Student Comments:

If I were to stay in college beyond my 4-year time, then I would absolutely want to move on to gain a Major in African-American Studies.

how would this apply to jobs?

And I say that only because I am a junior and probably won't have time for it.

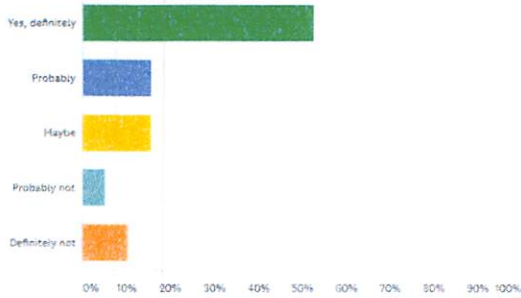
I would have loved to double major.

I would probably have a dual degree.

Q3

If you yourself are definitely, probably, or maybe interested in a major in African American and Africana Studies, would you want to do a double major with another program?

Answered: 19 Skipped: 0



ANSWER CHOICES	RESPONSES	COUNT
Yes, definitely	52.63%	10
Probably	15.79%	3
Maybe	15.79%	3
Probably not	5.26%	1
Definitely not	10.53%	2
TOTAL		19

Comments (2)

Student Comments:

Let me put it like this; If I had the insight I have at this point in time back at the start of my college career, and if at the same time African-American Studies had been available as a major, then I would have absolutely done it as a Double major with History! It would have been amazing if I could have done that, but I will be leaving with a History major and African-American Studies minor. I am still thankful I could get these two but if I had the ability to double major African-American Studies with History back when I still had a few semesters remaining I could have attained a double major. It would have been pretty cool.

I think that this would be a great thing to double major with, as it allows you to look inside and see how another field treats and is important to African Americans.

Q4

Is there anything else you want us to know?

Answered: 0 Skipped: 0

Student Comments:

No

I wish this was offered as an option when I picked up the minor.

Please get this major started

I appreciate the program so much. I've gained so much knowledge on history I've been denied access to, met so many great professors and colleagues. I look forward to these classes. The one time I feel included in classes.

Make it a major!!! There is so much to learn in this department.

This should have been done a looong time ago!!!

No. Not much, I think some people would definitely enjoy it!

No

Letters of Support

March 7, 2018

Dear Undergraduate Council,

I am pleased to express the college's strongest support of the proposed African American and Africana Studies Degree Program in the College of Arts and Sciences. The African American and Africana Studies Degree Program will provide students with a breadth of knowledge indicative of a liberal arts education. The interdisciplinary program will draw together a multifaceted understanding of the Africana experience that will allow students to explore, critically examine, analyze, and interpret people of African descent in the United States of America and its diaspora. The enclosed proposal has been carefully vetted by the college's Education Policy Committee in close consultation with the Dean's office.

The proposed African American and Africana Studies Degree Program will utilize the strengths of the outstanding faculty in the College of Arts and Sciences, and across the entire university.

A degree in African American and Africana Studies will attract a broad spectrum of interest from students at the University of Kentucky. Employers in management and industry, communication and media, education non-profit, and government, regularly look for candidates who have strong communication, writing, and research skills that come with a degree in African American and Africana Studies.

The College of Arts and Sciences fully supports the proposed African American and Africana Studies Degree Program in the College of Arts and Sciences.

Sincerely,



Mark Lawrence Kornbluh
Dean

see blue.™

March 7, 2018

Dear Undergraduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the proposed African American and Africana Studies Degree Program 8:0:1 on Tuesday, March 6, 2018.

Sincerely,



Rynetta Davis
Chair, Education Policy Committee



College of Arts & Sciences
African American and Africana
Studies Program
102 Breckinridge Hall
Lexington, KY 40506-0056
859 257-2284
aaas@uky.edu
www.uky.edu

Dr. Anna Bosch
Associate Dean for Undergraduate Programs
College of Arts and Sciences
University of Kentucky
Lexington, KY 40506

October 18, 2017

Dear Dean Bosch,

The faculty of record for the program in African American and Africana Studies unanimously voted to create a new major degree program, entitled "African American and Africana Studies, on May 12, 2017.

Sincerely,

A handwritten signature in black ink, appearing to read "An C. Curwood". The signature is written in a cursive style with a large initial "A" and "C".

Anastasia Curwood
Director



University of Kentucky
College of Fine Arts
School of Art & Visual Studies
School of Art & Visual
Studies Building
236 Bolivar Street
Lexington, KY 40506-0090
859-257-8151
www.uky.edu

January 30, 2018

Re: Letter of Support for the proposed BA in African American and Africana Studies

Dear Dr. Curwood:

I am writing to support the inclusion of two of the courses offered by our program in Art History and Visual Studies (A-H 304, *The Global Impact of African Art*, and A-H 308 *Studies in African Art*) in the proposed curriculum of the BA in African American and Africana Studies as "guided electives".

Currently the School of Art & Visual Studies cross-lists both of these courses so that students may receive either A-H or AAS credit. The two courses may also be used to fulfil a requirement for a major in International Studies, and A-H 304 meets the Global Dynamics requirement for the UK Core. They are offered regularly (A-H 304 is offered annually), and they provide an adequate number of seats for the School's majors as well as for non-majors.

The two courses are usually taught by Dr. Monica Blackmun Visonà, the art historian on our faculty who specializes in the art of the African continent. She is active in professional associations that incorporate anthropologists, archaeologists, historians, musicologists, and other scholars in the field of African Studies, and her research is interdisciplinary in its scope. She looks forward to continuing her association with other faculty in African American and Africana Studies. **Dr. Visonà brought this proposal to the attention of our faculty at the last SAVS faculty meeting, and they voted unanimously to support the use of the two courses in the new AAAS program (see attached minutes).**

Sincerely,

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

Robert Jensen, Ph.D.
Director, School of Art and Visual Studies

seeblue.

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Dr. Jensen invited Monica Blackmun Visonà to speak about the proposed major in African American and Africana Studies. She explained that the College of Arts and Sciences is finally, after many years, hoping for the approval of a major in AAAS. The University of Kentucky is the only one of our benchmark institutions to only offer a minor in Africana or African American Studies. As an Africanist, Dr. Visonà is particularly excited about the opportunity to be an Affiliate of this new program. She was asked what advantages she might accrue by being part of this interdisciplinary faculty, and she admitted that she had already been given a small research grant for travel.

Dr. Visonà asked the faculty to support the use of two of the courses she teaches – A-H 304, *The Global Impact of African Art* and A-H 308, *Studies in African Art*, as electives in the program. Dr. Ania Brzyski asked if our majors and minors would still have enough opportunities to take the courses if AAAS students were taking available slots. Dr. Alice Christ replied that students are already allowed to cross-list the two courses with AAAS, and that no problems have been reported – she anticipates few changes in enrollment patterns. Dr. Visonà called for a vote, and the faculty unanimously approved the use of her courses for the new AAAS major.

Alice Christ made a motion to approve. Kate Wheeler seconded. The vote was unanimously in favor of approval.



University of Kentucky
College of Education
Department of Educational, School, &
Counseling Psychology
245 Dickey Hall
Lexington, KY 40506-0017
P: 859-257-4909
F: 859-257-5662
www.uky.edu

January 29, 2018

Dr. Anastasia Curwood
Associate Professor of History
Director, African American & Africana Studies
University of Kentucky
1753 Patterson Office Tower
Lexington, KY 40506

RE: Support of EDP 545 as a guided elective for African American and Africana Studies degree

Dear Dr. Curwood,

The purpose of this letter is to declare the Department of Educational, School, and Counseling Psychology's support for the inclusion of **EDP 545 – Psychology of the Black Experience** as a guided elective for your proposed B.A. degree in African American and Africana Studies.

The department faculty approved the inclusion of EDP 545 for your proposed degree in our faculty meeting on January 23, 2018. Thank you for reaching out to us and including this course. On behalf of the EDP faculty, I wish you well in beginning this new exciting program. If you need additional information, please do not hesitate to contact me.

Sincerely,

Jeff Reese, PhD
Professor and Chair



University of Kentucky
College of Arts and Sciences

Department of History
1715 Patterson Office
Tower

Lexington, KY 40506-
0027

P: 859-257-6861

F: 859-323-3885

www.uky.edu/AS/History

January 29, 2018

Dean Mark Kornbluh
College of Arts and Sciences

Dear Mark,

I am writing to indicate my enthusiastic support for the creation of a new major in African American and Africana Studies.

I am very pleased that AAAS wishes to include the following History courses in the major and fully support their inclusion:

Cross-listed Courses:

History 100 Introduction to African Studies

History 253 Pre-Colonial Africa

History 254 Colonial and Post-Colonial Africa

History 260 African American History to 1865

History 261 African American History From 1865

History 360 Race and Sports in America

History 587 Civil Rights Movement in the US

Guided Electives:

History 208 Atlantic World

History 564 History of Brazil

Thank you for your consideration of the above. Please do not hesitate to contact me if you have any questions.

Very truly yours,

Karen Petrone
Professor and Chair

seeblue.

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Department on History Faculty Meeting January 29, 2018

The meeting was called to order at 3:33 pm.

Present: Tina Hagee, Karen Petrone, Amy Taylor, Gerald Smith, Francie Chassen-Lopez, Tammy Whitlock, Dan Gargola, Jane Calvery, James Albestti, Eric Christiansen, Bruce Holle, Tracy Campbell, David Olster, Jeremy Popkin, Frances Musoni, David Hamilton, Kathy Newfont, Erik Myrup, Melanie Goan, Vanessa Holden, Abigail Firey, Scott Taylor, Steve Davis, Anastasia Curwood.

Guests: Terry Allen, Jeremy Enloe, Rich Schein

- 1) Terry Allen and Jeremy Enloe made the presentation "Discrimination, Harassment, and Title IX" on behalf of the Office of Institutional Equity and Equal Opportunity.
- 2) New major program in African American and Africana Studies. We have been asked by AAAS to allow the following courses to be listed as counting toward the new major.

Cross-listed courses: 100, Introduction to African Studies; 253 Pre-Colonial Africa; 254 Colonial and Post-Colonial Africa, 260 African American History to 1865; 261 African American History From 1865; 360 Race and Sports in America; 587 Civil Rights Movement in the US

Non-cross-listed courses: 208 Atlantic World and 564 History of Brazil.

David Hamilton made the motion to vote on listing the courses. David Olster seconded the motion. 22 voted yes, one abstained (Curwood).

The meeting adjourned at 4:39.



**Modern and Classical
Languages, Literatures
and Cultures**

1055 Patterson Office Tower
Lexington, KY 40506-0027

(859) 257-4641

Fax: (859) 257-3743

January 31, 2018

Professor Anastasia C. Curwood
Director, African American & Africana Studies
University of Kentucky
1753 Patterson Office Tower
Lexington, KY 40506

Dear Anastasia,

The Department of Modern & Classical Languages, Literatures & Cultures is pleased to include the following courses as electives in the proposed African American and Africana Studies major:

AIS 228 Islamic Civilizations

AIS 345 Islamic Mysticisms

AIS 430 Islam in America

FR 263 African and Caribbean Literature and Culture of French Expression (In Translation)

The department faculty voted in favor of inclusion of these courses in the major on 1/18/18.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeanmarie Rouhier-Willoughby'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jeanmarie Rouhier-Willoughby
Chair, MCLLC

January 29, 2018

Anastasia Curwood, Director
African American and Africana Studies Program
College of Arts and Sciences
University of Kentucky

Dear Dr. Curwood,

I am excited to approve of GWS 250, Social Movements, for inclusion in the new undergraduate major in Africana and African American Studies. The core faculty of Gender and Women's Studies voted unanimously their support for its inclusion in this timely curricular development that our students so richly deserve. Please let me know if you need any other documentation from me. Thank you for your administration of this major program.

Yours sincerely,



Carol Mason, PhD
Professor and Chair
Department of Gender and Women's Studies

see blue.

February 7, 2018

On February 2, 2018 the Curriculum and Instruction faculty eligible to vote on such matters took a vote on the following motion:

The EDC faculty endorse the inclusion of EDC 550 Education in a Culturally Diverse Society in the proposed undergraduate major in African American and Africana Studies, along with continued cross-listing of the course as AAS 550.

The vote was:

For: 14 Against: 0

Respectfully Submitted,



Jared R. Stallones, Ph.D.
Professor and Chair



**University of Kentucky
Department of Geography**

817 Patterson Office Tower
Lexington, KY 40506-0027
P: 859-257-2931
F: 859-257-6277
geography.as.uky.edu

February 8, 2018

Prof. Anastasia Curwood,
Director
African American and Africana
Studies Program

Dear Professor Curwood:

I am writing to confirm that geography faculty members were consulted and unanimously approved the inclusion of GEO 160, GEO 220, GEO 221, GEO 222, GEO 260, GEO 328, and GEO 336 in the proposed BA in African American and Africana Studies degree program.

Sincerely,

A handwritten signature in blue ink that reads "Patricia Ehrkamp". The signature is written in a cursive, flowing style.

Patricia Ehrkamp
Associate Professor and Chair

see blue.

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

January 31, 2018

Anastasia Curwood, Ph.D.
Director, African American and Africana Studies Program
University of Kentucky
102 Breckinridge Hall

Dear Anastasia,

The Sociology faculty met on January 19th to discuss the inclusion of SOC 235 (Inequalities in Society), SOC 432 (Race and Ethnic Relations), and SOC 435 (Topics in Social Inequality) as guided electives in the proposed B.A. in African American and Africana Studies. I am pleased to report that the faculty expressed unanimous support, voting 11 in favor, 0 opposed, 0 abstaining.

Please let me know if you need any additional information. Meanwhile, thank you for including Sociology in this important new major. We're pleased to participate.

Sincerely,

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

Claire M. Renzetti, Ph.D.
Professor and Chair of Sociology
Judi Conway Patton Endowed Chair for Studies of Violence Against Women



Department of Anthropology
211 Lafferty Hall
Lexington, KY 40506-0024

859 257-2710
fax 859 323-1959
<http://anthropology.as.uky.edu>

January 25, 2018

Dear Professor Curwood –

I am pleased to report that the faculty of the Department of Anthropology, during our most recent department meeting (January 19, 2018) voted to approve inclusion of the following two courses in the new African American & Africana Studies major. Those two courses are:

- ANT 160 Cultural Diversity in the Modern World
- The AAS cross-listed course ANT / AAS 326 Contemporary African Lives

We are happy to contribute to this new and important major at UK. Please let me know what else we can do to support the major, and the program.

Sincerely,

A handwritten signature in black ink that reads 'Lisa Cliggett'.

Lisa Cliggett, PhD
Lisa.Cliggett@uky.edu
Chair, and Professor of Anthropology



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

859 257-7008
fax 859 323-1072

www.as.uky.edu/English

February 8, 2018

Dr. Anastasia Curwood
AAAS Director
University of Kentucky

Dear Anastasia:

I am delighted to report and this letter confirms that at the English Department's February 7, 2018 faculty meeting, the faculty were consulted and approved the inclusion of the courses listed below in the proposed BA in African American and Africana Studies degree program. The vote was 17 for, 0 opposed.

- ENG 265 Survey of African-American Literature I;
- ENG 266, Survey of African-American Literature II;
- ENG 361 Early African American Literature;
- ENG 362 Flights to Freedom;
- ENG 368 Contemporary African-American Voices;
- ENG 369 African American Women's Writing;
- ENG 460G Studies in African-American Literature
- as well as cross-listed courses: ENG 168 All that Speak of Jazz and ENG 260 Introduction to Black Writers.

Sincerely,

A handwritten signature in black ink that reads "Jeffory A. Clymer". The signature is written in a cursive style with a long horizontal stroke at the end.

Jeffory A. Clymer
Professor and Chairperson



College of Fine Arts
School of Music
105 Fine Arts Building
Lexington, KY 40506-0022

administrative 859 257-4900
student affairs 859 257-8181
fax 859 257-9576

www.uky.edu/FineArts/Music

February 10, 2018

Dear Anastasia C. Curwood, Ph. D.

This letter confirms that the School of Music and its duly elected representative faculty were consulted and approved the inclusion of **MUS 300** *History of Jazz* course in the proposed BA in African American and Africana Studies degree program.

Sincerely,

A handwritten signature in cursive script, reading "David W. Sogin".

David W. Sogin, Ph.D.
Interim Director
School of Music
University of Kentucky



February 21, 2018

Anastasia C. Curwood, Ph. D.
Associate Professor of History
Director, African American & Africana Studies
University of Kentucky
1753 Patterson Office Tower
Lexington, KY 40506

Dear Dr. Curwood,

This letter confirms that the Appalachian Studies faculty were consulted about the inclusion of APP 200 in the proposed BA in African American and Africana Studies degree program. Our faculty unanimously approved the inclusion of APP 200 as a guided elective in the new major and all were enthusiastic about the proposed degree program.

Please feel free to email or call (shaunna.scott@uky.edu) or 7-6882) if additional information is required.

Sincerely,



Shaunna L. Scott
Department of Sociology
Director of Appalachian Studies
Editor, *Journal of Appalachian Studies*

UK.
UNIVERSITY OF
KENTUCKY[®]
College of Arts and Sciences
Department of Political Science
1615 Patterson Office Tower
Lexington, KY 40506-0027
Ph 859-257-7029
Fax 859-257-7034

February 22, 2018

Dear Dr. Curwood,

The purpose of this letter is to express enthusiastic support for the new undergraduate degree program proposed by the African American and Africana Studies program. Our faculty discussed this proposal at our faculty meeting on 02/21/18. The motion to support the program passed with a 14-0 vote.

Specifically, this letter confirms that Political Science faculty were consulted and approved the inclusion of PS417G (Survey of Sub-Saharan Politics) and PS471 (Race, Ethnicity, and Politics) in the proposed BA in African American and Africana Studies degree program.

Sincerely,



Clayton L. Thyne, Ph.D.
Assoc. Professor and Chair
University of Kentucky
Department of Political Science
1625 Patterson Office Tower
Lexington, KY 40506-0027
859-257-6958 (office)
859-396-6871 (cell)
clayton.thyne@uky.edu



College of Social Work

619 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6654
fax 859 323-1030

www.uky.edu/SocialWork/

February 28, 2018

Please accept this letter of support for the proposed African American and Africana major in the College of Arts and Sciences. This letter confirms that the Social Work faculty were consulted at a formal faculty meeting on February 19, 2018 and approved the inclusion of SW 325 and SW 523 in the proposed BA in African American and Africana Studies degree program. We are pleased to support this important major for the UK community.

Please let me know if I can provide any additional information.

Sincerely,

A handwritten signature in black ink that reads "Kalea Benner". The signature is written in a cursive style.

Kalea Benner, PhD, MSW, LCSW
Director of Undergraduate Studies
University of Kentucky, College of Social Work
631 Patterson Office Tower
Lexington, Kentucky 40506-0027
kaleabenner@uky.edu
859/323-0586

see
blue.