

Brothers, Sheila

From: Cramer, Aaron
Sent: Friday, April 19, 2019 6:22 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila; Ett-Mims, Joanie
Cc: Alcalde, M. Cristina; Bosch, Anna; Harmon, Camille
Subject: NEW GC: Diversity and Inclusion
Attachments: Senate Form and paperwork, Online Certificate in Diversity and Inclusion....pdf

Proposed New Graduate Certificate: Diversity and Inclusion

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Diversity and Inclusion, in the College of Arts and Sciences.

Rationale: The proposed 12-hour certificate addresses a high demand for employees to have training in diversity and inclusion. Diversity is cited as a source of innovation, and its lack is a risk factor for workplace harassment. The certificate will prepare students to become proactive to ensure that they understand the importance of diversity and inclusion in the workplace. The primary audience includes current students and working professionals interested in increasing their skills and awareness of inclusion and diversity, including professionals in non-governmental organizations, administrators, business and health professions, and state employees. Initial enrollment of 20 students doubling to 40 students is anticipated.

Aaron

Aaron M. Cramer
Associate Professor, Electrical and Computer Engineering
Director of Graduate Studies, Electrical Engineering
Chair, Senate's Academic Programs Committee
University of Kentucky
859-257-9113
aaron.cramer@uky.edu

NEW GRADUATE CERTIFICATE

Certificate Description. A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly 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 SC and University Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) The last step in the process is Senate approval; upon Senate approval, students can enroll in the new certificate.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION			
1a	Home college: <i>Arts and Sciences</i>		
1b	Home educational unit (department, school, college ¹): <i>Arts and Sciences</i>		
1c	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)		
	Date of contact with OSPIE: 11/20/18		
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.		
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the certificate.		
	CIP Code (confirmed by OSPIE): 30.2301		
1d	Proposed certificate name: <i>Graduate Certificate in Diversity and Inclusion</i>		
1e	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ² : <i>Fall 20</i>
1f	Contact person name: <i>Cristina Alcalde</i>	Email: <i>cristina.alcalde@uky.edu</i>	Phone: <i>257-9719</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<p><i>The Diversity and Inclusion Online Graduate Certificate reflects the College of Art's and Sciences (A&S) commitment to an inclusive and diverse environment in the College and beyond and its commitment to contribute to broader society, through A&S areas of expertise, as part of the mission of a land grant institution. The 12 credit hour certificate is designed for a wide range of professional backgrounds in recognition of our increasingly diverse world and workplaces. Professionals in non-government organizations (NGO), administrators, businesses and health professions, and state employees may all be interested in an online certificate in Diversity and Inclusion. The certificate provides both the knowledge and tools to develop, promote, and support inclusive environments. Students take one core course on "Cross-Cultural Perspectives on Diversity and</i></p>		

¹ Only cross-disciplinary graduate certificates may be homed at the college level.

² Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

NEW GRADUATE CERTIFICATE

	<i>Inclusion” and three additional courses that draw on areas of expertise in Arts & Sciences in the broad areas of health and culture, global citizenship and global engagement, and diverse identities and intercultural communication. Students in the online certificate program will gain insights and skills necessary to be successful in a range of work environments through a selection of 8-week, 3-credit courses offered throughout the academic year and summer. The certificate can be completed in 2-4 semesters.</i>		
2b	This proposed graduate certificate (check all that apply):		
	<input type="checkbox"/> Has a clear and focused academic competency as its subject.		
	<input checked="" type="checkbox"/> Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)		
	<input type="checkbox"/> Responds to a specific state mandate.		
	<input checked="" type="checkbox"/> Provides a basic competency in an emerging, preferably interdisciplinary, topic.		
2c	Affiliation. Is the graduate certificate affiliated with a degree program? (<i>related to 3c</i>)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)		
	<small>The proposed online Graduate Certificate in Diversity and Inclusion will focus on preparing students for an increasingly diverse world by providing knowledge and tools to develop, promote, and support inclusivity. The focus of our certificate will provide students and professionals with a breadth of knowledge on health and culture, global citizenship and global engagement, and diverse identities and intercultural communication leading to well-rounded individuals and employees. There are no other graduate certificates at the University of Kentucky that prepare students to become proactive ensuring that they understand the importance of diversity and inclusion in the workplace.</small>		
2d	Duplication. Are there similar regional or national offerings?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.		
	<i>Please see attachment 2d for all benchmark data.</i>		
2e	Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)		
	<i>Demand: There is a high demand for employees to have training and knowledge in diversity and inclusion. A lack of diversity and inclusion is one of the top risk factors for workplace harassment, according to the US Equal Employment Opportunity Commission. The demand for better understanding diversity and inclusion is high and will continue to grow. One Forbes study showed that 85% of 321 large corporations surveyed globally say diversity fosters innovation, while another Forbes study found that diverse companies produce 19% more revenue. The business magazine Fast Company lists the top three career skills needed to be competitive as "the ability to manage a diverse environment," "knowledge of other cultures," and "a global mind-set." Academic studies further support the view that diversity increases innovation.</i>		
	<i>Rationale: In an increasingly globalized world, we are being tasked with managing an ever more diverse work environment. We see it in the racial and ethnic identities, cultural backgrounds, ages, skill sets, languages, and other identifying markers that employees possess. An Online Graduate Certificate in Diversity and Inclusion will prepare students to become proactive to ensure that they understand the importance of diversity and inclusion in the workplace.</i>		
2f	Target student population. Check the box(es) that apply to the target student population.		
	<input checked="" type="checkbox"/> Currently enrolled graduate students.		
	<input checked="" type="checkbox"/> Post-baccalaureate students.		
2g	Describe the demographics of the intended audience. (150 word limit)		
	<i>This certificate will be open to all students interested in increasing their skills and awareness of inclusion and diversity. Our primary target audience is current students and working professionals.</i>		

NEW GRADUATE CERTIFICATE

The certificate is designed for a wide range of professional backgrounds in recognition of our increasingly diverse world and workplaces. Professionals in non-government organizations (NGO), administrators, businesses and health professions, and state employees may all be interested in an online certificate in Diversity and Inclusion.

2h	Projected enrollment. What are the enrollment projections for the first three years?			
		<i>Year 1</i>	<i>Year 2 (Yr. 1 continuing + new entering)</i>	<i>Year 3 (Yrs. 1 and 2 continuing + new entering)</i>
	<i>Number of Students</i>	20	30	40

2i	Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," please indicate below the percentage of the certificate that will be offered via DL.			
1% - 24% <input type="checkbox"/>		25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>
		75 - 99% <input type="checkbox"/>	100% <input checked="" type="checkbox"/>

If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (300 word limit)

All 12 credit hours of the certificate will be completed through distance learning. The distance learning courses offered in the Diversity and Inclusion Online Graduate Certificate will be offered by departments in the humanities and social sciences disciplines. Those courses include Perspectives on Diversity and Inclusion, Approaches to Diversity in the Modern World: Understanding Latinx Cultures, Medical Anthropology and Health Care Systems, Perspectives on Gender Identities & Sexual Identities, African-American Lives, Health, Illness, and Disabilities, Intercultural Communication for Professionals, Gender, Bodies, and Health, Race, Ethnicity, and Politics, and Race, Racism, and Representation.

Please see attachment 2i for the full list of courses offered in the Diversity and Inclusion Online Graduate Certificate.

3. ADMINISTRATION AND RESOURCES

3a	Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)
	<i>The Online Graduate Certificate in Diversity and Inclusion will be administered by the certificate director who will be a member of the graduate faculty and appointed by the dean of the College of Arts and Sciences in consultation with the faculty of record. Following the guidelines from the Graduate School students will be admitted under the same requirements as post-baccalaureate students. Students must submit a transcript showing an awarded bachelors degree, have an overall undergraduate grade point average of 2.50 or better and 3.00 on all previous graduate level coursework (both on a 4.00 point scale). The director of the certificate program will advise students, and retention will be monitored by the director of the certificate program in consultation with the faculty of record.</i>

3b	Faculty of Record and Certificate Director. (related to 2c) The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate's faculty of record must be members of the Graduate Faculty.
----	--

	The graduate certificate is affiliated with a degree program.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
--	---	------------------------------	--

NEW GRADUATE CERTIFICATE

	If “Yes,” list the name of the affiliated degree program below. If “No,” describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. <i>(150 word limit)</i>		
	Please see attachment 3b.		
3c	Course utilization. Will this graduate certificate include courses from another unit(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” two pieces of supporting documentation are required.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director ³ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units ⁴ and impact on the course’s use on the home educational unit.		
	<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 has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
3d	Financial Resources. What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i>		
	<i>There are no (non-course) resource implications for the proposed graduate certificate. The College of Arts and Sciences will cover the administrative stipend for the director of the certificate program until the certificate is able to generate enough money to cover the cost.</i>		
3e	Other Resources. Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director ⁴ of the unit whose “other resources” will be used.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.		
4. IMPACT			
4a	Other related programs. Are there any related UK programs and certificates?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” describe how the new certificate will complement these existing UK offerings. <i>(250 word limit)</i>		
	<i>The College of Social Work is developing an undergraduate, in-person, certificate on diversity. The College of Arts and Sciences is collaborating with Social Work to include Arts and Sciences courses as electives in that certificate. Please see attachment 4a for letter of support.</i>		
	If “Yes,” two pieces of supporting documentation are required.		
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.		

³ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁴ Show evidence of detailed collaborative consultation with such units early in the process.

NEW GRADUATE CERTIFICATE

Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a **Admissions criteria.** List the admissions criteria for the proposed graduate certificate. *(150 word limit)*

Following the guidelines from the Graduate School students will be admitted under the same requirements as post-baccalaureate students. Students must submit a transcript showing an awarded bachelors degree, have an overall undergraduate grade point average of 2.50 or better and 3.00 on all previous graduate level coursework (both on a 4.00 point scale). The director of the certificate program will advise students, and retention will be monitored by the director of the certificate program in consultation with the faculty of record.

5b **Core courses.** List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁵
A&S 600	<i>Perspectives on Diversity and Inclusion</i>	3	New
			Select one....
			Select one....
			Select one....
			Select one....
<i>Total Credit Hours of Core Courses:</i>			

5c **Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁶
	<i>Please see attachment 5b and 5c for curriculum</i>		Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....

5d Are there any other requirements for the graduate certificate? If "Yes," note below. *(150 word limit)* Yes No

5e Is there any other narrative about the graduate certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)* Yes No

⁵ 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").

⁶ 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").

NEW GRADUATE CERTIFICATE

	<i>The Graduate School requires that a student must have a minimum GPA of 3.0 in the set of courses required for completion of the graduate certificate in order to be awarded the certificate</i>
6. ASSESSMENT	
6a	<p>Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)</p> <ol style="list-style-type: none"> <i>1. Demonstrate a sound understanding of diversity and inclusion by recognizing, interpreting, and developing terminology, skills, and practices connected to diversity and inclusion.</i> <i>2. Drawing on interdisciplinary perspectives, Identify and demonstrate a sound understanding of intersecting identities and cultural differences in a range of social, educational, and work environments. (AACU Intercultural Knowledge outcome)</i> <i>3. Think critically and analytically, and draw conclusions from skills, and practices connected to diversity and inclusion. (AACU Critical Thinking outcome)</i> <i>4. Work effectively and collaboratively to solve complex problems by recognizing and analyzing how their own identities and positionality affect their beliefs and behaviors. (AACU Inquiry and Analysis outcome)</i> <i>5. Communicate clearly and persuasively in both written and oral formats by recalling and describing approaches and histories that influence multiple understandings of diversity and inclusion. (AACU Oral Communication and Written Communication outcomes)</i>
6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)</p> <p><i>Please see attachment 6 for student learning outcome assessment map</i></p>
6c	<p>Certificate outcome assessment⁷. Describe evaluation procedures for the proposed graduate certificate. 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. (250 word limit)</p> <p><i>The success of the certificate program will be examined from both the faculty and student perspectives.</i></p> <p><i>At the end of the certificate program, students will complete a survey in which they assess the certificate program.</i></p> <p><i>The certificate program will attempt to stay in contact with former students through an alumni mailing list, to be initiated at the inception of the certificate program. Periodic surveys of alumni will be taken through this venue.</i></p> <p><i>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 faculty merit evaluation report process. The certificate director will review the teacher course evaluation results with the instructors and provide feedback to the instructors on an annual basis, and discuss self-reflection on a biannual basis.</i></p>

⁷ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

NEW GRADUATE CERTIFICATE

The program director will be responsible for collating the assessment data and writing the annual assessment report, in collaboration with a sub-set of the faculty of record. The annual report will be shared with the full faculty of record, and improvements or adjustments to the curriculum will be discussed annually, after the results of the report have been discussed.

7. OTHER INFORMATION

7a Is there any other information about the graduate certificate to add? (150 word limit)

n/a

8. 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).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	<i>(Within College) 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.</i>		
			/ /
			/ /
			/ /
			/ /

8b (Collaborating and/or Affected Units)

			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /

8c (Senate Academic Council) **Date Approved** **Contact Person Name**

Health Care Colleges Council (if applicable)

Graduate Council

The logo consists of a white rectangular area with rounded corners, centered within a larger blue rounded rectangular border. The text "OSPIE Approval" is centered within the white area.

OSPIE Approval

From: [Weber, Annie](#)
To: [Harmon, Camille](#)
Cc: [Office of Strategic Planning and Institutional Effectiveness](#); [Conatser, Trey](#); [Cruse, Kelley](#)
Subject: UK New Graduate Certificate Proposal - Diversity & Inclusion
Date: Thursday, December 6, 2018 11:41:40 AM

Hello Camille,

Thank you for your NOI submission and the supplemental substantive change form regarding the proposed new graduate certificate in **Diversity & Inclusion (30.2301)**

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 and the Supplemental Substantive Change Form, 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):

- Initiate new graduate certificate in Diversity & Inclusion

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

Annie

Annie Davis Weber, Ed.D.

Assistant Provost for Strategic Planning & Institutional Effectiveness
SACSCOC Accreditation Liaison

University of Kentucky
355B Patterson Office Tower
Lexington, KY 40506

Phone: (859) 257-1962
Email: ann.weber@uky.edu

2d. Benchmarks

University of Kentucky Benchmarks/National and Regional Benchmarks Graduate Certificate in Diversity and Inclusion

University of Kentucky Benchmarks	Graduate Certificate/Graduate Program
University of California-Davis	no
University of Iowa	no
Michigan State University	no
University of Missouri-Columbia	no
University of Arizona	no
University of Minnesota-Twin Cities	no
Ohio State University-Main Campus	no
University of Michigan-Ann Arbor	no
University of Wisconsin-Madison	no
University of North Carolina at Chapel Hill	no
University of Florida	no

Regional Benchmarks	Graduate Certificate	Credit Hours
University of Louisville	Graduate Certificate in Diversity Literacy	18 Credit Hours

The University of Louisville offers a Graduate Certificate in Diversity Literacy through the Department of Philosophy. The 18 credit hour certificate requires students to complete two required courses (6ch) and 12 additional credit hours from courses with a diversity focus. The two required courses are offered as hybrid courses where 25% of the course is in the classroom and the remaining 75% is online. The elective courses are all offered in the classroom.

The graduate certificate that we are proposing will only be 12 credit hours and all 12 credit hours will be offered through distance learning. Having a fully online certificate program will allow students and professionals to complete the certificate in a timely more efficient manner. Our certificate will focus on preparing students for an increasingly diverse world by providing knowledge and tools to develop, promote, and support inclusivity. The focus of our certificate will provide students and professionals with a breadth of knowledge leading to well-rounded individuals and employees.

The University of Louisville has not awarded their Graduate Certificate since 2015. We do not anticipate competing with their program.

National Benchmarks	Graduate Certificate	Credit Hours	Face to Face / Online
University of Colorado- Colorado Springs	Graduate Certificate Program in Diversity, Social Justice and Inclusion	12 Credit Hours	Face to Face
University of Georgia	Graduate Certificate in Diversity, Equity, and Inclusion	15 Credit Hours	Face to Face
Cornell University	Graduate Certificate in Diversity and Inclusion	4 courses	Online
Georgetown University	Executive Certificate in Strategic Diversity and Inclusion Management	12.6 continuing education units (126 contact hours)	Face to Face
Temple University	Graduate Certificate in Diversity Leadership	12 Credit Hours	Face to Face
University of Toledo	Graduate Certificate in Diversity	12 Credit Hours	Online
Oakland University	graduate certificate in human diversity, inclusion and social justice	12 credit hours	Face to Face
Florida State University	Diversity and Inclusion Certificate	6 courses- Training certificate	Face to Face
University of California-Santa Cruz	Diversity and Inclusion Certificate	8 courses	Face to Face

*UCSC certificate is only open to UCSC staff, faculty, and graduate students. It is offered at no cost.



2i. Distance Learning Courses

2I Distance Learning Courses

A&S 600	Perspectives on Diversity and Inclusion This 8-week course introduces students to meanings, practices, and theories connected to diversity and inclusion, and the implications of these within an increasingly interconnected world. The course approaches diversity and inclusion as central to professional and societal well-being and success. Students will critically examine the ways in which power, privilege, oppression, diversity, and inclusion inform everyday lives, organizations, institutions, and societies. Students will engage with multiple perspectives on human differences through multidisciplinary lenses to increase their awareness and understanding of the varied ways in which social identities and cultural beliefs inform social and professional settings on an individual basis and systemically.	3 credit hours
AAS 500	African American Lives African American Lives is an interdisciplinary course that introduces advanced students to foundational concepts in African American Studies. It introduces students to the various approaches scholars use to analyze those concepts. This course focuses on the diversity and richness of African Americans' lives across time and geographic boundaries.	3 credit hours
AAS 560	Race, Ethnicity, and Politics This course brings together several disciplines--history, sociology, and political science--to give students an overview of recent literature on the historical and contemporary political experiences of the four major racial and ethnic minority groups in the United States (Blacks or African Americans, American Indians, Latinos or Hispanic Americans, and Asian Americans) and their interactions with the dominant racial group (non-Hispanic White Americans) in the U.S. system. Major topics covered in this course include racial formation, (pan)ethnic identity, citizenship, suffrage, inequality in political participation and representation, and interracial conflict and coalition building. Current politics and policy debates affecting racial/ethnic minorities such as voting rights, affirmative action, and immigration reform may be covered to the extent possible.	3 credit hours
ANT 681	Health Care Inequalities This course introduces students to anthropological theory and ethnographic research methods from the perspective of health inequalities and cultural aspects of health care systems. Students will investigate the concepts of health, disease and illness from an anthropological perspective in order to study how cultural and structural inequalities influence diverse experiences of health care institutions and practices. Students will develop skills in cross-cultural analysis to understand how factors such as race, gender, sexuality, and socio-economic status affect health outcomes, access to care, and the nature of patient-professional interactions in diverse social and cultural contexts. Students will critically examine Western biomedical interventions and practices as culturally embedded rather than universal or existing outside of culture. Students will also reflect on their own cultural and personal beliefs about the causes of and responses to illness. Students will explore the practical applications of medical anthropology for understanding the strengths and limitations of how concepts such as culture, compliance and cultural competency shape health care systems and practices, and how an anthropological approach can improve patient-professional relationships and health outcomes. Students will have opportunities for evaluating scholarly literature, critically analyzing representations of health and illness in mass media and popular culture outlets, and hands-on qualitative research involving interviews. They will learn to effectively analyze their research data and relate it to the theoretical and analytical frameworks developed by medical anthropologists.	3 credit hours
FCS 620	Working with Diverse Families in Culturally Sensitive Contexts This course will focus on cultural diversity in American children and families with a specific focus on the intersection of culture, ethnicity with different family stressors, and how they relate to Kentucky children and families. Implications will be considered for designing and implementing culturally sensitive educational and community programs targeting families facing various stressors. Study of the variations in beliefs, traditions, values and cultural practices in American families and how to leverage these in programmatic efforts to build resiliency in children, families, schools, and communities.	3 credit hours
GWS 602	Perspectives on Gender Identities and Sexual Identities Gender identities and sexual identities, especially LGBTQ identities, will be examined in this interdisciplinary course. Topics include the history of sexual and gender identities; politics of sexuality and sexual identities, and transgender identities, the role of activism in political and cultural change; psychology of identity formation; form of oppression, including heterosexism, homonegativity, and transphobia; and representations in art, media, and literature. Throughout this course, we will pay attention to the ways sexual and gender identities intersect with other identities, including race, ethnicity, class, (dis)ability, and other cultural categories. Students will work towards a deeper understanding of the dynamics of privilege and oppression as they relate to LGBTQ individuals and culture by exploring lived experiences.	3 credit hours

- GWS 603 Gender, Bodies, and Health** **3 credit hours**
- Health care reform is in the news every day, and everyone has an opinion on why the system is broken, how to fix it, who should have access to good medical care, under what circumstances, and what constitutes “good care” in the first place. This online, multi-format course will consider what it has meant to be a good patient or a good doctor at various points in American history, who was included—and excluded—in each group, how medicine became professionalized, the meanings ascribed to human bodies across time and social contexts, and how people have organized around issues of individual or public health. As such, it will be organized around topical units within the gendered history of medicine and health in the United States, each containing several readings and a film. Students will interactively engage with a range of primary sources, watch presentations and related films, have the opportunity to ask the professor questions and seek assistance during designated virtual “office hours” via Skype, and participate in online moderated discussions of the assigned readings and films, and at the end of each unit, of the questions it raised about gender, bodies, and health.
- MCL 500 Intercultural Communication for Professionals** **3 credit hours**
- Intercultural communication is increasingly an integral part of everyday professional life. This course responds to this emerging social reality by aiming to help professionals develop knowledge and skills to observe, interact with, speak and listen to, interpret, analyze, read, and write about people with different cultural backgrounds. To this end, the course requires each student to conduct a mini-ethnographic project in the context of her/his everyday professional life. This project, in turn, will be placed in critical dialogue with some of the basic questions of intercultural communication, such as: (1) what is culture? (2) what is communication? (3) In what ways do people who do not share the same rules (e.g., a “native” and a “foreigner,” an adult and a child, a man and a woman, etc.) communicate? In considering these and other questions, we critically examine how an established linear stage model of intercultural communication, based on the notion of the “mastery of rules,” capture and/or fail to capture complexities of intercultural communication. In so doing, we will also explore intercultural competence as “the ability to get along with other players of a language-game, a game played without referees” (to borrow from American philosopher Richard Rorty’s words), while assessing merits and demerits of such a conceptualization in reference to student projects.
- SOC 720 Race, Racism, and Representation** **3 credit hours**
- This seminar is designed to provide an understanding of the main topics of concern and debate in the study of race, ethnicity, and representation in U.S. film. In the broadest sense, we will explore changing images of race and ethnicity in American films through readings, discussions, screenings, and writing assignments. The seminar adopts the structure shown below.
- SOC 551 Health, Illness, and Disabilities** **3 credit hours**
- Medical sociology can be subdivided into two broad areas: the sociology of health, illness, disability, and treatment-seeking, and the organization of medical care. This course focuses on the first area, exploring the social origins of illness and disability. We will review classic and contemporary work on the social construction of illness and biomedical knowledge, and on the unequal distribution of disease, disability, and death by social status. We will also assess various theories of the social etiology of health disparities, including fundamental social causes, stress, cumulative disadvantage, and differential patterns of help-seeking.
- SPA 524 Approaches to Diversity in the Modern World: Understanding Latinx Cultures** **3 credit hours**
- This course focuses on deepening our understanding of the ways in which race and ethnicity has shaped the Americas from the colonial era to the present. This course will focus on race and ethnicity as socially constructed categories, and on the ideology of race and diversity in Latin America and the US (past and present). We will treat race and ethnicity as dynamic processes that shape all social institutions, belief systems, and individual experiences. The primary focus is on the historical and social relationships among European, Native Americans, and Africans; and also, on the present-day experiences of American-born peoples whose ancestry originated in Latin America, or who immigrated to the US from a Spanish or Portuguese speaking country.

3b. Faculty of Record

3b Faculty of record-

The faculty of record will be a faculty representative from the departments that will be contributing courses to the Diversity and Inclusion online graduate certificate program. All participants in the faculty of record will be current members of the graduate faculty.

All members of the faculty of record will have equal voting rights and control over changes and/or additions to the curriculum.

A department offering a course in the Diversity and Inclusion online graduate certificate program will automatically admit a faculty representative, who will be a current member of the graduate faculty, from that department to the faculty of record with full voting rights. Failure to teach a course in the Diversity and Inclusion certificate curriculum in a three-year period will result in forfeiture of voting rights for that faculty of record member.

The Dean of the College of Arts and Sciences, in consultation with the faculty of record, will appoint the certificate director from one of the departments contributing the certificate curriculum. The certificate director will be appointed for a three-year term and must be a current member of the graduate faculty.

As the department chair/program director of course(s) offered in the Diversity and Inclusion online graduate certificate program, I agree to have a graduate faculty representative serve on the faculty of record.

African American and
Africana Studies

Anastasia Curwood

Anthropology

Lisa Cliggett

Gender and
Women's Studies

Carol Mason

Hispanic Studies

Yanira Paz

Sociology

Claire Renzetti

3b Faculty of record-

The faculty of record will be a faculty representative from the departments that will be contributing courses to the Diversity and Inclusion online graduate certificate program. All participants in the faculty of record will be current members of the graduate faculty.

All members of the faculty of record will have equal voting rights and control over changes and/or additions to the curriculum.

A department offering a course in the Diversity and Inclusion online graduate certificate program will automatically admit a faculty representative, who will be a current member of the graduate faculty, from that department to the faculty of record with full voting rights. Failure to teach a course in the Diversity and Inclusion certificate curriculum in a three-year period will result in forfeiture of voting rights for that faculty of record member.

The Dean of the College of Arts and Sciences, in consultation with the faculty of record, will appoint the certificate director from one of the departments contributing the certificate curriculum. The certificate director will be appointed for a three-year term and must be a current member of the graduate faculty.

As the department chair/program director of course(s) offered in the Diversity and Inclusion online graduate certificate program, I agree to have a graduate faculty member representative serve on the faculty of record.

Family and Consumer
Science

Jennifer Hunter

Jennifer J. Hunter

4a. Other Related Programs

619 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6654
fax 859 323-1030

www.uky.edu/SocialWork/

January 9, 2017

Dean Mark Kornbluh
College of Arts and Sciences
202 Patterson Office Tower
Lexington, KY 40506

Dean Kornbluh,

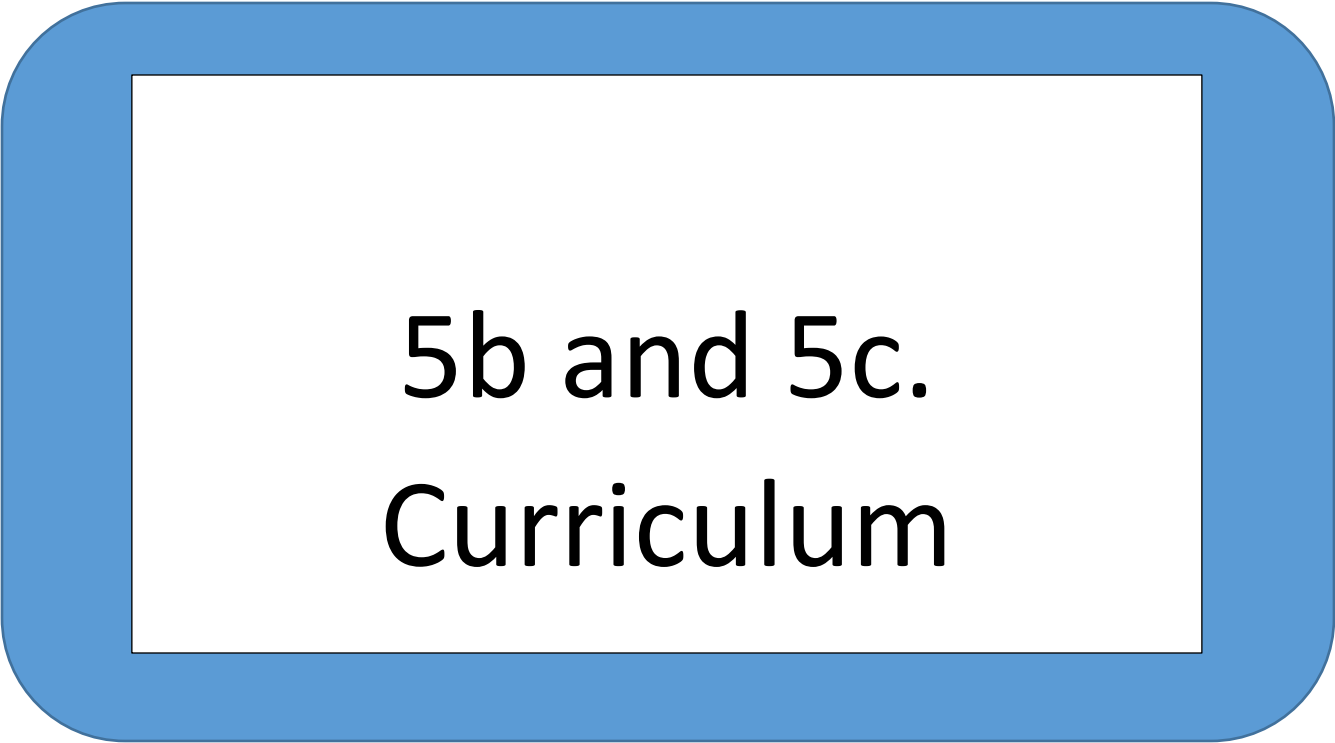
The College of Social Work is pleased to support the College of Arts and Sciences proposed Online Graduate Certificate in Diversity and Inclusion. We believe it will build upon our Diversity and Inclusivity Undergraduate Certificate and together provide an integrated approach for our students, faculty and staff.

If you need additional information, please let me know.

Sincerely,



Ann Vail
Interim Dean



5b and 5c.
Curriculum

5b and 5c Online Graduate Certificate in Diversity and Inclusion Curriculum

Core Courses (3 Credit Hours)

All students will take a 3 credit hour required course on the perspectives on diversity and inclusion.

A&S 600 Perspectives on Diversity and Inclusion 3 credit hours

Elective Courses (9 Credit Hours)

Students must take an additional 9 credit hours from the approved list of courses that relate to diversity and inclusion. By taking departmental prefix courses students are able to take courses that align with their graduate studies, career fields and future career interests. Other courses may be used to satisfy this requirement with permission of the certificate director.

ANT 681	Health Care Inequalities	3 credit hours
SPA 524	Approaches to Diversity in the Modern World: Understanding Latinx Cultures	3 credit hours
AAS 501	African American Lives	3 credit hours
SOC 551	Health, Illness, and Disabilities	3 credit hours
SOC 720	Race, Racism, and Representation	3 credit hours
AAS 560	Race, Ethnicity, and Politics	3 credit hours
GWS 602	Perspectives on Gender Identities and Sexual Identities	3 credit hours
GWS 603	Gender, Bodies, and Health	3 credit hours
MCL 500	Intercultural Communication for Professionals	3 credit hours
FCS 620	Working with Diverse Families in Culturally Sensitive Contexts	3 credit hours

Total Credit Hours 12

6. Assessment

6. Online Graduate Certificate in Diversity and Inclusion

ASSESSMENT PLAN- December 2018

Introduction:

This assessment plan is for the Online Graduate Certificate in Diversity and Inclusion offered in the College of Arts and Sciences.

Mission Statement:

The Online Graduate Certificate in Diversity and Inclusion is committed to preparing students to develop, promote, and support inclusivity. These skills will prepare students to become proactive to ensure that they understand the importance of diversity and inclusion.

Basic Assessment Approach:

All outcomes will be assessed within a three-year cycle. Please see attached curriculum map and assessment instruments.

Assessment Oversight and Resources:

The certificate director will also serve as the assessment coordinator. It is the responsibility of the assessment coordinator to monitor the activities of assessment that occur in the certificate program. The assessment coordinator will convene an assessment committee annual for the 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. The certificate director will discuss the results of the assessment with the faculty of record on an annual basis.

Program-Level Student Learning Outcomes:

1. Demonstrate a sound understanding of diversity and inclusion by recognizing, interpreting, and developing terminology, skills, and practices connected to diversity and inclusion.
2. Drawing on interdisciplinary perspectives, Identify and demonstrate a sound understanding of intersecting identities and cultural differences in a range of social, educational, and work environments. (AACU Intercultural Knowledge outcome)
3. Think critically and analytically, and draw conclusions from skills, and practices connected to diversity and inclusion. (AACU Critical Thinking outcome)
4. Work effectively and collaboratively to solve complex problems by recognizing and analyzing how their own identities and positionality affect their beliefs and behaviors. (AACU Inquiry and Analysis outcome)
5. Communicate clearly and persuasively in both written and oral formats by recalling and describing approaches and histories that influence multiple understandings of diversity and inclusion. (AACU Oral Communication and Written Communication outcomes)

Curriculum Map for Online Graduate Certificate in Diversity and Inclusion:

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

Course	SLO #1: Diversity and Inclusion	SLO # 2: Intercultural Knowledge	SLO # 3: Critical Thinking	SLO # 4: Inquiry and Analysis	SLO # 5: Oral and Written communication
A&S 600 Perspectives on Diversity and Inclusivity	1	1	2	2	3
Diversity and Inclusion Elective	3	2	3	3	3
Diversity and Inclusion Elective	3	3	3	3	3
Diversity and Inclusion Elective	3	3	3	3	3

Assessment Measures and Methods:

Direct Methods:

Assignments will be collected in all courses offered in the curriculum. The certificate director will collect the assignments and share with the assessment committee by April 30th every year. 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 be found at the AAC&U website. Students must receive a 3 or 2 on the assignment to consider the learning outcome met.

Data Collection and Review:

Projects and assignments from the courses offered in the curriculum will be collected and assessed annually, according to the three-year assessment cycle. The certificate 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 a sound understanding of diversity and inclusion by recognizing, interpreting, and developing terminology, skills, and practices connected to diversity and inclusion). The certificate

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.

Assessment Cycle and Data Analysis:

Assessment of student learning takes place throughout the certificate 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. The certificate program will follow a three-year assessment cycle; one or two student learning outcomes will be assessed each year according to this cycle.

Online Graduate Certificate in Diversity and Inclusion 2019-2022 SLO Reporting Cycle				
Outcome Number	Stated Student Learning Outcome	Cycle	Academic Year	Reporting Year
Outcome 1:	Students will demonstrate a sound understanding of diversity and inclusion by recognizing, interpreting, and developing terminology, skills, and practices connected to diversity and inclusion (Rubric to be created by certificate program faculty)	Year 1	2019-20	October 31, 2020
Outcome 2:	Drawing on interdisciplinary perspectives students will be able to identify and demonstrate a sound understanding of intersecting identities and cultural differences in a range of social, educational, and work environments. (AACU Intercultural Knowledge outcome)	Year 1	2019-20	October 31, 2020
Outcome 3:	Students will be able to think critically and analytically, and draw conclusions from skills, and practices connected to diversity and inclusion. (AACU Critical Thinking outcome)	Year 2	2020-21	October 31, 2021
Outcome 4:	Students will be able to work effectively and collaboratively to solve complex problems by recognizing and analyzing how their own identities and positionality affect their beliefs and behaviors. (AACU Inquiry and Analysis outcome)	Year 2	2020-21	October 31, 2021
Outcome 5:	Students will be able to communicate clearly and persuasively in both written and oral formats by recalling and describing	Year 3	2021-22	October 31, 2022

	approaches and histories that influence multiple understandings of diversity and inclusion. (AACU Oral Communication and Written Communication outcomes)			
--	--	--	--	--

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 faculty merit evaluation report 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.

Post-Graduate Success:

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



Letters

January 18, 2019

Dear Graduate Council,

I am pleased to express the college's strongest support of the proposed Diversity and Inclusion Online Graduate Certificate in the College of Arts and Sciences. The interdisciplinary online graduate certificate will provide students with rich training in multiple areas of expertise connected to inclusion and diversity that will build the understanding of cultural competency, multiculturalism, and the impact of diversity on a variety of professional industries. The enclosed proposal has been carefully vetted by the college's Education Policy Committee in close consultation with the Dean's Office.

The proposed Diversity and Inclusion Online Graduate Certificate will utilize the strengths of the outstanding faculty in the College of Arts and Sciences humanities and social sciences disciplines. We look forward to working with the College of Social Work's Diversity and Inclusivity Undergraduate Certificate in providing an interdisciplinary approach to diversity and inclusion.

The experience gained through the Diversity and Inclusion Online Graduate Certificate will lead students to be more competitive in the job market by providing them the ability to manage diverse environments, the knowledge of other cultures, and a global mind-set. An online graduate certificate in Diversity and Inclusion will attract a broad spectrum of interest from educators, paralegals, human resources professionals, community organizations, social workers, non-profit sectors, post-bac students, and lifelong learners.

In terms of additional resources required to offer the graduate certificate, no additional faculty or staff will be needed. The College of Arts and Sciences is committed to covering the administrative stipend for the director of the certificate until the certificate is able to generate enough money to cover the cost.

The College of Arts and Sciences fully supports the proposed Diversity and Inclusion Online Graduate Certificate in the College of Arts and Sciences.

Sincerely,



Mark Lawrence Kornbluh
Dean

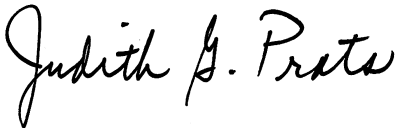
see blue.

January 18, 2019

Dear Graduate Council,

On behalf of the faculty of the College of Arts and Sciences, the Education Policy Committee discussed and approved the proposed Online Graduate Certificate in Diversity and Inclusion 9:0:0 on Thursday, January 17, 2019.

Sincerely,



Judith Prats
Chair, Education Policy Committee



University of Kentucky
College of Arts & Sciences
African American & Africana Studies
112 Breckinridge Hall
Lexington, KY 40506
P: 859-257-2284
www.uky.edu

December 7, 2018

Cristina Alcalde
Associate Dean of Inclusion and
Internationalization
College of Arts & Sciences
265 Patterson Office Tower
Lexington, KY, 40506

Dear Cristina,

The African American and Africana Studies faculty of record was consulted and approved (15-0-0) the inclusion of AAS 500, African American Lives, on December 4, 2018 in the proposed Graduate Certificate in Inclusion and Diversity.

In addition, the African American and Africana Studies faculty of record was consulted and approved (11-0-0) the inclusion of AAS 560, Race, Ethnicity, and Politics, on December 6, 2018 in the proposed Graduate Certificate in Inclusion and Diversity.

Sincerely,

A handwritten signature in black ink on a light blue rectangular background, reading "Anastasia C. Curwood".

Anastasia C. Curwood

M. Cristina Alcalde
Associate Dean of Inclusion and Internationalization
College of Arts & Sciences
University of Kentucky
265 Patterson Office Tower
Lexington, KY 40506-0027

December 11, 2018

Dear Associate Dean Alcalde,
At our faculty meeting on Friday November 30, 2018, the anthropology faculty of record discussed and approved unanimously (11 faculty in attendance) the inclusion of ANT 681: Health Care Inequalities as an elective in the proposed Graduate Certificate in Diversity and Inclusion.

Please let me know if you need a copy of our meeting minutes, which document this approval.

Sincerely,



Lisa Cliggett, PhD
Chair, and Professor of Anthropology

office phone: 859-257-2796
email: Lisa.Cliggett@uky.edu



Department of Gender and
Women's Studies
112 Breckinridge Hall
Lexington, KY 40506-0056
859 257-1388
fax 859 257-7353
www.uky.edu/as/gws

December 19, 2018

Cristina Alcalde
Associate Dean for Inclusion and
Internationalization
College of Arts and Sciences
265 Patterson Office Tower
Lexington, KY 40506

Dear Dean Alcalde,

The Gender and Women's Studies faculty of record was consulted and approved (9-0) the inclusion of GWS 602: Perspectives on Gender Identities and Sexual Identities and GWS 603: Gender, Bodies, and Health, on December 3, 2018 as electives in the proposed online Graduate Certificate in Liberal Studies and the Online Graduate Certificate in Diversity and Inclusion.

Thank you for including us in this curricular innovation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carol Mason'.

Carol Mason, PhD
Professor and Chair
Department of Gender and Women's Studies
carol.mason@uky.edu

December 11, 2018

Cristina Alcalde
Associate Dean of Inclusion and Internationalization
College of Arts and Sciences

Dear Cristina,

The Modern & Classical Languages, Literatures & Cultures faculty of record was consulted and approved (35-0-0) the inclusion of MCL 500 as an elective in the proposed Graduate Certificate in Diversity and Inclusion on 11/27/18.

Sincerely,



Jeanmarie Rouhier-Willoughby
Chair, MCLLC



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

November 26, 2018

Dr. Cristina Alcalde
Associate Dean of Inclusion and Internationalization
College of Arts & Sciences

Dear Cristina,

The Sociology Faculty met on November 7th and discussed the proposal to include two Sociology courses in the Diversity and Inclusion online graduate program. These courses are:

SOC 720 Race, Racism and Representation (being developed by Dr. Ana Liberato)

SOC 551 Health, Illness and Disabilities (being developed by Dr. Robyn Brown)

The faculty expressed strong support, with a vote of 14-0-2, for inclusion of these two courses in the new online graduate program.

Please let me know if you have any questions or if you need additional information.

Sincerely,

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

Claire M. Renzetti, Ph.D.

Professor and Chair of Sociology

Judi Conway Patton Endowed Chair for Studies of Violence Against Women



University of Kentucky
College of Arts & Sciences
Department of Hispanic Studies

1153 Patterson Office Tower
Lexington, KY 40506-0027
P: 859-257-1565
F: 859-323-9077
hs.as.uky.edu

December 13, 2018

Dr. Cristina Alcalde
Associate Dean of Inclusion and Internationalization
College of Arts and Science
Campus.-

Dear Cristina,

In our last faculty (November 28), we discussed and unanimously approved *SPA 524 Approaches to Diversity in the Modern World: Understanding Latinx Cultures* as a new course for both Graduate Certificates: Diversity and Inclusion and Liberal Studies. Previously, we did the same via email. It is stated in the minutes.

Saludos,

Yanira

Dr. Yanira B. Paz
Professor of Spanish and Chair
Department of Hispanic Studies | University of Kentucky
E-mail: yanira.paz@uky.edu | Phone: (859) 257-7091

see blue.

An Equal Opportunity University



University of Kentucky
College of Agriculture,
Food and Environment
Cooperative Extension Service
Family and Consumer Sciences

Cooperative Extension Service

102 Erikson Hall
Lexington, KY 40506-0050
(859) 257-3887
Fax: (859) 257-7565
<http://extension.ca.uky.edu>

April 12, 2019

The Science Translation and Outreach faculty of record was consulted and approved unanimously (nine of nine) by email vote (completed on 11 Apr 2019), the inclusion of FCS 620, Working with Diverse Families in Culturally Sensitive Contexts, as an elective in the online Graduate Certificate in Diversity and Inclusion.

Jennifer L. Hunter

Cooperative Extension Service
Agriculture and Natural Resources
Family and Consumer Sciences
4-H Youth Development
Community and Economic Development

Educational programs of Kentucky Cooperative Extension serve all people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability. University of Kentucky, Kentucky State University, U.S. Department of Agriculture, and Kentucky Counties, Cooperating.
LEXINGTON, KY 40546



Disabilities
accommodated
with prior notification.

Brothers, Sheila

From: Nikou, Roshan
Sent: Monday, February 11, 2019 2:47 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila; Congleton, Nathan; Ett-Mims, Joanie; Jackson, Brian; Nikou, Roshan; Price, Cleophus
Cc: Harmon, Camille; Alcalde, M. Cristina; Mains, Mark; Beck, Matthew; Maginnis, Michael; Wang, Yitin; john.silva@uky.edu
Subject: Transmittals
Attachments: GC in Diversity and Inclusion.pdf; Positive Youth Development Certificate1.pdf; Advanced Materials Characterization final.pdf; GC in Lean System.pdf; Blasting Graduate Certificate final.pdf; GC in Structural Engineering.pdf

TO: Jennifer Bird-Pollan, Chair and Sheila Brothers, Coordinator

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

The Graduate Council approved the following Certificate and Course Proposals and is now forwarding them to the Senate Council to approve.

Programs/Certificates:

GC in Diversity and Inclusion (related course A&S 600)
GC in Positive Youth Development (PYD)
GC in Advanced Materials Characterization
GC in Explosive and Blasting (related courses MNG 625 and 621)
GC in Structural Engineering

Program/Certificate Changes:

GC in Lean System (related courses MFS 502 and 581)

New Courses:

A&S - 600 - Perspectives on Diversity and Inclusion
EPI - 717 - Introduction to Causal Inference
MNG - 625 - Identification, Mitigation, and Control of the Environmental
MFS - 502 - Introduction to Applied Lean Operations
MFS - 581 - Quality Control
STA - 674 - Regression Analysis and Design of Experiments
STA 678 Statistical Computational Theory and Data Visualization: R and SAS