

## Brothers, Sheila

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**From:** Cramer, Aaron  
**Sent:** Friday, April 19, 2019 7:38 PM  
**To:** Bird-Pollan, Jennifer; Brothers, Sheila; Ett-Mims, Joanie  
**Cc:** Benner, Kalea  
**Subject:** NEW UC: Diversity and Inclusivity Awareness  
**Attachments:** Diversity and Inclusivity Awareness Certificate Proposal 4-19-2019.pdf

Proposed New Undergraduate Certificate: Diversity and Inclusivity Awareness

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Diversity and Inclusivity Awareness, in the College of Social Work.

Rationale: The proposed certificate will provide an enriching, multidisciplinary academic experience through an exposure to a variety of cultures and lived experiences within the academic context. It will allow students opportunities to engage with diverse content, views, and experiences to gain preparedness for a ubiquitously interconnected future. The program composed of a core course in social justice foundations and elective courses in a variety of areas will enable students to better understand differences in cultures and lived experiences, social influences resulting from those differences as well as how those influences shape a student's awareness and ability to connect with a worldview that values diversity and models inclusivity for all. An initial enrollment of 30 students doubling to 60 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](mailto:aaron.cramer@uky.edu)

## NEW UNDERGRADUATE CERTIFICATE

**Certificate Description.** An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student’s major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

**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.

Please click [here](#) for more information about undergraduate certificates.

1. GENERAL INFORMATION			
1a	Home college: College of Social Work		
1b	Home educational unit (department, school, college <sup>1</sup> ): <i>Social Work</i>		
1c	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE ( <a href="mailto:OSPIE@L.uky.edu">OSPIE@L.uky.edu</a> ) for help with questions in this section.)		
	Date of contact with OSPIE: 08/31/2018		
	<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>Undergraduate Certificate in Diversity and Inclusivity Awareness</i>		
1e	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date <sup>2</sup> : <i>Fall 20</i>
1f	Contact person name: <i>Kalea Benner</i>	Email: <i>kaleabenner@uky.edu</i>	Phone: <i>323-0586</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new undergraduate certificate. (300 word limit)		
	<i>The Diversity and Inclusivity Awareness certificate provides an enriching, multidisciplinary academic experience for UK students through exposure to a variety of cultures and lived experiences within the academic context. This certificate allows opportunities for students to engage with diverse content, views and experiences in order to gain preparedness for a worldview and a future that promises interconnectedness in all that we do. The certificate</i>		

<sup>1</sup> Only cross-disciplinary certificates may be homed at the college level.

<sup>2</sup> 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.

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	<p><i>is designed to provide a depth and breadth of exposure to the diverse human experience, better preparing global citizens through a variety of courses designed to enrich and value diversity and inclusivity.</i></p> <p><i>The Diversity and Inclusivity Awareness Certificate is multidisciplinary and requires coursework from at least two disciplines. Students must complete a total of 12 hours at the 200 level or above taken for a letter grade with a minimum of 6 credit hours at the 300-level or above. All courses must have a C grade or above to successfully complete the certificate criteria. The Diversity and Inclusivity Awareness Certificate will enable students to better understand differences in cultures and lived experiences, social influences resulting from those differences as well as how those influences shape a student’s awareness and ability to connect with a worldview that values diversity and models inclusivity for all.</i></p>	
2b	This proposed undergraduate certificate (check all that apply):	
	<input checked="" type="checkbox"/>	Is cross-disciplinary <sup>3</sup> .
	<input type="checkbox"/>	Is certified by a professional or accredited organization/governmental agency.
	<input type="checkbox"/>	Clearly leads to advanced specialization in a field.
2c	<b>Affiliation.</b> Is the undergraduate certificate affiliated with a degree program?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If it is not affiliated with a degree program, 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)	
2d	<b>Duplication.</b> 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.	
	<b>Nationally, a diversity certificate is available at other institutions including benchmarks such as Ohio State, Michigan, Missouri, etc. This certificate is intended for UK students and requires 12 hours of UK specific content so is designed for UK students pursuing an undergraduate degree. All approved courses are at UK. Students may choose to gain this certification elsewhere as other institutions (Penn State, Colorado (Denver), etc) do offer this certificate online as well.</b>	
2d	<b>Rationale and Demand.</b> Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). (300 word limit)	
	<p><i>UK does not have an undergraduate certificate that allows students to gain an academic credential through intentional curriculum designed to create awareness and engagement with diversity and inclusivity. This certificate will address multiple pillars of Diversity and Inclusivity through a multidisciplinary format that yield benefits for students:</i></p> <p><i>Literature indicates that diversity awareness and cultural intelligence is economically sustainable. Amadeo (2017) states that diverse personnel have a growing economic power and cited the Wharton Business School’s findings that earnings increase for teams who are successfully diversified. Indeed, Amadeo indicates a lack of diversity awareness can create communication that is ineffective if not outright destructive, thus necessitating global citizens. Indu (2017) states that cultural intelligence is integral to sustainable social growth. This proposal seeks to create sustained social equity through developing cultural intelligence in UK’s classrooms and with</i></p>	

<sup>3</sup> An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

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*students. The curriculum will be employed across multiple disciplines, to create a sustainable social impact for students engaged in the Diversity and Inclusivity curriculum*

*Other benchmark institutions do have similar certificates (e.g. Ohio State, Texas A & M, South Carolina, Missouri, Michigan, etc. These institutions recognize the value that inclusivity and engagement with diverse populations brings to students seeking to be productive members of society and participants in a global workforce. The proposed certificate is specific to UK students in that it encompasses multiple departments across campus and therefore learning by multiple disciplines.*

*The DUS of Social Work will continue to work work with other disciplines and the dean will send a letter to all other deans asking for partipation (using Dean Kornbluh's model for their grad certificate) to ensure all colleges and departments who wish to participate are able to do so.*

**2e Target audience.** Check the box(es) that apply to the target student population.

Currently enrolled undergraduate students.

Post-baccalaureate students.

**2f** Describe the demographics of the intended audience. (150 word limit)

*The intended audience are UK students who seek to make their job skills more marketable and applicable to a global society. Undergraduate students of any major are eligible for this certificate.*

**2g Projected enrollment.** What are the enrollment projections for the first three years?

	Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
Number of Students	30	60	60

**2h Distance learning (DL).** Initially, will any portion of the undergraduate certificate be offered via DL?

Yes  No

If "Yes," please indicate below the percentage of the certificate that will be offered via DL.

1% - 24%  25% - 49%  50% - 74%  75 - 99%  100%

If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (200 word limit)

*No DL course is required, however students may choose some of the courses as DL because the RC courses are offered in both a face to face section and an online section so are already approved DL. Students may choose at least one RC course; those specific course possibilities are:*

- *RC 515 Medical and Psychosocial Aspects of Disabilities I*
- *RC 516 Medical and Psychosocial Aspects of Disabilities II*
- *RC 520 Principles of Rehabilitation Counseling*
- *RC 525 Human Growth, Disability, and Development Across the Lifespan*
- *RC 530 Cultural Diversity In Rehab Counseling*
- *RC 554 Rural Rehabilitation*

**3. ADMINISTRATION AND RESOURCES**

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3a	<b>Administration.</b> Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)	
	<i>The Director of Undergraduate Studies in the CoSW will be the certificate administrator and will engage the faculty of record in decisions related to admissions, student advising, retention, curriculum decisions, etc.(see below). There are no specific admissions requirements for the certificate but students must achieve a minimum of a C in each course taken as part of the certificate. Any interested student may choose to pursue and fulfill the curriculum requirements. The Faculty of Record will engage in advising and student progress in conjunction with the certificate administrator who will ensure students are audited for certificate compliance; consult with course instructors regarding student concerns; &amp; process the awards for certificates completed. The director will maintain an official completion list in accordance with UK procedures. The faculty of record will provide guidance regarding certificate admissions, policy development, program evaluation and curriculum changes.</i>	
3b	<b>Faculty of Record.</b> The Faculty of Record consists of the undergraduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. (150 word limit) <ul style="list-style-type: none"> <li>• Selection criteria;</li> <li>• Whether the member is voting or non-voting;</li> <li>• Term of service; and</li> <li>• Method for adding/removing members.</li> </ul>	
	<i>The social work DUS will be the initial certificate director and will be considered a member of the faculty of record with voting rights. The initial faculty of record will be Dr. Allison Gibson, Dr. Di Loeffler and Dr. Kristin Maxwell. The faculty of record will establish policies for adding and removing members who regularly teach courses associated with the program. The director will be selected by the DUS of Social Work in consultation with the faculty of record. Faculty of record will convene at least once per semester and more frequently if needed.</i>	
3c	<b>Advisory board.</b> Will the undergraduate certificate have an advisory board <sup>4</sup> ?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” please describe the standards by which the faculty of record will add or remove members of the advisory board. (150 word limit)	
	If “Yes,” please list below the <u>number</u> 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:	
	<b>Total Number of Advisory Board Members</b>	

<sup>4</sup> An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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3d	<b>Course utilization.</b> Will this undergraduate certificate utilize courses from other academic units?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<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 other units’ chair/director<sup>5</sup> from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units<sup>6</sup> 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 has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>			
3e	<p><b>Financial Resources.</b> What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? (300 word limit)</p> <p><i>It is expected that the certificate can be implemented with a small investment of faculty and administrative efforts. No new permanent faculty positions will be required.</i></p>		
3f	<b>Other Resources.</b> Will the proposed undergraduate certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/ programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If “Yes,” identify the other resources that will be shared. (150 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 appropriate chair/director<sup>7</sup> of the unit whose “other resources” will be used.</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 has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>			
<b>4. IMPACT</b>			
4a	<b>Other related programs.</b> Are there any related UK programs and certificates?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If “Yes,” describe how the new certificate will complement these existing UK offerings. (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 appropriate chair/director of the unit whose “other resources” will be used.</p> <p><input type="checkbox"/> 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.</p>			
<b>5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE</b>			

<sup>5</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

<sup>6</sup> Show evidence of detailed collaborative consultation with such units early in the process.

<sup>7</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

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5a	<b>Admissions criteria.</b> List the admissions criteria for the proposed undergraduate certificate. <i>(150 word limit)</i>
	<i>The Diversity and Inclusivity Awareness Certificate requires students apply and be accepted to UK. Students will be admitted to the program once an application is completed, assuming the student is a UK student. Participants must complete a total of 12 hours at the 200 level or above taken for a letter grade with a minimum of 6 credit hours at the 300-level or above. All courses must have a C grade or above to successfully complete the certificate criteria.</i>

5b	<b>Core Courses.</b> List the required courses below.		
Prefix & Number	Course Title	Credit Hrs	Course Status <sup>8</sup>
SW 325	<i>Social Justice Foundations</i>	3	No Change
			Select one....
			Select one....
			Select one....
			Select one....

5c	<b>Elective courses.</b> List the electives below.		
Prefix & Number	Course Title	Credit Hrs	Course Status <sup>9</sup>
	<i>electives are too numerous for this section; please see appendix</i>		Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
<i>Total Credit Hours:</i>		<i>12</i>	

5d	Are there any other requirements for the undergraduate certificate? If “Yes,” note below. <i>(150 word limit)</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

5e	Is there any other narrative about the undergraduate certificate that should be included in the Bulletin? If “Yes,” please note below. <i>(300 word limit)</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

**6. ASSESSMENT**

6a	<b>Student learning outcomes.</b> Please provide the student learning outcomes for this undergraduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) <i>(250 word limit)</i>
	<i>Evaluate contextual factors such as poverty, racism, and sexism, and develop an understanding as to how each of these factors affects others and issues of well-being and social justice.</i>

<sup>8</sup> 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”).

<sup>9</sup> 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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	<p><i>Compare and contrast common human needs in relation to human rights, social and economic well-being and reforms aimed at promoting fairness and justice.</i></p> <p><i>Apply critical thinking skills and the requisite knowledge, empathy and awareness of others in relation to engaging in diversity and inclusivity</i></p>
6b	<p><b>Student learning outcome (SLO) assessment.</b> 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 test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). <i>(300 word limit)</i></p> <p><i>Since there is only a single required course in common, that course will be utilized in the determining outcome assessments. The certificate will use the rubric of the Comfort Zone Assignment and Reflection as the evaluation measure for the Diversity and Inclusivity Certificate. In this assignment, which is embedded in the Social Justice Foundations course, students will be evaluated on their ability to conceive of and participate in an event that is outside of their comfort zone, as well as their ability to process and identify, in a thoughtful and thorough manner, their own responses as well as the responses of those around them to their presence. Students are evaluated on their conceptualization of an appropriate event, understanding of the contextual factors of the event related diversity, the ability to critically examine the experience in conjunction with the knowledge and awareness of self and others when engaging in inclusivity, and their ability to evaluate human needs and wellbeing in determining what follow up information may be needed to fully engage in the learning process.</i></p>
6c	<p><b>Certificate outcome assessment<sup>10</sup>.</b> Describe program evaluation procedures for the proposed undergraduate 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. <i>(250 word limit)</i></p> <p><i>The certificate director will report annually on the undergraduate certificate to the faculty of record as well as the faculty of the College of Social Work. Annual reports will include: 1. The number of students currently enrolled in the certificate program 2. Number of certificates awarded (cumulatively and during the current year) 3. A brief synopsis of student performance in certificate classes and on the SLOs.</i></p> <p><i>Faculty of record will review the annual report and recommend any revisions to the program it believes necessary. The faculty of record will bear responsibility for recommending and implementing changes in individual classes and the overall curriculum.</i></p>
<b>7. OTHER INFORMATION</b>	
7a	<p>Is there any other information about the undergraduate certificate to add? <i>(150 word limit)</i></p> <p><i>No but please note the above elective space was not sufficient to identify all of the faculty approved electives for the certificate. Those electives are identified in the proposal that is attached.</i></p>
<b>8. APPROVALS/REVIEWS</b>	
<p>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).</p>	

<sup>10</sup> This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.



**NEW UNDERGRADUATE CERTIFICATE**

	<b>Reviewing Group Name</b>	<b>Date Approved</b>	<b>Contact Person Name/Phone/Email</b>
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>		
	<i>CoSW faculty</i>	<i>03/27/2017</i>	<i>Kalea Benner / 323-0586 / kaleabenner@uky.edu</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
8b	<b>(Collaborating and/or Affected Units)</b>		
	<i>RC Faculty</i>	<i>10/03/2017</i>	<i>Kristen Maxwell / 257-7460 / klmaxwell@uky.edu</i>
	<i>Soc Faculty</i>	<i>11/7/2018</i>	<i>Claire Renzetti / 257-6424 / claire.renzetti@uky.edu</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
8c	<b>(Senate Academic Council)</b>	<b>Date Approved</b>	<b>Contact Person Name</b>
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	<i>2/12/2019</i>	<i>Joanie Ett-Mims</i>

## **Diversity and Inclusivity Awareness Certificate Proposal**

The College of Social Work proposes collaborating with multiple departments and colleges to create a new undergraduate certificate on Diversity and Inclusivity Awareness. The collaboration between colleges will ensure diversity of content. This certificate is for students of all majors and will typically be completed in the junior and senior years.

### **Proposal:**

The Diversity and Inclusivity Awareness certificate provides an enriching, multidisciplinary academic experience for UK students through exposure to a variety of cultures and lived experiences within the academic context. This certificate allows opportunities for students to engage with diverse content, views and experiences in order to gain preparedness for a worldview and a future that promises interconnectedness in all that we do. The certificate is designed to provide a depth and breadth of exposure to the diverse human experience, better preparing global citizens through a variety of courses designed to enrich and value diversity and inclusivity.

The Diversity and Inclusivity Awareness Certificate is multidisciplinary and requires coursework from at least two disciplines. Students must complete a total of 12 hours at the 200 level or above taken for a letter grade with a minimum of 6 credit hours at the 300-level or above. All courses must have a C grade or above to successfully complete the certificate criteria. The Diversity and Inclusivity Awareness Certificate will enable students to better understand differences in cultures and lived experiences, social influences resulting from those differences as well as how those influences shape a student's awareness and ability to connect with a worldview that values diversity and models inclusivity for all.

### **Proposed Undergraduate Course Work (12 hours total):**

One required course:

- SW 325 Social Justice Foundations

Plus choice of a minimum of THREE of the following (which MUST include courses from two different departments and at least one must be at the 300 level or above)\*\*:

- EPE 301: Education in American Culture
- EDS 375: Introduction to Education of Exceptional Children
- EDS 530: Moderate and Severe Disabilities
- EDP 545: Psychology of the Black Experience
- KHP 220 Sexuality Education
- KHP 325 - Community Organizing in Health Promotion
- KHP 576 LGBTQ\* Health Promotion

- KHP 579 Adapted Physical Education
- RC 515 Medical and Psychosocial Aspects of Disabilities I
- RC 516 Medical and Psychosocial Aspects of Disabilities II
- RC 520 Principles of Rehabilitation Counseling
- RC 525 Human Growth, Disability, and Development Across the Lifespan
- RC 530 Cultural Diversity in Rehab Counseling
- RC 554 Rural Rehabilitation
- SOC 235 Inequalities in Society
- SOC 335 Sociology of Gender
- SOC 380 Globalization: A X Cultural Perspective
- SOC 432 Race and Ethnic Relations
- SW 222 Development of Social Welfare Policy
- SW 320 Global Poverty: Response Across Cultures
- SW 519 International Social Work
- SW 460 Understanding Behavior from a Socio-Cultural Perspective
- TA 286: Social Action Theater
- TA 370: Staging History
- TA 384: Black Theater Workshop
- OTHER: new courses may be created or existing course descriptions may be updated to demonstrate sufficient content reflecting culture and diversity in order to be added to the list of potential courses.

\*\*please note that the certificate document would not allow all of the potential electives to be included

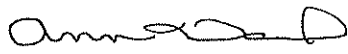


College of Social Work

Office of the Dean  
619 Patterson Office Tower  
Lexington, KY 40506-0027

859 257-6654  
fax 859 323-9796

[www.uky.edu/SocialWork/](http://www.uky.edu/SocialWork/)

DATE: December 11, 2018  
TO: To Whom It May Concern  
FROM: Ann Vail, Interim Dean, College of Social Work   
RE: Endorsement of Diversity and Inclusion Certificate

Currently, the College of Social Work offers coursework focused on diversity and inclusion for undergraduate social work students. This coursework prepares students to address the multitude of diversity issues they will confront in their professional roles. Given the importance of this knowledge, skills, and attitudes, a Certificate in this area would recognize their unique educational preparation and communicate to others their abilities to address diversity and inclusion in work, clinical, and community settings.

I wholeheartedly endorse the establishment of this certificate. I encourage you to approve the Diversity and Inclusion Certificate.



**From:** [Pearson, RaeAnne](#)  
**To:** [Benner, Kalea](#)  
**Subject:** Substantive Change Decision- Diversity and Inclusivity Awareness, UC  
**Date:** Friday, September 07, 2018 9:33:16 AM

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Dear **Dr Benner**,

Thank you for submitted a NOI regarding the proposed program, **Diversity and Inclusivity Awareness, Undergraduate Certificate (30.2301)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted 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 proposed documentation presented and the Substantive Change Checklist, the proposed program does not constitute a substantive change as defined by the 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 may move forward in accordance with college and university-level approval processes.

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



**RaeAnne Pearson, Ph.D.**  
**Planning and Accreditation Coordinator**  
**University of Kentucky**  
**Office of Planning and Institutional Effectiveness**  
**Patterson Office Tower #555**  
**Lexington, KY 40506**  
**859-218-4009**



Schroeder, Margaret <mmohr2@g.uky.edu>

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**Fw: Diversity and Inclusion Undergraduate Certificate**

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**Tyler, Kenneth** <kenneth.tyler@uky.edu>  
To: "Schroeder, Margaret" <m.mohr@uky.edu>

Wed, Apr 17, 2019 at 5:30 PM

Hi Margaret. I have consulted with EDP faculty and we agree that EDP 545 should be considered for an elective course for the diversity and inclusion certificate. Let me know if there are additional things to do here. It is an undergraduate/graduate course with Psych 100 and/or instructor consent as prerequisites.

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Schroeder, Margaret &lt;mmohr2@g.uky.edu&gt;

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**Re: [EDSRCFAC] Fwd: Diversity and Inclusion Undergraduate Certificate**

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**Crystal, Ralph** <ralph.crystal@uky.edu>  
To: "Spriggs, Amy" <amy.spriggs@uky.edu>  
Cc: "Schroeder, Margaret" <m.mohr@uky.edu>

Wed, Apr 17, 2019 at 9:45 PM

Margaret,

You have all of today's correspondence about this. I sent the message to Amy Spriggs and she consulted with the EDS faculty. RC was asked in October 2017 so a last minute request such as today's is really not the best way for SW to handle this.

On Apr 17, 2019, at 8:33 PM, Spriggs, Amy <amy.spriggs@uky.edu> wrote:

Ralph – to help...

EDS 375: Introduction to Education of Exceptional Children

EDS 530: Moderate and Severe Disabilities

Thanks

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**From:** "Schroeder, Margaret" <m.mohr@uky.edu>  
**Date:** Wednesday, April 17, 2019 at 8:29 PM  
**To:** "Spriggs, Amy" <amy.spriggs@uky.edu>  
**Cc:** "Crystal, Ralph" <ralph.crystal@uky.edu>  
**Subject:** Re: [EDSRCFAC] Fwd: Diversity and Inclusion Undergraduate Certificate

Hi-

Thanks!

Ralph, can you please send me an email that says you consulted with faculty and they suggested the two courses and their titles please? I need to get them to Kalea tonight.

Thanks!  
Margaret

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**Margaret J. Mohr-Schroeder, PhD** | Professor of STEM Education | Associate Dean for Clinical Preparation and Partnerships | STEM PLUS Program Co-Chair | University of Kentucky | [www.margaretmohrschroeder.com](http://www.margaretmohrschroeder.com) | Pronouns: she, her, hers



On Wed, Apr 17, 2019 at 8:26 PM Spriggs, Amy <[amy.spriggs@uky.edu](mailto:amy.spriggs@uky.edu)> wrote:

Two faculty suggested EDS 375 and one (the instructor) suggested EDS 530.

EDS 375 is the Intro to SPED where they learn about all disability categories covered by IDEA.

EDS 530 focuses on Severe Disabilities and the current/controversial trends regarding those...

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**From:** "Schroeder, Margaret" <[m.mohr@uky.edu](mailto:m.mohr@uky.edu)>  
**Date:** Wednesday, April 17, 2019 at 9:59 AM  
**To:** "Crystal, Ralph" <[ralph.crystal@uky.edu](mailto:ralph.crystal@uky.edu)>  
**Cc:** "Spriggs, Amy" <[amy.spriggs@uky.edu](mailto:amy.spriggs@uky.edu)>  
**Subject:** Re: [EDSRCFAC] Fwd: Diversity and Inclusion Undergraduate Certificate

It would go in the elective course options so there is that to consider in terms of potential number of students. It's not going to be as many compared to a core course.

Thanks!

Margaret

On Wed, Apr 17, 2019 at 9:17 AM Crystal, Ralph <[ralph.crystal@uky.edu](mailto:ralph.crystal@uky.edu)> wrote:

If you can, check with the EDS faculty.

Ralph M. Crystal, Ph.D., CRC, LPC  
Wallace Charles Hill Professor of Rehabilitation Counseling and Chair,  
Department of Early Childhood, Special Education, and Rehabilitation Counseling  
University of Kentucky  
229 Taylor Education Building  
[597 South Upper Street](#)  
[Lexington, KY 40506](#)  
859-257-8275 (direct line)



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## Fw: Diversity and Inclusion Undergraduate Certificate

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**Bradley, Kelly** <kelly.bradley@uky.edu>  
To: "Schroeder, Margaret" <m.mohr@uky.edu>

Wed, Apr 17, 2019 at 9:48 AM

EPE faculty have discussed and agreed to recommend EPE 301: Education in American Culture as coursework to be included in the undergraduate certificate for diversity and inclusion. This course is available online, face-to-face, and has an Honors section. Thank you and let me know if you need additional information.

*Kelly D. Bradley, Ph.D.*

Professor; Educational Policy Studies & Evaluation  
Chair of Educational Policy Studies & Evaluation  
Program Chair of Research Methods in Education  
University of Kentucky; College of Education  
131 Taylor Education Building  
Lexington, KY 40506  
[kelly.bradley@uky.edu](mailto:kelly.bradley@uky.edu)  
[www.uky.edu/~kdbrad2](http://www.uky.edu/~kdbrad2)

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Tuesday, April 16, 2019 9:52:55 PM  
**To:** Crystal, Ralph; Erwin, Heather E.; Bradley, Kelly; Wilhelm, Jennifer; Tyler, Kenneth; Nash, John; Stallones, Jared R.  
**Cc:** Bausch, Margaret; Mark, Kristen P.; Noland, Melody; Sandidge, Rosetta; Parker, Steve  
**Subject:** Fwd: Fw: Diversity and Inclusion Undergraduate Certificate

[Quoted text hidden]



Schroeder, Margaret &lt;mmohr2@g.uky.edu&gt;

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## Diversity and Inclusion Undergraduate Certificate - courses from KHP

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Erwin, Heather E. &lt;herwi2@uky.edu&gt;

Wed, Apr 17, 2019 at 8:35 AM

To: "Sandidge, Rosetta" &lt;rosetta.sandidge@uky.edu&gt;, "Schroeder, Margaret" &lt;m.mohr@uky.edu&gt;

Cc: "Mark, Kristen P." &lt;kristen.mark@uky.edu&gt;, "Erwin, Heather E." &lt;herwi2@uky.edu&gt;

Hello, Dr. Sandidge and Dr. Schroeder.

Per the email from Dr. Vail, Interim Dean of the college of Social Work, regarding the Diversity and Inclusion Undergraduate Certificate they are proposing, KHP would like to offer three courses as part of that curriculum:

- KHP 220 Sexuality Education
- KHP 325 - Community Organizing in Health Promotion
- KHP 576 LGBTQ\* Health Promotion
- KHP 579 Adapted Physical Education

Faculty of record in KHP have been consulted and approve the inclusion of these courses as electives in the Certificate for Diversity and Inclusivity Awareness.

Please let me know if you would like me to send this letter to Kalea Benner or if you will be the ones to approve and forward along to her. I realize the deadline is TODAY.

Best, Heather

### Heather Erwin, Ph.D.

Professor and Chair

Dept. of Kinesiology & Health Promotion

University of Kentucky

100 Seaton Center

Lexington, KY 40506-0219

Office: (859)-257-5311



@uk\_khpgraduate



Teaching major



University of Kentucky Kinesiology & Health Promotion



Coaching minor

**Faculty Meeting**  
**College of Social Work**  
**March 27, 2017**  
**Little Library, Study Room 1**

- I. **Call to Order** – 1:02 pm by Leigh Oakley
  - a. **Attendees:** Erin Mayhorn, Sheila Miracle, Melissa Whitaker, Pam Weeks, Diane Loeffler, Julie Cerel, Karen Lawrence, Natalie Pope, Jason Johnston, Annette Sossou, Jarod Giger, Shana Moore, Ted Godlaski, Karen Badger, Carol Barnett, Sarabeth Biermann, Stephanie Ratliff, Melanie Otis, Janet Ford, Chris Flaherty, Steven Adkins, Blake Jones, Kalea Benner, Leigh Oakley
  
- II. **Approval of Agenda** – Janet will go first with her objectives
  
- III. **Approval of Minutes** – February 27, 2017, approved as distributed
  
- IV. **New Business**
  - a. **BASW updates**– Kalea Benner
    - i. **Bachelor of Arts in Rehabilitation and Disability Studies**
      1. Will be under College of Education, it would be our course SW 124 in their curriculum.
      2. **Motion: Support requiring SW 124 in the Bachelor of Arts in Rehabilitation and Disability Studies major**
        - a. Julie Cerel motioned, Diane Loeffler 2<sup>nd</sup>, all in favor was unanimous. Motion Passes
    - ii. **Social Justice Week**
    - iii. **Proposed Changes to SW BASW Courses (see email from Kalea, if you have any questions or concerns please get with Kalea)**
      1. SW 124
      2. SW 222
      3. SW 300
      4. SW 400
      5. SW 421
      6. SW 422
      7. SW 430
      8. SW 435
      9. SW 460
      10. SW 470
      11. **Program Changes**
        - a. Discussion was had about concern of calling the second research class, research (Investigations in the Field). Possible statistics and data analysis applications/interpretations.



- b. Consensus was made to move forward with proposed changes.
- c. Kalea will bring to the next meeting the proposed program schedule and syllabi for motion
- d. **Motion: Reduce Credit Hours on SW 445 to 6 from 8 and Practicum hours on SW 444 to 200 from 275.  
Made by: Pam Weeks, Annette Sossou 2<sup>nd</sup>, all in favor, motion carried**

**b. Curriculum Committee – Melissa Slone**

- i. **Motion 1: The Curriculum Committee proposes new MSW curriculum syllabi are created for fully online programming. Implementation of online programming is subject to faculty voting. All in favor, motion carries.**
  - 1. An addendum was made: to the motion -
  - 2. Concern was had that there was not a formal voting of online programming.
- ii. **Motion 2: The Curriculum Committee proposes to move the Diversity and Inclusivity Awareness Certificate proposal forward for university approval. All in favor, motion carries.**
  - 1. Family Sciences are a partner.
- iii. **Motion 3: The Curriculum Committee proposes we accept the changes to the BASW and MSW mission and vision statements reflected in the attached document. All in favor, motion carries.**

The MSW mission statement was changed to reflect the discussion at the February faculty meeting: *The Master of Social Work program at the University of Kentucky seeks to prepare competent, evidence informed social work practitioners and leaders who are ethical, culturally aware change agents to promote social justice and improve quality of life for all.*

The Curriculum committee also thanks the faculty for the electronic vote to approve the name change of the self-care course from “Self Care in Social Work” to “Self Care in Professional Disciplines”.

- iv. **Motion 4: Changes to the Admission Application requested by the Army and approved by the Admissions Committee: 1) Change the prompt language “State your reasons for wanting to pursue an MSW degree. Why are you applying to the UK College of Social? What are your social service interest and career goals” to “Motivation for social work as a profession. State your reasons for wanting to pursue a MSW degree. Why are you applying to the Army-UK College of Social Work Program. What are your military social work career goals?” 2) Students**



can use references from Senior NCO's and Commanders. 3) An instructor from a professional military education course counts as an academic reference. 4) Allow the Army's current requirement of 18 hours of coursework in behavioral/social sciences to substitute for our requirement for "coursework in psychology and sociology." All in favor motion carries.

**c. MSW Curriculum planning – Janet Ford**

- i. All courses to be thought of as to be delivered as online and/or hybrid. Utilize Jason Johnston as much as possible.
  1. Discussion was had and a thought of synchronous and a-synchronous models and which to be followed.
- ii. Those faculty on 9-month contracts can ask for summer money if they are interested in helping.
- iii. Syllabi are needed to be written in learning outcomes that are connected to at least one competency.
- iv. Most of the issues are revisions, not rewriting on all courses.
- v. Groups/Teams have been proposed and people have been assigned to certain areas:
  1. Micro Practice Sequence: Karen Badger & Kay Hoffman
  2. SW 600: Natalie Pope & Annette Sossou
  3. SW 620: Kalea Benner
  4. Practice with Groups: Jarod Giger & Lori Lazzari
  5. Substance Misuse: Ted Godlaski & Blake Jones
  6. SW 724: Blake Jones
  7. Advanced Clinical Specialization Electives (based on SW 726, 728, 730): Blake Jones, Ted Godlaski, Natalie Pope, Chris Flaherty along with Karen Badger to help with cohesion.
  8. SW 730 & 731: Jay Miller
  9. Macro Practice Sequence (SW 621, 636 Annette Sossou and Melissa Slone, 733 (if it is required/elective put forth to the curriculum committee)): Diane Loeffler
  10. Research SW 650 & 750: Janet Ford and maybe David Royse
  11. SW 640, 740, & 741: Pam Weeks
  12. Advanced Courses - possible requirement: a required assignment of a paper that they can apply the content to their population of interest.
- vi. Possible updates please bring to the next meeting. Reporting is to the Curriculum Committee, Melissa Slone is the Chair.
- vii. Have a master plan and then have a master schedule of what people are doing for each piece (that person that is coordinating that piece will pull in people that are invested in that piece and then talk to each person that may coincide with other pieces).



- viii. May 15-outcomes and descriptions of courses are due and approved by the Curriculum Committee. (dates they will be meeting will be disseminated).

**REPORTS – Distributed Electronically – No Oral Reports**

- V. **Academic and Student Affairs** – Janet Ford –Report Sent
  - a. **BASW** – Kalea Benner –Report Sent
  - b. **MSW** – Janet Ford –Report Sent
  - c. **Field** – Pam Weeks –Report Sent
  - d. **PhD** – Chris Flaherty –Report Sent
- VI. **Research** – Melanie Otis – Report Sent
- VII. **Program Operations** – Shana Moore –Report Sent
- VIII. **Outreach & Engagement** – Missy Segress –Report Sent
- IX. **Budget** – Lyn Lemieux –Report Sent
- X. **Committees of the Faculty**
  - a. **Admissions, Advising, and Student Concerns** – Blake Jones – Report Sent
  - b. **Curriculum** – Melissa Slone – Action Items Sent
  - c. **Faculty, Appointment, Promotion and Tenure** – Chris Flaherty –Report Sent
  - d. **Ph.D.** – Chris Flaherty –Report Sent
  - e. **Research, Service, and Development** – Karen Lawrence
  - f. **Strategic Planning**
  - g. **Budget**
  - h. **Diversity**

**Accomplishments & News**

**Announcements**

**Meeting Adjourned – 3:13 pm**



## Dates to Remember

\*Social Justice Week: April 10-14

Monday, April 10<sup>th</sup>, 3:30 pm – Unlearn Fear and Hate campus chalking, in conjunction with Islamic Awareness Week hosted by the UK Muslim Student Association, Rose St. Walkway

Tuesday, April 11<sup>th</sup>, 12:30 am – 1:45 pm – Reel Justice Documentary: *Stick Up Kid*, hosted by Frank X Walker, White Hall Classroom Building 118

Wednesday, April 12<sup>th</sup>, 9:00 am – 4:00 pm, UK Day of Service, agencies across campus and Lexington  
11:00 am – 2:00 pm Postcard Writing Campaign, outside Classroom Building

Friday, April 14<sup>th</sup>, 11:00 am – 11:50 pm, Maureen Costello, *The Urgency of Now: A time for Social Justice*, William T. Young Library, UKAA Auditorium

Diaper/Feminine Product drive (all week), drop off locations:

COSW - can we put the box in the front office

College of Pharm – Suite 114

TRC – 7<sup>th</sup> floor of the KU Building downtown

Coldstream Research Campus – HDI - 1525 Bull Lea Road, Suite 160

Cup of Commonwealth 105 Eastern Avenue Lexington, KY

Plantory – 501 W 6<sup>th</sup> Street

\*Next Meeting: April 24, 2017 Lucille Library 1 pm

\*Undergraduate Poster Presentation: April 27, 4 pm, 6<sup>th</sup> Floor POT

\*Hall of Fame: April 28, Signature Club of Lexington

\*Hazard BAW Poster Presentation: May 4, 5:30 – 7 pm, CERH

\*Honors and Awards Program: May 5, 6 – 8 pm, Fayette County Extension Office

\*Commencement: May 7<sup>th</sup>, 10 am, Rupp Arena

\*MSW Advanced Standing Orientation: May 8<sup>th</sup> or 9<sup>th</sup>, 1pm – 4pm, WHCB 204

**\*Military/IBH/SBIRT Conference: August 17-18, 2017**

**Bus Pick up August 18<sup>th</sup> at 12:30 pm from POT**

**Bus Pick up August 18<sup>th</sup> at 1:00 pm from Doubletree**

**\*CERH 20<sup>th</sup> Anniversary Celebration: August 18, 2017 4:00-9:00 pm**



**University of Kentucky**  
**Rehabilitation Counseling Master's**  
**Program Faculty Retreat Meeting**

**(EXCERPT)**

**October 3, 2017**

**10:30 a.m.**

Present: J. Rogers, M. Bishop, D. Harley, K. Maxwell and D. Stewart, K. Sheppard-Jones. Guest – Kalea Brenner from the Social Work Department.

Dr. Rogers welcomed Kalea Brenner. Dr. Brenner distributed a handout outlining the Certificate and proposal. There was discussion about potential collaborative 'Diversity and Inclusivity Awareness Certificate Proposal' between Social Work and Rehab Counseling. \* Proposal attached\* Dr. Harley asked what the timeline is on this endeavor. Ms. Brenner advised she was hoping to have this in place by fall 2018. Dr. Sheppard-Jones asked if there was a faculty in mind – Dr. Brenner advised it would more than likely be herself. She said about 60% of their students go into Graduate School. Dr. Rogers suggested listing the RC 515 and 516 as either or. Dr. Crystal added that if we put this through as campus and DL we would need two separate syllabi. Dr. Harley said if you use our current syllabi the DL courses are bi-term so we would have to look into this as well. Dr. Crystal asked if Dr. Brenner thinks this will fit into students' needs. She believes most will use these courses. Ideally Dr. Brenner believes if all students eventually take some of the RC courses it will be great. Dr. Harley moved that we support the Diversity and Inclusivity Awareness Certificate collaboration. Dr. Crystal seconded. The vote taken was unanimous. Dr. Rogers will send the DL syllabi to Dr. Brenner and Dr. Maxwell will forward the campus syllabi.

\*\* RC Program Minutes not related to the RC-coSW Diversity and Inclusivity Awareness Certificate Omitted\*\*

Respectfully submitted,

Denise Stewart





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

November 26, 2018

Dr. Kalea Benner  
College of Social Work  
University of Kentucky

Dear Kalea,

The Sociology Faculty met on November 7<sup>th</sup> and discussed the inclusion of the following Sociology courses in the College of Social Work's proposed undergraduate Diversity and Inclusivity Awareness certificate:

SOC 235 Social Inequalities  
SOC 335 Sociology of Gender  
SOC 380 Globalization  
SOC 432 Race and Ethnic Relations

The faculty expressed strong support, with a vote of 16-0-0, for inclusion of these these four courses in the new certificate.

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

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



University of Kentucky  
College of Fine Arts  
Department of Theatre and Dance  
114 Fine Arts Building, Lexington, KY  
40506  
P: 859-257-3297  
F: 859-323-1050  
www.uky.edu

April 16, 2019

Ann Vail, PhD  
Interim Dean  
College of Social Work  
University of Kentucky  
619 Patterson Office Tower  
Lexington, KY 40506-0027

Dear Dr. Vail:

I am writing this brief letter to offer the support of the Department of Theatre and Dance for the proposal of an Undergraduate Certificate in Diversity and Inclusion. Specifically, we currently teach three courses which may be used in the curriculum for this critical certificate in the 21<sup>st</sup> Century. They are the following:

TA 286 – Social Action Theatre, 3 credits (Currently part of the UK Core)

This course will explore applications of theatre practice and performance as they contribute to various cultures and/or community groups.

TA 370 – Staging History, 3 credits

A one-semester course dedicated to the research, development, and creation of a "Docu-Drama" or Documentary Play based on a local, regional, or national historic event, era, or site.

TA 384 – Black Theatre Workshop, 3 credits

A workshop that explores the history, literature and performance of theatre artists of the African diaspora.

Based upon the Bulletin descriptions, these courses would fit into a curriculum revolving around Diversity and Inclusion. The instructors of record were contacted and welcome the prospect of students in this certificate program taking their courses. If you have any further questions or concerns, do not hesitate to contact me using the information below.

Sincerely,

Tony Hardin, Chair  
Department of Theatre & Dance  
859-257-9250  
tony.hardin@uky.edu

seeblue.

An Equal Opportunity University

**From:** [Ett-Mims, Joanie](#)  
**To:** [Bird-Pollan, Jennifer](#); [Brothers, Sheila](#)  
**Cc:** [Spriggs, Amy](#); [Nikou, Roshan](#); [Benner, Kalea](#); [Rogers, Nels](#); [Harmon, Camille](#); [Hoch, Johanna](#); [Osterhage, Jennifer](#); [Harik, Issam](#); [Olson, Anne](#)  
**Subject:** UGC transmittal, 2-13-19  
**Date:** Wednesday, February 13, 2019 11:09:30 AM  
**Attachments:** [image001.png](#)  
[Diversity and Inclusivity Awareness UG Certificate-new \(revised 2-12-19\).pdf](#)

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February 13, 2019

TO: Jennifer Bird-Pollan, Chair and Sheila Brothers, Senate Council Coordinator  
FROM: Amy Spriggs, Chair and Joanie Ett-Mims, Undergraduate Council Coordinator

The Undergraduate Council reviewed and recommends approval of the following:

**Programs (attached):**

Diversity and Inclusivity Awareness UG Certificate-new

**Courses (Curriculog):**

AIS 201-change  
AT 589-new  
AT 591-change  
AT 592-change  
BIO 308DL-change  
CE 582DL-new  
CE 586DL-change  
CSD 481-change

Thank you,  
Joanie



**Joanie Ett-Mims**

University of Kentucky  
Office of the Senate Council  
203 Main Building  
Lexington, KY 40506-0032  
[859-257-5871](tel:859-257-5871)  
[jmett2@uky.edu](mailto:jmett2@uky.edu)