

## GRADUATE COUNCIL MINUTES

October 25, 2007

The Graduate Council met October 25, 2007 in Room 104 Gillis Bldg. Dr. Blackwell presided.

### Members Present:

Dr. Anibal Biglieri  
Dr. Geza Bruckner  
Carla Childers  
Dr. Robin Cooper  
Dr. Janet Ford  
Dr. Robert Jensen  
Dr. Xin Ma  
Dr. Todd Porter  
Sarah Riley  
Dr. Christopher Schardl  
Dr. Frank Scott  
Dr. William Smith  
Dr. Brett Spear  
Dr. Dexter Speck  
Dr. Kert Viele  
Dr. Andrew Wood

### Members Absent:

Dr. Dwight Denison  
Dr. Daniel Gargola  
Dr. Robert Geneve  
Dr. Peter Hislop (on sabbatical)  
Dr. Susan Scollay

HCCC Representative: TBA

SC Representative: TBA

Guest: None

The Graduate Council met October 25, 2007 at 1:00 PM in Room 104 Gillis Bldg.  
Dr. Blackwell presided.

### I. Action Items for October 25

#### A. Programs

1. Dr. Smith Presented and made the motion to approve the University Scholars Program MS in Biomedical Engineering and BS in Mechanical Engineering. The motion to approve was duly seconded by Dr. Bruckner and unanimously approved.
2. Dr. Blackwell presented the proposal for Department Name Change from Educational and Counseling Psychology to

Educational, School and Counseling Psychology on behalf of Dr. Scollay. Dr. Speck made the motion to approve the name change. It was duly seconded by Dr. Bruckner, and unanimously approved.

3. Dr. Blackwell presented the proposal for Change in Doctoral Degree in Special Education and Rehabilitation Counseling on behalf of Dr. Scollay. The motion was moved to approve the program by Dr. Schardl. It was duly seconded by Dr. Bruckner and was unanimously approved.
4. Dr. Cooper Presented and made the motion to approve the Deletion of the D.Sc. in Clinical Sciences and Reproductive Sciences. The motion to approve the deletion was duly seconded by Dr. Ma and unanimously approved.
5. Dr. Cooper Presented and made the motion to approve the Graduate Certificate in Physiology Teaching. The motion to approve was duly seconded by Dr. Jensen and unanimously approved with a friendly amendment to add a teaching portfolio requirement to the syllabus.

#### B. Courses

1. Dr. Blackwell presented the proposal for the New Course RC 711, Seminar in Advanced Rehabilitation Practices and Procedures on behalf of Dr. Scollay. Dr. Ma made the motion for approval, duly seconded by Dr. Biglieri, and unanimously approved.
2. Dr. Bruckner presented and made the motion to approve the NUR 511 End of Life Care in the Acute Care Setting Course. The motion to approve the course was duly seconded by Dr. MA, and unanimously approved.

#### C. Discussions

1. Dr. Blackwell presented the idea to the council members that many European universities, and the (post)colonial universities based on their systems, have 3 year baccalaureates. American universities have traditionally required an extra year of coursework from students applying from these universities, with the major exception for certain British universities. Some educators are promoting a different model. Should Kentucky get consider a policy accepting the degrees from European Union universities in the Bologna process? Should we then extend this policy other 3-year baccalaureates, such as those in India and other countries? Dr. Blackwell then asked for the Council members' comments and feedback.

2. Council members discussed the petition from the [REDACTED] to allow [REDACTED] to be readmitted to the doctoral program and to take 18 hours of coursework in order to fulfill the pre-qualifying residency requirement. Dean Blackwell made the recommendation that this petition not be approved. After considerable discussion it was agreed that Dean Blackwell would send a letter to Professor Wang, Director of Graduate Studies in School of Music strongly encouraging the program to deny admission to [REDACTED].

Meeting adjourned 3:10 p.m.

Items Passed by Consent Agenda:

- I. Time Extensions  
None
- II. Appointments to Full Graduate Faculty  
None

New Graduate Faculty Membership

DispNameLastFirst	GFProgDesc	GFMembership
Barton, Christopher D., Ph.D.	Forestry	FULL
Barton, Christopher D., Ph.D.	Soil Science	FULL
Birdwell, John C., DMA	Musicology	FULL
Clasey, Jody, Ph.D.	Exercise Science	FULL
Luhan, Gregory A.	Architecture	FULL
Mattacola, Carl G., Ph.D.	Exercise Science	FULL
Nitz, Arthur J., Ph.D.	Exercise Science	FULL
Ravat, Dhananjay, Ph.D.	Geology	FULL
Shapiro, Robert, Ph.D.	Exercise Science	FULL
Uhl, Timothy L., Ph.D.	Exercise Science	FULL
Vail, Ann, Ph.D.	Family Studies	FULL
Yates, J.W., Ph.D.	Exercise Science	FULL
Bottge, Karen M., PhD	Musicology	ASSO
Butterfield, Timothy A., PhD	Exercise Science	ASSO
Coolong, Timothy W., Ph.D	Crop Science	ASSO
Coolong, Timothy W., Ph.D	Plant & Soil Science	ASSO
Elliott, Gregory, Ph.D.	Pharmaceutical Sciences	ASSO
Grondin, Richard C., Ph.D.	Anatomy and Neurobiology	ASSO
Hall, John, Ph.D.	Exercise Science	ASSO
Medina, Jennifer M., PhD	Exercise Science	ASSO
Moschouris, Socrates	Business Administration (Master's)	ASSO
Mullineaux, David	Exercise Science	ASSO
Mullineaux, David	Kinesiology & Health Promotion	ASSO
Pease, Donald	English	ASSO
	Educational & Counseling	
Ruble, Lisa	Psychology	ASSO
Rust, Marion L., Ph.D.	English	ASSO
Sykanakis, Nicos	Business Administration (Master's)	ASSO

Vallance, R. Ryan, Ph.D.	Mechanical Engineering	ASSO
Xu, Paul	Electrical Engineering	ASSO

## APPROVALS

## PROPOSALS AND PROGRAMS

### University Scholars Program MS in Biomedical Engineering

The MS in Biomedical Engineering (MSBME) is a multi-disciplinary graduate program offered by the Center for Biomedical Engineering at the University of Kentucky. The MSBME program is available as a thesis option (Plan A) requiring 26 hours of course work, or as a project option (Plan B) requiring 33 hours of course work. The Biomedical Engineering program is a graduate degree only program: The University of Kentucky does not offer an undergraduate degree in Biomedical Engineering. The University of Kentucky's College of Engineering offers a 4-year, 129 credit-hour Bachelor of Science degree in Mechanical Engineering. The undergraduate program is accredited by the Accreditation Board of Engineering and Technology (ABET). This document proposes the establishment of a University Scholars program for the Biomedical Engineering program for students pursuing the undergraduate degree in Mechanical Engineering. The program is intended to appeal to students who are studying Mechanical Engineering at UK as an undergraduate, and who seek an advanced degree in Biomedical Engineering. It is recognized that programs in Biomedical Engineering at the undergraduate level are receiving increased visibility among students interested in careers in that field, because of the emphasis on health care needs in the nation, and increased funding from the Whitaker Foundation and NIH. The University of Kentucky has decided not to pursue an undergraduate program in Biomedical Engineering, and we believe the University Scholars approach will provide an attractive alternative for undergraduates interested in the biomedical field.

### Deletion of the Doctor of Science Degree

The decision to close this program is based on resource consolidation to allow more efficient delivery of programs and optimize faculty talents. The CLS Division currently delivers multiple education programs including:

- BHS in Clinical Laboratory Sciences
- Graduate Certificate in Reproductive Laboratory Sciences
- M.S. in Clinical Sciences (CSC), Reproductive Laboratory Sciences track
- M.S. in Clinical Sciences, Hematology/Transplantation Science track (19 semester hours of core in addition to discipline-specific courses)
- *D.Sc. in Clinical Sciences, Hematology/Transplantation Science Track* (35-40 semester hours of core beyond the master's degree for the D.Sc.)

Faculty members have had concerns about program quality in light of their many teaching commitments in addition to research, service and administrative responsibilities, with the D.Sc. program presenting the greatest challenge.

At the time the graduate programs were proposed in 2000 (M.S. in Reproductive Laboratory Science and both a M.S. and D.Sc. in hematology/transplantation sciences) there were eight full time faculty members and two full time professional staff/adjunct faculty in the CLS Division.

### Including 'School' in the title of the program Educational and Counseling Psychology

The proposal name change was approved by the college council. The rationale is to recognize the separate, distinct, and well-regarded School Psychology program within the depart and the

change will also address concerns voiced by various national governing bodies. Specifically, there is an alarming lack of mental health professionals serving our nation's schools, with over 35% of school districts reporting that they provide no school psychological services to children and their families. This name change makes UK's program comparable to other school psychology programs in the United States.

### **Change in Doctoral Degree in Special Education and Rehabilitation Counseling**

**The proposed change to a Ph.D. would allow UK's Department of Special Education and Rehabilitation Counseling to be considered for rankings such as the new Faculty Scholarly Productivity (FSP) Index which does not include programs that only grant the Ed.D. Available statistics for the top 10 special education programs in the first FSP index show that in terms of publications and grants, EDSRC has the potential to reach a high ranking. By itself, this may not be necessarily a compelling rationale, but it is indicative of assumptions surrounding Ed.D. and Ph.D. degrees.**

**This proposal is designed to improve the abilities of doctoral program graduates to apply scientifically rigorous research designs. This skills set is essential for preparing research grant proposals submitted to the U. S. Department of Education, Institute of Education Sciences and other funding agencies supporting research in Special Education, Interdisciplinary Early Childhood Education, and Rehabilitation Counseling.**

**This change should improve the department's ability to recruit doctoral students, including members of minority groups. .**

**This change should improve the department's profile as a research-extensive department in comparison with our benchmarks. Based on a review of UK benchmark institutions' websites, 15 of the 19 benchmarks offer a doctorate in special education, and all 15 of these offer Ph.D. degrees. Among the 15, four offer both the Ph.D. and the Ed.D. in special education.**

**Strengthening the research component of the EDSRC doctoral program and changing the degree to Ph .D. will help to clearly distinguish UK's program from traditional Ed.D. programs.**

**Graduate students from EDSRC have a noteworthy record of scholarship including over 240 refereed publications since 1985. With the addition of the research internship, doctoral students from the proposed program will be better prepared to contribute higher numbers of research publications and presentations compared to previous students. This would improve the reputation of the doctoral program and enhance the qualifications of graduates.**

## Physiology Teaching-Graduate Certificate

The graduate certificate in physiology teaching provides a mechanism for students to document their competency in the basic skills necessary to teach a comprehensive physiology course. The Certificate will be accessible to participants enrolled in a wide range of biomedical disciplines, but it will be especially valuable to medical science graduate students that anticipate a career in academic physiology.

This 15-hour certificate is significant in that many doctoral programs in the medical sciences emphasize preparation for a research-oriented career but do very little formal instruction related to education and teaching. Our department has historically placed a high emphasis on the training of graduate students for both research and teaching careers. Many of our faculty have been recognized at the local and national level for their teaching contributions. This certificate will recognize and document that emphasis for the students that choose to complete the certificate requirements.

As research in physiology becomes more specialized, utilizing molecular and cellular approaches, there is a very real and distinct demand for physiology instructors that have experience in all levels of physiology teaching, especially systems physiology. Many of our graduates have gone on to careers that emphasized teaching and this certificate provides tangible evidence of appropriate preparation.

### Benefits

#### For Participants

- Document educational experience and competency in physiology instruction.
- Provide practical experience and skill development.

#### For Department

- Improve the job placement and opportunities for our graduates.
- Provide recognition for ongoing efforts of both faculty and students in the area of medical sciences education.
- Provide career opportunities for masters students in medical science disciplines that may be interested in teaching careers.
- Assist in the training of qualified teaching faculty for our undergraduate courses (PGY 207).

#### For the University of Kentucky

- Strengthen UK's reputation as an institution that values and actively fosters quality instruction.
- Enhance our reputation throughout the state as graduates begin their teaching careers.
- Provide a pool of trained physiology educators for colleges throughout the state of Kentucky.

## **COURSES**

### New Courses

#### RC 711, Seminar in Advanced Rehabilitation Practices and Procedures

Advanced study of issues related to rehabilitation counseling, theory, research and practice including problem identification and assessment, program alternative, services delivery models, theoretical and conceptual frameworks, the translation of theory and research into practice.

#### NUR 511, End of Life Care in the Acute Care Setting Course

The course is designed to provide insight into the special needs of adult and pediatric patients in the acute care setting who are near the end of life. This course will cover pain and symptom management; ethical issues in palliative care nursing; cultural considerations in end-of-life care; communication, loss, grief, and bereavement; achievement of quality care at end-of-life; and preparation for and care at the time of death.