

The University Senate met in regular session at 3:00 p.m., Monday, April 14, 1975 in the Court Room of the Law Building. Chairman Krislov presided. Members absent: Lawrence A. Allen, Gerald Ashdown, C. Dwight Auvenshine, Lyle N. Back\*, John G. Banwell\*, Lisa K. Barclay\*, Harry Barnard\*, Charles E. Barnhart, Robert P. Belin\*, Norman F. Billups\*, Harold Binkley\*, A. Edward Blackhurst\*, Joan Blythe, Peter P. Bosomworth\*, Robert N. Bostrom\*, Garnett L. Bradford, Sam Brown\*, Herbert Bruce\*, Joseph A. Bryant, Joseph Burch, H. Stuart Burness\*, John L. Butler\*, Carl Cabe\*, Jean D. Charron\*, Michael Clawson, Lewis W. Cochran, Frank Colton\*, Bruce Combest, Ronda Connaway\*, Clifford J. Cremers, Vincent Davis, Patrick DeLuca\*, George W. Denemark\*, Stephen Diachun, Bette J. Dollase\*, Herbert Drennon, Vincent Drnevich\*, Mary Duffy, Anthony Eardley, Fred Edmonds\*, Roger Eichhorn, Michael Etzel\*, Robert O. Evans\*, Thomas Field, Doane Fischer, Paul G. Forand\*, Lawrence E. Forgy\*, James E. Funk, Art Gallaher\*, Hans Gesund\*, Joseph Hamburg, Bobby O. Hardin\*, George W. Hardy\*, Virgil W. Hays\*, Charles Haywood\*, Andrew Hiatt, Beth Hicks\*, Nancy Holland, Elizabeth Howard\*, Raymond Hornback, Hope Hughes, Roy K. Jarecky, Raymon D. Johnson, John J. Just, Gregory Kendrick, William F. Kenkel\*, William Kennedy, Paul K. Kim, James B. Kincheloe\*, Sara Leech\*, Gordon Liddle\*, Arthur Lieber\*, Donald Madden\*, Paul Mandelstam\*, James R. Marsden\*, Joseph Mattingly, Michael McCord\*, Susan McEvoy\*, Randolph McGee, Marion McKenna\*, E. Gregory McNulty, William Miles, George Mitchell\*, Joe Moore, David Mucci, Roger Nooe, Thomas Olszewsky\*, Merrill Packer\*, Leonard Packett\*, Blaine Parker\*, Harold F. Parks\*, Bobby C. Pass, Arthur Peter, Carl Peter, Barbara Reed, Wimberly C. Royster\*, Robert W. Rudd\*, William Sartoris, Kenneth Schiano\*, Rudolph Schriels\*, Robert Sedler, Wayne Shipman, D. Milton Shuffett\*, Pam Sievers, Sheldon Simon, A. H. Peter Skelland\*, Herbert W. Sorenson\*, Earl L. Steele\*, William Stober\*, William Templeton\*, Leonard Tipton, Carl Tower, Harold Traurig, Kristin Valentine, Harwin L. Voss\*, John N. Walker\*, M. Stanley Wall, Richard Warren, Kennard Wellons\*, Paul A. Willis, Miroslava B. Winer, Ernest Yanarella\*, Fred Zechman\*.

The minutes of the regular meeting of March 10, 1975 were accepted as circulated.

The Chair recognized Dr. William F. Wagner for the purpose of presenting a special order of business not on the agenda.

Dr. Wagner's remarks follow:

Each year we have a new face standing at this podium but for as long as I can remember, which has been quite a while, there has been one person sitting here and every time we get into a hassle, he tells us what we can or cannot do, and that is our Parliamentarian, Dr. Gifford Blyton. I understand that he has been sitting in this position ever since President Oswald asked him to serve in that capacity some 11 or 12 years ago.

Those of us in the College of Arts and Sciences have had the privilege of Gif serving as our secretary and parliamentarian for 11 years and I understand he did not miss a single meeting in those 11 years. He must have a high level of tolerance.

I guess Gif has decided he has had enough as he is retiring from the University on July 1st. I don't know whose business he will be running after that date but anyone who has given such faithful and dedicated service to the Senate as he has deserves some expression of appreciation. So we have a cup we would like to present to him with our appreciation.

\*Absence explained

The Senate gave an ovation to Dr. Blyton in recognition and thanks for his many years of faithful service.

Chairman Krislov reported on the following information items:

Item (a) is an announcement of the approval by the Senate Council of the revised Calendar for the Medical Center for the academic year 1975-76. This revised Calendar will be included in the minutes. Under our Rules, the Senate Council has the authority to approve it.

Item (b) is progress report on various academic programs. The Ph.D. program in Health, Physical Education and Recreation has now moved from the University to the Council on Public Higher Education. No objections were received by the Senate Council on the Ph.D. programs in Philosophy and in Communications. They were, therefore, sent to the President's Office. No objection was received on the bachelor's degree program in Biology and it has been sent to Vice President Cochran's office for implementation. The Council will circulate the newly approved Dental Hygiene program, with the waiver for three (3) years of certain Senate rules. If there are no objections to that program within ten days, it will be sent to the Vice President of the Medical Center for implementation. This is the status of the programs that were in our possession. There are some others that may reach us during the summer and we will move them as expeditiously as we can.

Item (c) is the Recognition Dinner and I now can give you the details of that. It will be held at the Continental Inn on April 28th. The bar will open promptly at 5:30 and dinner will be served at 7:30. The bar is a cash arrangement. Tickets for the dinner are \$6.00 and you may obtain them from Dr. Packett, who is the Chairman of the Committee.

Item (d) is not entirely complete. It involves an announcement of several changes in the Senate Council personnel. As you know, Professor Eichhorn was appointed Acting Dean of the College of Engineering, and he has resigned from the Senate Council. According to our custom, we then appointed Professor Rudnick to serve the remainder of his term. Professor Rudnick was the next highest person in the recent election. Professor Eichhorn's resignation as a Council member left vacant his position as the Secretary and the Council elected Professor Fred Zechman as the Secretary. We hoped to have completed the election of the new Chairman for 1976 but we have not been able to do so. The Council will meet this Wednesday to attempt to complete that task.

That brings me to item (e). The Committee Chairmen will be reporting in writing to the Council on their activities this year and we will circulate those Reports to you.

Item (f) is a follow-up to the Independent Study examination. The Council has asked the Committee on Special Teaching Programs to study the Evening Class program. I think that study will probably get under way next fall since they are presently working on the Independent Study Program.

Lastly, I want to announce that this will probably be the last meeting of the Senate this semester. The normal meeting would be on May 12th but we will not be in session. There is a possibility that some

items will come through to the Council from the Medical Center, or from some of the Committees, that will require action. If that occurs, we will call a meeting on May 5th, which will be the first day of finals. It will be very limited to just the items that have to be approved. There is a possibility, for example, that the Department of Laboratory Medicine will have to be approved in order that it may begin operation in July.

The revised 1975-76 College of Medicine Calendar, as approved, follows.

1975-76 Academic Year

1975

July 21	Monday - Third year students begin rotations and register
July 21	Monday - Fourth year students begin rotations (Pre-registered at end of third year)
August 25-26	Monday and Tuesday - First year students - orientation and registration
August 27	Wednesday - First and second year students start classes
August 27	Wednesday - Second year students register
September 1	Monday - First and second year students - Labor Day Holiday
November 27	Thursday - Third and fourth year students one-day Thanksgiving Holiday
November 27-29	Thursday through Saturday - First and second year students - Thanksgiving Holiday
December 20 (8:00 a.m.)	Saturday - Third year students start Winter Vacation
December 20	Saturday - First and second year students start Winter Vacation after last examination
December 24 (8:00 a.m.)	Wednesday - Fourth year students start Winter Vacation

1976

January 2	Friday - Fourth year students return
January 5	Monday - First, second and third year students return to classes
March 15-20	Monday through Saturday - First and second year students - Spring Vacation
May 8 (noon)	Saturday - First and second year students -end of academic year
May 8	Saturday - University Commencement
June 3 (5:00 p.m.)	Thursday - Fourth year students - end of academic year
June 5	Saturday - College of Medicine Graduation Program
July 3 (8:00 a.m.)	Saturday - Third year students - end of academic year

Chairman Krislov recognized Professor William F. Wagner for the purpose of moving the next item on the agenda.

On behalf of the Committee on Admissions and Academic Standards and the Senate Council Professor Wagner moved the adoption of the proposed Guidelines for Enrollment Policies, circulated to the faculty under date of March 28, 1975, to become effective September, 1975.

The Chair recognized Professor William Peters, Chairman of the Committee on Admissions and Academic Standards, for the purpose of explaining the proposal. Professor Peters' remarks follow:

In a letter which was dated January 30, 1974 President Singletary stated to the Chairman of the Senate Council that he was hopeful the Council would consider the matter of guidelines to be used relative to requests or recommendations on enrollment policies. The Council, in turn, requested the Senate Committee on Admissions and Academic Standards, then chaired by Dr. Jane Emanuel, to consider this charge. Dr. Emanuel formulated a subcommittee to investigate the issue, initially. The members who were appointed from the Admissions and Academic Standards Committee were Dean George Denmark, Dr. Ben Black, Mr. Robert Clement, a student member, and myself to chair the subcommittee. Outside members included Dean Ockerman, who had served as Chairman of the President's task group on enrollment policies, and Dr. Nicholas Pisacano.

The initial task undertaken by the subcommittee was to collect and review data. This included such items as a report, which was entitled "A Description of Entering Students at the University of Kentucky, 1972", which included such information as the fact that although nationally 52.6 per cent of University freshmen usually live more than 100 miles from the University they attend, at the University of Kentucky that statistic is 22.3 per cent. We also reviewed the report dealing with the University of Kentucky task group on enrollment policies which made several recommendations, among which was a recommendation that enrollment control should be program by program. In addition, we reviewed several of the already approved restrictive enrollment policies, such as those for Education and for Architecture, to see what they involved, what their rationales were, and also to look at perhaps possible omissions. We looked at several monthly labor reviews in terms of job markets. We reviewed literature concerning higher education as it relates to admissions policies. We also reviewed the proposal for reorganization of Arts and Sciences so that we would be aware of any possible changes in academic structure which might relate to our charge.

After our deliberation of the findings, in which we attempted to digest all of the data we had collected, we decided that we needed to articulate this digestion and each member of the subcommittee was asked to write an individual position paper. Each of us formulated an individual position paper which was presented to the Committee. A critique of these individual position papers was made and we decided that our next step was to write a draft that would put together the views of various members. This went through several different revisions, as you can well imagine. The final draft we called our working paper and that working paper was disseminated within the University itself. For example, the President's Office received a copy; Vice President Cochran's Office received a copy; Vice President Bosomworth's Office also received a copy. The Committee, as a whole, then set forth to revise this working paper as it related to the various responses that we received through the dissemination of the working paper. And a discussion of the revision of the working paper was made to the Senate Council. I am certain you may have read about that from time to time. The Committee then drafted a final report which you have before you. That, basically, consists of the procedures that we used.

*skipped 3988 when no. pages*

The high point of our rationale, which leads to the various recommendations which we have made, perhaps could be summarized by saying that we feel the University must remain accessible, that there must be clearly defined program objectives -- these are essential in relation to admissions policies -- that criteria must be disseminated, that career alternatives for students are crucial, and, finally, that faculty commitment to advise and to assist students, is paramount.

Those are some of the high points of the rationale which led to our recommendations. I assume that each of you has carefully read the document and we would be willing to respond to any questions you might have.

Extensive debate ensued directed almost entirely to paragraph 3. of the recommendations. The principal positions taken were that we should examine our existing policies; that a unit should be very careful of accepting as a principle the right of a unit to use its perception of the job market as a criteria for the number of admissions; that each academic unit should not be expected to establish such a study -- only those units contemplating or that have established restrictive admissions.

Chairman Krislov reminded the Senators that there is no existing policy on enrollment guidelines and that what we presently have is a series of ad hoc actions taken at various times. The issue of guidelines became important some two years ago when two colleges in the University asked for restrictive enrollments and these requests were approved by the University Senate. He stated that as a result of those requests and the actions by the Senate it seemed proper that some general guidelines should be developed and what the Senate had before it today were those proposed guidelines.

Professor Fletcher Gabbard presented an amendment to strike the phrase "establish a study to" and to substitute the word "program" for the word "career" in recommendation 3. so that it would read

3. Each academic unit should identify factors in program success and should modify its program accordingly;

Following further discussion the Senate voted to disapprove the proposed amendment.

Professor Rey Longyear presented an amendment to replace the words "academic unit" with the words "professional or pre-professional program" in recommendation 3. so that it would read

3. Each professional or pre-professional program should establish a study to identify factors in career success and should modify its program accordingly;

Following further discussion in which it became evident that there remained a great deal of confusion concerning recommendation 3. motion was made to refer the entire document back to Committee. After additional discussion question was called and the Senate voted to stop debate on the motion to refer. By a vote of 46 to 20 the Senate then disapproved the motion to refer the document back to Committee.

The Senate then returned to consideration of Professor Longyear's amendment which was still on the floor.

The Senate voted to disapprove Professor Longyear's amendment.

Professor Jesse Weil presented a motion to amend the document at the bottom of page 3 which reads "The Senate Committee on Admissions and Academic Standards, therefore, makes the following recommendations: . . .", to read as follows:

The Senate Committee on Admissions and Academic Standards, therefore, makes the following recommendations to apply to those academic units which either have limited enrollment or are contemplating limiting enrollment:

The question was called and by a vote of 56 to eight (8) the Senate voted to stop debate on the amendment on the floor.

By a vote of 59 to eight (8) the Senate then approved Professor Weil's amendment.

Question was again called. By a vote of 52 to 20 the Senate voted to stop debate on the motion on the floor, which was to vote on accepting the last paragraph at the bottom of page 3 and the five (5) recommendations on pages 4 and 5.

By a vote of 49 to 24 the Senate voted to accept the proposed guidelines for enrollment policies including the opening provisional statement. The opening provisional statement and policy guidelines which were approved read as follows:

The Senate Committee on Admissions and Academic Standards, therefore, makes the following recommendations to apply to those academic units which either have limited enrollment or are contemplating limiting enrollment:

1. Each academic unit should have clear objectives which allow for differentiation by program areas within the academic unit;
2. Enrollments should be controlled by program areas rather than by larger academic units;
3. Each academic unit should establish a study to identify factors in career success and should modify its program accordingly;
4. Any program proposal for enrollment limitation should include the following:
  - a. a rationale for enrollment limitations, including such aspects as the job market projections (in Kentucky and in the nation), College resources, predictors, of academic success in the field, the kind of student a given program needs (e.g. interest, criteria of accrediting societies), and clear program objectives;
  - b. a system to adjust the enrollment limitations as a result of changes in student demand, institutional resources, or the job market;
  - c. a process to inform interested high school students of the criteria for admission into specific college programs;

- d. a system to inform other academic units of admission criteria and to help them advise students or improve their course offerings for students electing that program;
  - e. an effective advising system for counseling, directing, and redirecting students accepted into the College program.
5. In view of increased restrictive enrollment policies, the University should attempt to improve its student body by providing information about undergraduate admissions to all Kentucky high school students, particularly academically qualified minority students and students with outstanding records in scholastic work, creativity, and leadership.

Chairman Krislov recognized Dr. Levis McCullers, Academic Ombudsman, who presented the following annual report to the Senate:

I am certainly glad it is raining today. This makes the description complete. Recently, Dr. Robe asked me about the qualifications for this job and I told him that in addition to all the marvelous things it says in "Student Rights and Responsibilities", you need a person who enjoys walking across campus in the rain and the snow, seeing people who don't want to see him, and then trying to carry on. I am sure you don't want to see me but I am going to carry on anyway.

The first thing I want to mention is that in preparing this report, which is an annual responsibility of the Ombudsman, I knew immediately that I was going to be in trouble and that you were probably going to be in for a surprise. As you may know, I am from the Department of Accounting and accountants are supposed to have a reputation for very careful record keeping. I discovered to my surprise, if not to yours, that my records are far less complete than those of my predecessors who came from such Colleges as Law, History, Economics, and Pharmacology. So maybe I am in the wrong field. But I adopted the attitude that the records were for my purpose in determining what had happened in a case, and the disposition of that case. Therefore, I did not keep count of how many times I saw an individual, how many contacts it required to resolve the case, et cetera. But I can tell you that in terms of total numbers of cases I have processed through last week -- and the way this week is going, the number will change dramatically -- there were 188 cases for which I maintain records. This compares to 260 contacts by Dr. Diedrich last year, but of his 260 he identified 21 as non-academic and 51 which he dismissed, handled by phone, or sent the student back to the faculty member -- or a net of 178. Based upon the difference in record keeping I would suggest that we are running about the same volume of business as last year.

I can also tell you that I have dealt with one or more cases in every college, including the Graduate School and the professional colleges, except the College of Law. They managed not to have any contacts last year, either. As expected, the College of Arts and Sciences provided the most activity with 85 cases. The College of Business and Economics was second with 23. They were also second last year and I was informed that was why I was appointed - so I could straighten out that College. We had the same number of cases this year. Other than that I am not going to go through all the numbers in terms of each of the Colleges but suffice it to say that I did have contact, at least one case or more, with all of the Colleges.

One other observation about the numbers might be of interest. In at least ten of the contacts, more than one student actually came to see me and in several instances the student or students who came indicated they were representatives of either a group of people or an entire class. For example, two cases occurred last week when a group of students came and said they represented 16 students and another group came and said they represented 11 students. So the impact, in terms of the number of students being serviced in one fashion or another by the office, is difficult to assess.

Another aspect of the numbers which I find hard to describe, is the volume of activity by the month. During July and August I had 29 contacts, which isn't really too heavy except when one is on a 10-month contract. In September there were 19 contacts, 25 in October, and 18 in November. Then things began to pick up. In December, which for all practical purposes is only three weeks, I had 29 contacts and in January, again only about two and one-half weeks, I had 28 contacts. These two months were by far the most difficult not only because of the volume and the short months, but in December, like you, I had term papers and final exams to grade and in January I had the preparation for a new semester. I also should add in that context that many students and some faculty are under the impression that the Ombudsman is a full time position; that all I am supposed to do is sit there and wait for them to come.

The volume of cases in December and January was such that it took me until March to get caught up. Fortunately, the volume began to decline such that in February there were 19 cases, and March was the lightest month with 12.

I wanted to mention these numbers in order to give you a better idea of the variable work load in the office of the Ombudsman. Clearly, there are months when the job does not require much time. There are other months when it requires at least full-time, and in terms of feeling, it is much more than full-time. Several people have asked me if I thought the Ombudsman should be made full-time. I have serious reservations about that. On the one hand I think it probably should, because of the full-time disruption it causes. On the other hand, I am not at all positive that there is enough activity throughout the year to warrant it being a full-time position.

The next effort I made in developing this report for you was to categorize the cases in what seemed to me to be the major areas. First of all, as was no surprise, was the matter of grades which constituted 40 per cent of the cases. The grade discussions took all sorts of forms. Some of them were concerned with simply changing a grade or getting a grade changed on a particular project or particular report. Others involved a situation where a student had been given an E when he had, in fact, dropped the course but the drop did not get processed. So there were a variety of things. The matters of whether the content of the course was specified at the beginning, whether there was a syllabus prepared, whether or not the course corresponded to the syllabus, were the kinds of issues that constituted 18 per cent of the cases. Something that I lumped under the category of "professor attitude" which takes in a multitude of things, such as lack of interest, lack of coming to class, constituted 13 per cent. Program or degree requirement changes

constituted seven (7) per cent of the cases; cheating, four (4) per cent; and miscellaneous 18 per cent. I won't bore you with the miscellaneous but most of those were more interesting than the others.

I also classified the cases according to their resolution. And be sure you note that this is my opinion and not necessarily the opinion of the student or the professor. But I think that approximately 60 per cent of the cases were favorably resolved and only 10 per cent were unfavorably concluded. This leaves 30 per cent of the cases where either we took no action, the student decided not to pursue the matter any further, or the student decided to go back to the professor and I didn't get any more followup.

Let me hasten to add that the 10 per cent unfavorable, when I had indicated that 40 per cent of the cases involved grades, does not mean that there was a mass changing of grades this year. Rather, the 10 per cent of cases unfavorable is my personal view of cases where the outcome simply did not seem very satisfactory to me or to one or both of the parties involved. I should also tell you that by whatever other measures you might want to apply, in terms of failure, only one student became so irritated with me that I was assured it would be a long time before that person returned to the Ombudsman for help. Furthermore, to date we have had only one case referred to the University Appeals Board and that case was resolved before the Board had time to convene. So in terms of referrals or activity by the University Appeals Board, we have had none.

There are some additional data that I think I ought to share with you. During the year only two faculty members, and in both cases they were part-time instructors, refused to see me. That didn't bother me too much because I simply went to the next higher level of authority. Secondly, I can honestly tell you that only two professors were rude to me. Again that is according to my interpretation. If others of you intended to be rude, you were too subtle for me and I didn't recognize it. I am also aware of only one student who came to my office fully intending to "use" the office. We can talk about making use of the office but in this case it was a matter of "using" the office. And he didn't use it very long. Unfortunately I became convinced after the fact, that one student had, indeed, in current terms, "ripped me off" and I proceeded to convince the professor such that I "ripped him off". I never told the professor that I was convinced we had been "had" because the change had been appropriately made but, unfortunately, for the wrong reasons.

My general belief is that the students who have come to my office have been sincere. They have not always been correct. They have sometimes been considerably mistaken about their rights; some friend has misinformed them; some professor didn't exactly explain things properly, et cetera. And sometimes they came about rather minor abuses. But I am convinced they were sincere and that it did some good for them to come, even in those cases in which I did not take very positive action other than listening to them and explaining their rights. I also was pleased with the impression I got from students that they are indeed concerned about being fair to the professor and that they do consider the impact of some of these accusations on the professor.

The Academy Awards last week gave me an idea for summarizing some of the views I would like to convey to you about the office of Ombudsman. I am therefore going to make some nominations for my awards.

Greatest Frustration Award - That would go to those cases where I firmly believed that the student had a valid complaint but was afraid for me to pursue the matter because of the risk to the student. This was most common, and almost always the case, for graduate and professional students. I am convinced that some of the undergraduate students don't have nearly that kind of fear. They would take on an entire college over a grade on a lab report. But the graduate and professional students don't feel that way.

Most Unpleasant Award - This award clearly must go to several cases involving cheating. There were at least three which I considered most unpleasant. However, I should add that perhaps the greatest satisfaction I have received this year came from the resolution of a cheating case according to my recommendation. And I happened to think the recommendation was outstanding. So when it was followed, I was extremely pleased.

Most Difficult Award - The program and degree changes seemed to me to be the most difficult to resolve partly because there is a concern, on the part of the college, as to its right to make changes in programs, and the opposing right of a student to complete the program under which he or she began. Perhaps the greatest cause of this problem is breakdown in communication when program or degree changes are made. It is a very difficult one because we have all these memos of what people intended to do two years ago when they made a change, et cetera.

Greatest Irritation Award - This was easy to select because, without a doubt, this award would go to all of those students and the one professor who made appointments with me, never showed up, and did not have the courtesy to call and cancel. After a while we counted and found we had at least 15 such cases and probably more. Just as an illustration I will mention one particular morning. I had three appointments one morning at a time when things were rather busy. None of the three showed. One called to tell me that he or she had had car problems, and that was all right. But that meant an entire morning sitting in the Ombudsman Office waiting for those people who were supposed to come, and did not bother to call. Those get my award.

Greatest Concern Award - This is the one where I hope you will really listen. There are two things which cause me a great deal of concern. The first is the apparent fear or intimidation being inflicted upon graduate students and professional students. You and I know, that all of us in this room have gone through a great deal of agony in our own programs and we have all paid some price to obtain our degrees. But, in my opinion, that is not any excuse for the kind of intimidation which does seem to exist in graduate and some professional programs. I am honestly concerned about it. I hope you will think about it in your respective situations.

My second concern pertains to the number of conversations by students and faculty which begin with a question, "Is there a rule which says . . ." I thought about deleting this after all of the recent debate but I am going ahead with it. Obviously, I believe that we need some rules if we are going to operate smoothly. But I am afraid the faculty and students in this institution have become too interested in codifying rules specifying precisely what should and should not be done, who can do what to whom when, rather than a general attitude of fair treatment. I realize fairness and justice and those kinds of things are nebulous terms. But I can also assure you that to me it was easier, in many respects, and certainly more satisfying, to deal with a faculty member or a student whose only concern was with doing what was right in a situation rather than what it said on page 29 of the rule book. I hope you will consider this. Let me cite one example of when the rules caused some problems -- the matter of cheating. The rules specify various penalties: (1) assign any grade to the paper or test; (2) assign any grade for the course; (3) recommend that the student be dropped from the course; (4) recommend that the student be dropped from the department; and (5) recommend suspension. Now let us suppose that the student is failing the course at the time of the cheating incident. An E on the paper, an E in the course, and being dropped from the course mean absolutely nothing. Suppose, further, that the student was taking an elective course. Dropping him from the department means nothing. And that leaves one penalty - suspension. It came down to that in some cases and the professor involved had no desire to recommend that the student be suspended. But anything short of suspension, according to the rule book, would have been no penalty. The rule book also says that if cases are appealed, the Ombudsman can exercise his powers, whatever they may be, to effect a compromise. I am happy to say that I effected some compromises that are not in the rule book. I am not going to elaborate on those either. You are going to have to catch me first.

At this point I would like to recognize the contributions of all those people who have helped to make this a successful and pleasant year for me personally, and who, more importantly, have contributed to the success of the Office of the Ombudsman. This list includes professors, department chairmen, deans and their staffs, Vice Presidents, the University Legal Counsel, the Senate Council Office, Testing and Counseling, the Registrar's Office, and the President's Office. Without exception, in all of those places, when I called and requested an appointment, I was put at the top of the list to see whomever it was I needed to see. To me, that was one of the really nice things about the year; one of the things that convinced me that people at this University really do believe in the Office of the Ombudsman. Let me say that I am not doing this to thank these people -- and I was careful not to use the word "Thanks" -- because I did not get the impression that anybody was expecting me to thank them or expected me to compliment them, but rather they believed as I believe, that that was part of their duties if, indeed, we were going to have an Office of Ombudsman. But the nice thing about it is that that is precisely the kind of treatment I received in every quarter by anyone I spoke to.

I would like to add one brief "Thank you" and that goes to some people in my own college and own department because indeed we did have cases there. They were at least as cooperative in every respect, if not more so, than any place else I went. I don't want to thank them

for that because I expected it. But I do want to thank the Department of Accounting for absorbing my absences as well as it did, because it did create an added burden, and for that I wish to thank them because everybody there had to work a little harder.

The last thing I want to say to you is that this really has been an exciting experience. I almost want to tell you that I have had fun but that might set a bad precedent. You are not supposed to enjoy the job too much. You are supposed to feel beaten down and whipped, I suppose. Well, I don't. Maybe, that is again because I did not recognize all the bad things. I have met more people in the past ten months than I had in the past five years. In my discussions with people all around the campus I learned about many many diverse programs, program goals and objectives, career goals, et cetera. I have heard those and it has been exciting to me to get out around the University and meet my colleagues and to find out what is going on in the other departments. I consider that a very special "plus", apart from the satisfaction of having served, I hope, well, many students, and having reduced the level of friction and irritation on campus. Thank you.

Professor McCullers was given an ovation following his report.

Chairman Krislov recognized Dean John Stephenson, Dean of Undergraduate Studies, who presented the following report on Accelerated Programs at the University of Kentucky.

It is a pleasure to be the last on the agenda again. I will keep this as brief as I can. My purpose is to report on the status of accelerated programs and what I will do is run through an abstracted version of a report which I will give to the Senate Council for its consideration.

#### I. Background and Purpose.

On February 14 and March 13, 1972 the University Senate codified policies on four programs which it placed under the rubric of "Accelerated Programs." The four include: 1) CEEB-AP; 2) CLEP; 3) Special Examinations; and 4) the High School Junior Program. This set of programs was to "allow students to get credit for knowledge they already have or allow students to progress faster than the 'normal' rate, thereby making graduation possible in less than four years." The Dean of Undergraduate Studies was asked to "coordinate" the four programs and report to the Senate on their status, suggesting any recommendations for improvement. [This is an abstract of a fuller report to be give Senate Council for its consideration; the purpose today is to inform the Senate as a whole about the health of these programs.]

In formulating the report, conversations have been held with persons closest to actual program operation. Evaluative comments and recommendations are based primarily on their judgments.

#### II. Status of Accelerated Programs.

To summarize, this report undertakes to show that only the AP program is working effectively and without apparent ambiguity. Special

Examinations is working reasonably well but with some ambiguity. CLEP is suffering from disuse. The High School Juniors Program has been temporarily suspended.

A. Advanced Placement.

The Advanced Placement program, administered nationally by the CEEB, allows high school students to get a head start on college level work through specially arranged classes in the high school which prepare students for the AP tests, which, if passed at an acceptable standard, result in the granting of college credit. (Not all high schools have AP programs.) There are 13 examination areas.

UK normally receives scores for 80 to 90 examinations. During this past year, 54 candidates submitted scores for 87 examinations. Sixty three per cent performed sufficiently well to earn college credits, most of them in English.

There appear to be no great problems in the administration of this program. It is not costly to students. Administrative procedures have been worked out well by CEEB, the participating high schools, and the University.

B. CLEP

CLEP is also administered nationally by ETS. It provides a set of nationally standardized examinations in a wide variety of subject areas which allow students to gain college credit by demonstrating academic achievement without regard to whether the learning took place in conventional or nonconventional college classroom settings.

Between February, 1973 and August, 1974, 530 students took CLEP examinations at UK. Fifty-two per cent received passing marks, which is said to be about average. Exact figures are not immediately available, but the number of students taking CLEP examinations has declined since that time. In fact, the schedule of CLEP test administrations has been cut because of low demand.

A major factor in this decline in popularity is cost. Initially priced at \$5 per test, the fee was increased by ETS first to \$15 and more recently to \$20 per test (two for \$35). This cost is obviously a competitive disadvantage compared to the free-of-charge Special Examinations, which are departmentally administered on a request-and-approval basis. There are also administrative costs to the University which are not completely covered by the \$1.15 "rebate" to UK from ETS.

Other factors which may contribute to problems with CLEP usage include the relative difficulty of these standardized tests, insufficient advertising of availability, and timing--which for a large number of interested superior students should occur before entering college.

In one case (English) a department has dropped use of CLEP and substituted its own mass Special Examination because it was felt that CLEP results did not offer sufficient information to assess student abilities.

### C. Special Examinations.

Special Examinations have been a feature of the University since at least 1918, when the Senate Rules were first codified. These examinations are offered on both an individual and mass basis, on the request of the student with the approval of the department, or at the initiative of the department. From Fall, 1972 to midwinter of this year, 1028 grades have been awarded by Special Examinations, 438 of which were individual tests. 590 of which were mass examinations. Seven hundred thirty-four were given in 100-level courses, 212 in 200-level courses, 66 in 300-500-level courses, and 16 in 600-900-level courses. The proportion of passing grades awarded to the number of exam applications issued by the Registrar's Office is high (83% in one representative period).

In commenting on the Special Examination program, Mr. Jerry Legere of the Registrar's Office reports that it is working well, apparently satisfying needs of both students and departments. He does point to a policy ambiguity regarding use of Special Examinations for repeat options, and another regarding the reporting of failing grades (which may or may not have been taken care of by recent Senate action).

### D. High School Juniors Program.

The HSJP was begun in 1962 to allow high school students to get a head start on their college programs and to recruit able students to the University. It has in recent years attracted an average of only 12-15 students per summer, primarily from the Lexington and Louisville schools. For the past two years, the College of Arts and Sciences had budgeted this program from nonrecurring funds, and the administrative responsibility for it has been rather loosely shared by the Office of the Dean of Undergraduate Studies and the Associate Dean for Program Planning and Evaluation of the College of Arts and Sciences. During this time the program has been headed by Dr. John Greenway, who sponsored an informal "Junior Colloquium" for the students.

This program has been termed worthy and inspiring for the students involved. Its problems have stemmed from its informal administration, the absence of a recurring budget, and relatively ineffective recruiting. An additional factor is the lack of enthusiasm on the part of high school principals, from whose point of view the program constitutes a drainage of their FTE's and superior students.

Based largely on a cost-benefit assessment, the College of Arts and Sciences has decided not to sponsor the HSJP in 1975. This decision does not represent termination of the program, but temporary suspension.

### III. Recommendations.

The following recommendations will be forwarded to Senate Council for consideration by itself as well as appropriate Senate Committees and University administrators:

- A. That the continuation of all four programs of acceleration be endorsed.

B. That the University enter correspondence with ETS regarding  
1) the desirability of rolling back prices for CLEP examinations, and  
2) increasing the amount of the fee returned to universities for  
administration of the examinations.

C. That the ambiguities pointed out by Mr. Legere regarding  
the Special Examination Program be reviewed and resolved. Specifically,  
this includes use of S.E.'s in the repeat option and the reporting  
of failing grades. (Regarding the latter, it would be my personal  
suggestion that the procedure currently being practiced--as distinct  
from the Senate's policy regarding it--works well and needs to be  
codified in the Rules. That practice, as I understand it, is to leave  
the decision as to whether a student's failing grade is reported in  
the hands of the department giving the examination.)

D. That the High School Juniors Program be reorganized with  
tighter administrative lines and a recurring budget, perhaps as a  
part of the internal reorganization of the College of Arts and Sciences  
in the Division of Basic Studies. Problems of recruitment and advance  
registration should be addressed specifically in this reorganization.  
(This program has great potential value for students as well as for  
attracting superior students to the University).

The Senate adjourned at 5:00 p.m.

Elbert W. Ockerman  
Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION  
OFFICE OF THE DEAN

May 1, 1975

AREA CODE 606  
TEL.: 258-2813

MEMORANDUM

TO: Deans, Department Chairmen, and Members of the University Senate

FROM: George W. Denmark

SUBJECT: New Courses in the Department of Special Education

The Faculty of the College of Education recommends approval of the following new courses in the Department of Special Education.

EDS 710            Seminar in Mild Learning and Behavioral Disorders            2

Advanced study of issues related to mild learning and behavior disorders in children, including etiology, assessment, intervention, theories, and contemporary research findings. Prerequisite: Admission to Ed.S. or Ed.D. Program in Special Education, or permission of instructor.

EDS 711            Seminar in Severe Developmental Disabilities            2

Advanced study of issues related to severe developmental disabilities, including problems of identification and assessment, program alternatives, curricula, theories, and contemporary research findings. Prerequisite: Admission to Ed. S. or Ed. D. Program in Special Education, or permission of instructor.      Lecture, 2 hours per week.

EDS 712            Seminar in Special Education Professional Services            2

Study of procedures for providing special education professional services including consultation, technical assistance, continuing education programs, professional organization development, committee and advisory board involvement, professional writing and editing, leadership training, and funding proposal development. Prerequisite: Admission to Ed. S. or Ed. D. program in Special Education, or permission of instructor.

Memorandum  
May 1, 1975  
Page 2

- EDS 720      Seminar in Special Education Teacher Preparation      2  
Study of the design and implementation of special education teacher preparation programs, including syllabus development, organization of class presentations, instructional alternatives, scheduling, student assessment, professor-student interactions, student advising, resource identification and utilization, and program evaluation. Prerequisites: Admission to Ed.S. or Ed.D. program in Special Education, or permission of instructor. Lecture, 2 hours per week.
- EDS 721      Practicum in Special Education Teacher Preparation      1 - 9  
Supervised practicum experiences related to the preparation of Special Education Teachers, including practice in delivering lectures, conducting class discussions, leading seminars, directing independent studies, guiding student research projects, demonstrating instructional methods and materials, supervising special education student teachers, and advising. Prerequisites: Admission to Ed.S. or Ed. D. Program in Special Education, or permission of Instructor. Laboratory, 3 - 9 hours per week.
- EDS 730      Seminar in Special Education Administration      2  
Administration of Special Education Programs at the local and state levels. Emphasis is on program planning, staffing, fiscal management, and program evaluation. Prerequisites: EDS 602 and Admission to Ed. S. or Ed. D. program in Special Education, or permission of instructor. Lecture, 2 hours per week.
- EDS 731      Practicum in Special Education Administration      1 - 9  
Supervised practicum experiences related to the administration of Special Education programs at the local and state levels, and project management, including staff management and development, program planning, evaluation, fiscal management, organization, reporting, communications, and coordination. Prerequisites: Admission to Ed.S. or Ed. D. program in Special Education Administration or in certification program for Special Education Administrators. Laboratory, 3 - 9 hours per week.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF ARTS AND SCIENCES  
OFFICE OF THE DEAN

May 14, 1975

To: Academic Deans, Department Chairmen and Members of University Senate

From: Anthony C. Colson, Associate Dean

The Faculty of the College of Arts and Sciences recommends approval of the following proposals:

NEW COURSES

English 369, STUDIES IN SOUTHERN AMERICAN LITERATURE. (3)

Studies in Southern American Literature with special attention to such major figures as the Southern Regionalists, Faulkner, Wolfe, Warren, O'Connor, Welty, and Dickey. No prereq.

History 397, RESEARCH SEMINAR FOR SENIORS. (3)

A seminar for senior history majors, which provides the opportunity to prepare a substantial research paper within a topical or chronological area announced by the instructor. Prereq: His 316 and a 3.0 in History courses, or consent of instructor. May be repeated to a maximum of 6 credits.

History 595, STUDIES IN HISTORY. (3)

Professors will offer lecture and discussion courses in areas in which they have special teaching interest. Prereq to be denoted by the instructor. May be repeated to a maximum of 6 credits.

Mathematics 738, SELECTED TOPICS IN NUMERICAL ANALYSIS. (3)

Review of current research in numerical analysis. Prereq: MA 638 or consent of instructor. May be repeated to a maximum of 9 credits.

Physics 400, SPECIAL TOPICS IN PHYSICS AND ASTRONOMY. (1-3)

Topics in undergraduate physics such as Acoustics, Kinetic Theory, History of Physics, Thermoelectricity, Laser Physics, Radioastronomy, Elementary Particles, and Nucleosynthesis. May not be applied to physics major requirements. Prereq: consent of instructor. May be repeated to a maximum of 6 credits.

Speech 488, INTERPRETATION OF POETRY. (3)

The study of poetry through the medium of oral performance. Prereq: Sp 288.

CHANGES

Art Education 379, Art Education Workshop. Change number to 572 and credits from 1 to 2-6. New description: Creative problems, lectures, demonstrations, and discussions. Primarily for in-service teachers through workshop involvement. Course content determined by instructor; exploration of ceramic education, photography and photographic printmaking techniques, fabric design and newer media with emphasis upon contemporary viewpoints.

Philosophy 300, Undergraduate Seminar. Change description to: An intensive study of special topics in philosophy with emphasis on current scholarship. The focus may be intradisciplinary or interdisciplinary. Prerequisites appropriate to the specific topic will be listed in the schedule book for each offering. May be repeated once for a total of 6 credits.

Speech 388, Oral Interpretation of the Bible. Change title to ORAL INTERPRETATION OF PROSE. New description: This course focuses on the study of some of the more important forms of prose literature (Bible, short story, novel) by helping the student develop effective techniques for interpreting prose literature for an audience. Prereq: Sp 288

The following revision of the Depth of Study requirements for the Linguistics major is proposed:

Prerequisite to the major: Fourth semester of a foreign language

Major requirements:

1. Core courses:

- a. Lin 301 (or, with permission, Ant 215 or 414)
- b. Lin 515 and 516
- c. One course in the structure of a language (Eng 512, Fr 417, Ger 539, Spi 534, SO 401, 440)
- d. One course in the history of a language (Eng 518, Fr 603\*, Ger 536, Spi 501, Ant 519)

2. Correlated courses: At least three additional courses selected from the core courses and from the following: Ant 518, 520, CS 575, Eng 510, 519, Fr 407, 516, 517, Phi 520, 565, Psy 575, Spi 502, 535, 536, Lin 395, and with special permission, Ant 614, Fr 610, 603, Ger 635, SO 402, 441, Spi 601, 602.

\* With special permission

The Field of Concentration remains the same.

DROP

Botany/Zoology 400, Fundamentals of Biology for Secondary School Teachers  
Botany/Zoology 402, Advanced Topics in Biology for Secondary School Teachers  
Microbiology 102, Elementary Microbiology  
Microbiology 110, Elementary Medical Microbiology  
Microbiology 660, Electron Microscopy

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF ARTS AND SCIENCES  
OFFICE OF THE DEAN

April 30, 1975

To: Academic Deans, Department Chairmen and Members of University Senate

From: Anthony C. Colson, Associate Dean

The Faculty of the College of Arts and Sciences recommends approval of the following proposals:

NEW COURSES

ANT 141, INTRODUCTION TO ARCHAEOLOGY. (3)

Introduces the theories, techniques, and strategies used by archaeologists to recover and interpret information about past cultures.

ANT 215, INTRODUCTION TO ANTHROPOLOGICAL LINGUISTICS. (3)

Emphasis is placed on the integration of the study of language with other areas of anthropological inquiry. Biological foundations of language, primate communication, elementary descriptive linguistics, linguistic models in sociocultural anthropology and archaeology, historical linguistics and language classification, survey of major language families of the world.

ANT 332, HUMAN EVOLUTION. (3)

Basic concepts and theory of evolution will be reviewed and applied to the study of fossil man. The evidence for the evolution of man and his primate relatives will be studied, with attention paid to alternate interpretations of the data. Prereq: Ant 120 or Bio. 200.

ANT 519, HISTORICAL LINGUISTICS. (3)

Language change; reconstruction of linguistic systems; language classification; comparative linguistics; temporal, spatial, and social context of language change. To be cross-listed as LIN 519.

ANT 520, NORTH AMERICAN INDIAN LANGUAGES. (3)

A region by region overview of the Indian languages and language families of North America. Genetic classification, phonological and grammatical systems, and oral literature will be covered for each region.

ANT 532, LEGAL AND POLITICAL ANTHROPOLOGY. (3)

A cross-cultural study of the legal and political systems of selected tribal and peasant societies from world ethnography. Emphasis will be on the nature and functions of law and politics in small-scale societies and on the impact of national-level legal and political systems.

ANT 538, ECONOMIC ANTHROPOLOGY. (3)

History of the development of various theoretical approaches to the cross-cultural study of economic systems and inquiry into the relationships existing between economy and the other systems within a society. Prereq: ANT 121 or consent of instructor.

ANT 562, QUANTITATIVE METHODS IN ANTHROPOLOGY. (3)

The history of and philosophy behind quantitative methods in anthropology will be contrasted with other approaches to the study of man. Other topics include a consideration of the types of anthropological data, coding of data, the use of computers and calculators, mathematical models, and univariate, bivariate, and multivariate methods of analysis. Prereq: Sta 291 or equivalent.

ANT 570, REGIONAL NEW WORLD ETHNOGRAPHY. (3)

The ethnography of a selected New World culture area. Both historical and contemporary cultures will be discussed. Prereq: ANT 121. May be repeated to a maximum of six credits.

ANT 580, TOPICS IN ANTHROPOLOGY. (3)

Selected topics of theoretical or methodological importance in anthropology, with special attention to topics of contemporary relevance. Possible topics include Cultural Ecology, Urban Anthropology, Cultural Roles of Women, Ethnohistory, etc. May be repeated to a maximum of six credits.

ANT 710, SEMINAR IN PHYSICAL ANTHROPOLOGY. (3)

A seminar covering one or more selected topics of interest in Physical Anthropology. Prereq: 6 credit hours in Physical Anthropology or consent of instructor. May be repeated to a maximum of six credits.

ANT 720, SEMINAR IN CULTURAL ANTHROPOLOGY. (3)

Intensive examination of selected topics of theoretical and/or methodological interest in cultural anthropology. Possible topics include religion, kinship and marriage, political systems, law, economic systems, modernization, urbanization, cross-cultural methodology, and others. Prereq: Consent of instructor. May be repeated to a maximum of six credits.

ANT 721, SEMINAR IN REGIONAL ETHNOGRAPHY. (3)

Intensive examination of the ethnography of a selected major geographic division of the world, on the ethnographic and/or contemporary time horizon, with emphasis on the testing of ethnological theories. Prereq: consent of instructor. May be repeated to a maximum of six credits.

ANT 725, SEMINAR IN APPLIED ANTHROPOLOGY. (3)

Seminar discussion and individual or group research in the applications of social anthropology theory and methods to the solution of institutional, community, regional or national problems. Attention will be given to ethics, to the role attributes of the applied anthropologist, and to the history of applied anthropology. Prereq: ANT 525 or consent of instructor.

ANT 767, PRACTICUM IN APPLIED ANTHROPOLOGY. (1-6)

Practical field experience in which the student applied the theory and method of social anthropology to the solution of a problem defined by the student in consultation with a community or a public or private service agency. Required of all doctoral students in Applied Anthropology. 1-6 hours credit. Prereq: consent of instructor.

COURSE CHANGES

Ant/Soc 153, Societies around the World. Change to Ant/Soc 253. Change description to read: Systematic comparative study of cultural systems at various levels of socio-cultural complexity. Attention will be paid to cultures in the context of their environment. Prereq: SOC 101 or ANT 121.

Ant 221, Primitive Inventions. (3) Change title to: TECHNOLOGY, ENVIRONMENT AND CULTURE. Change description to read: Mankind's cultural and technological interaction with the physical environment. An introduction to cultural ecology.

Ant 515, Descriptive Linguistics: Phonemics. Change title to: PHONOLOGICAL ANALYSIS. Change description to read: An investigation of speech-sounds and systems of speech-sounds. Articulatory phonetics, analysis of phonological systems, phonological theories. (Same as ENG 515, LIN 515.)

Ant 516, Descriptive Linguistics: Morphemics. Change title to: GRAMMATICAL ANALYSIS. Change description to read: Emphasis on the systematic interrelationships of morphemes within words and sentences. Practical training in the writing of grammars and exposure to various theories of grammatical description. (Same as ENG 516, LIN 516.) Prereq: ANT (ENG, LIN) 515.

Ant 521, Ethnology of the New World. (3) Change course number to 421. Change title to: NORTH AMERICAN INDIANS. Change description to read: A survey of North American Indian cultures. Both historical and contemporary cultures will be discussed.

Ant 536, European Peasantries. (3) Change title to: PEASANT SOCIETIES. Delete ANT 510 prerequisite.

Ant 582, Tutorial Seminar. Change credits from 2 to 3.

Ant 731, Seminar in Comparative Social Organization. Change credits from 2 to 3.

Ant 770, Seminar. Change credits from 2 to 3.

Ant 730, Seminar in Comparative Religious Systems. (3) Change course number to 430. Change title to: COMPARATIVE RELIGIOUS SYSTEMS. Change description to read: Deals with the origins, evolution, structure and function of religion in human groups at various levels of socio-cultural complexity. Prereq: ANT 121.

Anthropology 241. Change title to INTRODUCTION TO WORLD PREHISTORY (from Beginnings of civilization). Change description to: A survey of man's cultural developments from the earliest times to the beginning stages of civilization. No prereq.

#### DROP

- Ant 200, Anthropometry
- Ant 439, Circumpolar Peoples
- Ant 514, Descriptive Linguistics: Phonetics
- Ant 517, Syntax (Cross-listed as LIN 517)
- Ant 522, North Pacific Coast Cultures
- Ant 547, Cultures of the Southwestern United States
- Ant 561, Anthropology: Man and His Works
- Ant 575, Prehistory of Eastern Asia
- Ant 641, Middle and South America Seminar
- Ant 648, Seminar on Southeast Asian Cultures and Societies
- Ant 658, Seminar on African Societies
- Ant 661, Seminar on Near Eastern Cultures

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

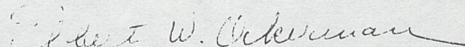
April 4, 1975

TO MEMBERS OF THE UNIVERSITY SENATE

The University Senate will meet in regular session at 3:00 p.m., Monday, April 14, 1975, in the Court Room of the Law Building.

Items on the agenda are:

1. Approval of the minutes of the regular meeting of March 10, 1975
2. Information items:
  - (a) Approval of Medical Center Calendar, 1975-76
  - (b) Action on various academic programs
  - (c) Faculty Recognition Dinner
  - (d) Senate Council personnel changes
  - (e) Committee Chairmen reports
  - (f) Evening Class study
  - (g) Final Senate meeting of 1974-75
3. Enrollment Policy Guidelines proposal (circulated to faculty under date of March 28, 1975)
4. Academic Ombudsman report - Dr. Levis McCullers
5. Accelerated Programs report - Dr. John Stephenson

  
Elbert W. Ockerman  
Secretary

4/1/75

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

March 28, 1975

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting  
April 14, 1975. Proposed Guidelines for Enrollment  
Policies.

The Senate Committee on Admissions and Academic Standards, and the Senate Council recommend the attached statement "Guidelines for Enrollment Policies" effective September, 1975. The need for a University-wide policy statement became evident several years ago when two colleges requested permission to limit enrollments. As a result, the Senate Committee of Admissions and Academic Standards was asked to develop a statement.

/cet

Attachment

Senate Committee on Admissions and Academic Standards  
Guidelines for Enrollment Policies

As a land grant institution, the University of Kentucky has a special responsibility to all Kentucky citizens in providing them opportunities to enlarge their abilities to live a fuller life and the University should therefore remain accessible to a wide range of qualified citizens. The University's responsibility is fulfilled through its state-wide functions of teaching, research, and service. Thus the University has established itself as a comprehensive institution with both a basic liberal arts and sciences college and of professional schools; it has committed itself to a broad program of quality research and has extended its outreach to communities throughout the Commonwealth by offering continuing education opportunities, by preparing leadership personnel and by translating its research efforts into practical economic and social improvements having broad applicability.

As a comprehensive institution, the University of Kentucky is further characterized by a wide variety of course offerings and degree programs ranging from majors in the liberal arts to professional and applied programs with rather specific occupational goals. Liberal education has frequently been considered as an exploratory education<sup>1</sup> or an education in those things which are of general significance to the student as a human being, not merely of significance as a physician, lawyer, businessman, or engineer,<sup>2</sup> while professional education has often been characterized as education which is a means, not an end, and as a key to professional advancement.<sup>3</sup> With respect to

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<sup>1</sup>Algo D. Henderson, Policies and Practices in Higher Education (New York: Harper and Brothers, Publishers, 1960), p. 27.

<sup>2</sup>F. Champion Ward (ed.), The Idea and Practice of General Education (Chicago: University of Chicago Press, 1950), p. 125.

<sup>3</sup>Brained Alden Thresher, College Admissions and the Public Interest (New York: College Entrance Examination Board, 1966), p. 79.

different kinds of education, John D. Millett contends that "...institutions of higher education should clarify their objectives as between general and professional education and should relate their admissions policies and procedures to these objectives."<sup>4</sup>

As an agency responsible for differing kinds of education, the University of Kentucky might differentiate its programs in the following manner:

<u>Liberal-General</u>	<u>Professional (First Degree)</u>	<u>Pre-Professional</u>
Objective one of fostering acquaintance with the broad range of man's interests, accomplishments and problems. Procedure involves starting where students are and stimulating maximum development in each. Measure of success not a fixed competence but rather the degree of growth in each student.	Objective one of developing competence for beginning level professional work in such fields as Education, Architecture, Engineering, etc.	Objective is admission to professional graduate study in such fields as Medicine, Law, college teaching, etc.

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<sup>4</sup>John D. Millett, "Clear Institutional Objectives Essential to Admissions Function," College Admissions Policies for the 1970's (New York: College Entrance Board, 1968), p. 60.

It is recognized that the goals of professional and pre-professional education, to the extent that they are differentiated from liberal education, may call for different admissions policies. Thus differentiated program goals may establish a need for differentiated admissions policies. However, with its special responsibility to the entire Commonwealth, the University of Kentucky should maintain an open admissions policy with respect to providing the citizens of Kentucky with a quality general education.

With such an open admissions policy, a large number of University of Kentucky freshmen may be undecided about their eventual academic goals. Therefore, entering freshmen should be advised of the academic standards and competitiveness associated with entering various professional and pre-professional programs. In fact, criteria for entering professional programs should be widely publicized to all high school counselors so that students might know even before enrolling at the University what the competition at the professional level status of each professional and pre-professional program is. This could be done through bulletins, memoranda, etc., and should be further elaborated when the student does enroll at this University.

A Kentucky high school graduate selecting one of the professions for which he or she wishes to prepare should be informed of what the professional and/or pre-professional phase consists and should be advised by faculty people in that program of all the expectations of such programs and of their criteria for admission. If a student otherwise in good standing is unsuccessful subsequently in gaining admission to such a program at the upper division or professional level, other alternatives ought to remain open for the student. Such a plan can succeed only if there is full commitment of the faculty to advise and assist students in becoming aware of alternative program options.

The Senate Committee on Admissions and Academic Standards, therefore, makes the following recommendations:

1. Each academic unit should have clear objectives which allow for differentiation by program areas within the academic unit;
2. Enrollments should be controlled by program areas rather than by larger academic units;
3. Each academic unit should establish a study to identify factors in career success and should modify its program accordingly;
4. Any program proposal for enrollment limitation should include the following:
  - a. a rationale for enrollment limitations, including such aspects as the job market projections (in Kentucky and in the nation), College resources, predictors of academic success in the field, the kind of student a given program needs (e.g. interest, criteria of accrediting societies), and clear program objectives;
  - b. a system to adjust the enrollment limitations as a result of changes in student demand, institutional resources, or the job market;
  - c. a process to inform interested high school students of the criteria for admission into specific college programs;
  - d. a system to inform other academic units of admission criteria and to help them advise students or improve their course offerings for students electing that program;
  - e. an effective advising system for counseling, directing, and re-directing students accepted into the College program.
5. In view of increased restrictive enrollment policies, the University should attempt to improve its student body by providing information about undergraduate admissions to all Kentucky high school students, particularly academically qualified minority students and students

with outstanding records in scholastic work, creativity, and  
Leadership.

Chairman                      1-1-D  
University Senate Council  
Room 10 Administration Building

*per Stephenson*

REPORT TO THE UNIVERSITY SENATE  
FROM THE DEAN OF UNDERGRADUATE STUDIES  
ON ACCELERATED PROGRAMS AT UK

April 14, 1975

(This report is abstracted largely from a longer draft report prepared in the Office of the Dean of Undergraduate Studies by Willis Popenoe, dated 3 February, 1975. The full text of that draft may be seen in 321 Patterson Tower).

I. Background and Purpose.

On February 14 and March 13, 1972 the University Senate codified policies on four programs which it placed under the rubric of "Accelerated Programs." The four include: 1) CEEB; 2) CLEP<sup>AP</sup>~~AP~~; 3) Special Examinations; and 4) the High School Junior Program. This set of programs was to "allow students to get credit for knowledge they already have or allow students to progress faster than the 'normal' rate, thereby making graduation possible in less than four years." The Dean of Undergraduate Studies was asked to "coordinate" the four programs and report to the Senate on their status, suggesting any recommendations for improvement. [This is an abstract of a fuller report to be given Senate Council for its consideration; the purpose today is to inform the Senate as a whole about the health of these programs.]

In formulating the report, conversations have been held with persons closest to actual program operation. Evaluative comments and recommendations are based primarily on their judgments.

## II. Status of Accelerated Programs.

To summarize, this report undertakes to show that only the AP program is working effectively and without apparent ambiguity. Special Examinations is working reasonably well but with some ambiguity. CLEP is suffering from disuse. The High School Juniors Program has been temporarily suspended.

### A. Advanced Placement.

The Advanced Placement program, administered nationally by the CEEB, allows high school students to get a head start on college level work through specially arranged classes in the high school which prepare students for the AP tests, which, if passed at an acceptable standard, result in the granting of college credit. (Not all high schools have AP programs.) There are 13 examination areas.

UK normally receives scores for 80 to 90 examinations. During this past year, 54 candidates submitted scores for 87 examinations. 63% performed sufficiently well to earn college credits, most of them in English.

There appear to be no great problems in the administration of this program. It is not costly to students. Administrative procedures have been worked out well by CEEB, the participating high schools, and the University.

### B. CLEP

CLEP is also administered nationally by ETS. It provides a set of nationally standardized examinations in a wide variety of subject areas

which allow students to gain college credit by demonstrating academic achievement without regard to whether the learning took place in conventional or nonconventional college classroom settings.

Between February, 1973 and August, 1974, 530 students took CLEP examinations at UK. 52% received passing marks, which is said to be about average. Exact figures are not immediately available, but the number of students taking CLEP examinations has declined since that time. In fact, the schedule of CLEP test administrations has been cut because of low demand.

A major factor in this decline in popularity is cost. Initially priced at \$5 per test, the fee was increased by ETS first to \$15 and more recently to \$20 per test (two for \$35). This cost is obviously a competitive disadvantage compared to the free-of-charge Special Examinations, which are departmentally administered on a request-and-approval basis. There are also administrative costs to the University which are not completely covered by the \$1.15 "rebate" to UK from ETS.

Other factors which may contribute to problems with CLEP usage include the relative difficulty of these standardized tests, insufficient advertising of availability, and timing--which for a large number of interested superior students should occur before entering college.

In one case (English), a department has dropped use of CLEP and substituted its own mass Special Examination because it was felt that CLEP results did not offer sufficient information to assess student abilities.

C. Special Examinations.

Special Examinations have been a feature of the University since at least 1918, when the Senate Rules were first codified. These examinations are offered on both an individual and a mass basis, on the request of the student with the approval of the department, or at the initiative of the department. From Fall, 1972 to midwinter of this year, 1028 grades have been awarded by Special Examinations, 438 of which were individual tests, 590 of which were mass examinations. 734 were given in 100-level courses, 212 in 200-level courses, 66 in 300-500-level courses, and 16 in 600-900-level courses. The proportion of passing grades awarded to the number of exam applications issued by the Registrar's office is high (83% in one representative period).

In commenting on the Special Examination program, Mr. Jerry Legere of the Registrar's Office reports that it is working well, apparently satisfying needs of both students and departments. He does point to a policy ambiguity regarding use of Special Examinations for repeat options, and another regarding the reporting of failing grades (which may or may not have been taken care of by recent Senate action).

D. High School Juniors Program.

The HSJP was begun in 1962 to allow high school students to get a head start on their college programs and to recruit able students to the University. It has in recent years attracted an average of only 12-15 students per summer, primarily from the Lexington and Louisville schools. For the past two years, the College of Arts and Sciences had

budgetted this program from nonrecurring funds, and the administrative responsibility for it has been rather loosely shared by the Office of the Dean of Undergraduate Studies and the Associate Dean for Program Planning and Evaluation of the College of Arts and Sciences. During this time the program has been headed by Dr. John Greenway, who sponsored an informal "Junior Colloquim" for the students.

This program has been termed worthy and inspiring for the students involved. Its problems have stemmed from its informal administration, the absence of a recurring budget, and relatively ineffective recruiting. An additional factor is the lack of enthusiasm on the part of high school principals, from whose point of view the program constitutes a drainage of their FTE's and superior students.

Based largely on a cost-benefit assessment, the College of Arts and Sciences has decided not to sponsor the HSJP in 1975. This decision does not represent termination of the program, but temporary suspension.

### III. Recommendations.

The following recommendations will be forwarded to Senate Council for consideration by itself as well as appropriate Senate Committees and University administrators:

A. That the continuation of all four programs of acceleration be endorsed.

B. That the University enter correspondence with ETS regarding 1) the desirability of rolling back prices for CLEP examinations, and

2) increasing the amount of the fee returned to universities for administration of the examinations.

C. That the ambiguities pointed out by Mr. Legere regarding the Special Examination Program be reviewed and resolved. Specifically, this includes use of S.E.'s in the repeat option and the reporting of failing grades. (Regarding the latter, it would be my personal suggestion that the procedure currently being practiced--as distinct from the Senate's policy regarding it--works well and needs to be codified in the Rules. That practice, as I understand it, is to leave the decision as to whether a student's failing grade is reported in the hands of the department giving the examination.

D. That the High School Juniors Program be reorganized with tighter administrative lines and a recurring budget, perhaps as a part of the internal reorganization of the College of Arts and Sciences in the Division of Basic Studies. Problems of recruitment and advance registration should be addressed specifically in this reorganization. (This program has great potential value for students as well as for attracting superior students to the University).

Senate Absences for meeting of April 14, 1975

Allen, Lawrence A.	DeLuca, Patrick P.*	Johnson, Raymon D.
Ashdown, Gerald	Denemark, George W.*	Just, John J.
Auenshine, C. Dwight	Diachun, Stephen	Kendrick, Gregory
Back, Lyle N.*	Dollase, Bette J.*	Kenkel, William F.*
Banwell, John G.*	Drennon, Herbert	Kennedy, William
Barclay, Lisa K.*	Drnevich, Vincent *	Kim, Paul K.
Barnard, Harry *	Duffy, Mary	Kincheloe, James*
Barnhart, Charles E.	Eardley, Anthony	Leech, Sara*
Belin, Robert P.*	Edmonds, Fred*	Liddle, Gordon*
Billups, Norman F. *	Eichhorn, Roger	Lieber, Arthur*
Binkley, Harold*	Etzel, Michael*	Madden, Donald*
Blackhurst, A. Edward*	Evans, Robert O.*	Mandelstam, Paul*
Blythe, Joan	Field, Thomas	Marsden, James R.*
Bosomworth, Peter P.*	Fischer, Doane	Mattingly, Joseph
Bostrom, Robert N.*	Forand, Paul G.*	McCord, Michael*
Bardford, Garnett L.	Forgy, Lawrence E.*	McEvoy, Susan*
Brehm, Thomas W.	Funk, James E.	McGee, Randolph
Brown, Sam*	Gallaher, Art*	McKenna, Marion *
Bruce, Herbert*	Gesund, Hans*	McNulty, E. Gregory
Bryant, Joseph A.	Hamburg, Joseph	Miles, William
Burch, Joseph	Hardin, Bobby O.*	Mitchell, George*
Burness, H. Stuart*	Hardy, George W.*	Moore, Joe
Butler, John L.*	Hays, Virgil W.*	Mucci, David
Cabe, Carl*	Haywood, Charles*	Nooe, Roger
Charron, Jean D.*	Hiatt, Andrew	Olszewsky, Thomas*
Clawson, Michael	Hicks, Beth*	Packer, Merrill*
Cochran, Lewis W.	Holland, Nancy	Packett, Leonard*
Colton, Frank*	Howard, Elizabeth *	Parker, Blaine*
Combest, Bruce	Hornback, Raymond	Parks, Harold F.*
Gonnaway, Ronda*	Hughes, Hope	Pass, Bobby C.
Cremers, Clifford J.	Jarecky, Roy	Peter, Arthur
Davis, Vincent		Peter, Carl
		Reed, Barbara
		Royster, Wimberly*

Senate Absences Meeting April 14, 1975 - cont

Rudd, Robert W.\*

Sartoris, William

Schiano, Kenneth\*

Schrils, Rudolph\*

Sedler, Robert

Shipman, Wayne

Shuffett, D. Milton\*

Sievers, Pam

Simon, Sheldon

Skelland, A.W.H. Peter\*

Sorenson, Herbert W.\*

Steele, Earl\*

Stober, William\*

Templeton, William\*

Tipton, Leonard

Tower, Carl

Traurig, Harold

Valentine, Kristin

Voss, Harwin L.\*

Walker, John N.\*

Wall, M. Stanley

Warren, Richard

Wellons, Kennard\*

Willis, Paul A

Winer, Miroslav B.

Yanarella, Ernest\*

Zechman, Fred\*

ATTENDANCE SHEET  
April 14, 1975

- ✓ Joseph Kish
- ✓ W. F. Wagner
- ✓ Don Loe
- ✓ Jeanne Ruckford
- ✓ Robert Zimmich
- ✓ J. T. Moore
- ✓ Jerry M. Barkin
- ✓ Don M. Sacco
- ✓ Patricia Horidge
- ✓ Colleen A. Burnett
- ✓ Judy Worell
- ✓ Charles W. Maltman
- ✓ T. R. Robe
- ✓ ~~W. Silberstein~~
- ✓ Thomas Stansbury
- ✓ Ted Suffridge
- ✓ May Evelyn Hunter

- ✓ Constance P. Wilson
- ✓ Henry P. Cole
- ✓ Ben Petty
- ✓ J. Edwards
- ✓ JOHN STEPHENSON
- ✓ Kathleen D. Connick
- ✓ M. L. Matthews
- ✓ G. A. Deacon
- ✓ W. Gladden
- ✓ W. W. Bailey
- ✓ G. V. Swintostay
- ✓ Lewis Swift
- ✓ P. D. Dilliey
- ✓ O'Neal Weeks
- ✓ O. A. Singetam

## ATTENDANCE SHEET

April 14, 1975

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✓ Roy W. Yarbrough ✓  
 ✓ S. S. Ulmer ✓  
 ✓ Carolyn McKinney ✓  
 ✓ Donald R. March ✓  
 ✓ E. Anne Stone ✓  
 ✓ Z. Govindarajulu ✓  
 ✓ David L. Larimore ✓  
 ✓ Willard D. Hamd ✓  
 ✓ M. Wadlow ✓  
 ✓ Margaret Jones ✓  
 ✓ Virginia Stewart ✓  
 ✓ Roger Grubbs ✓  
 ✓ Don R. Kirkendall ✓  
 ✓ Holman Hamiston ✓  
 ✓ Charlene Thacker ✓  
 ✓ Lerold King ✓  
 ✓ Donald E. Sande ✓  
 ✓ Bill Moody ✓  
 ✓ Alfred L. Crabb, Jr. ✓

✓ Anthony C. Colson ✓  
 ✓ J. Ambler ✓  
 ✓ W. P. Lyons ✓  
 ✓ Dan Jacob ✓  
 ✓ D. Beck ✓  
 ✓ Paul Sears ✓

ATTENDANCE SHEET  
April 14, 1975

- ✓ William D. Peters ✓
- ✓ J. Inman Stevers ✓
- ✓ Jim Crumell ✓
- ✓ R.M. Longren ✓
- ✓ Some Buller ✓
- ✓ David Spahr ✓
- ✓ Jess L. Gardner ✓
- ✓ Neil Hackbart ✓
- ✓ Michael Freeman ✓
- ✓ Eugene M. Huff ✓
- ✓ Thomas R. Ford ✓
- ✓ Gordon E. Adair ✓
- ✓ Kathryn Sallee ✓
- ✓ Ben R. Rudwick ✓
- ✓ Robert C. Noe ✓
- ✓ Dallas M. High ✓

- ✓ P.H. Kaubser<sup>10</sup> ✓
  - ✓ Amer? ✓
  - ✓ Kenneth Wright ✓
  - ✓ Jess Weil ✓
  - Mito Fairbro for  
Archie Peter III  
Mito Jiri
- attended for Arthur Peter*

ATTENDANCE SHEET  
April 14, 1975

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↓ Virginia Lane  
↓ James H. Gibson  
↓ Harold O. Griffin, Jr.  
↓ D. A. Galt  
↓ Frank Buck  
↓ H. Waldman  
↓ J. D. Beckholtz  
↓ James W. Kemp  
↓ Elizabeth R. Cloutier  
↓ Elitch Ballard  
↓ R. S. Beaton  
↓ S. J. Rizzo  
↓ M. J. Spill  
↓ Willis A. Sutton, Jr.  
↓ Elbert W. Osburn  
↓ T. Z. CSARKY  
↓ John Lihani  
↓ Bruce H. Westly  
↓ Paul Peck  
↓ Ruth Asall  
↓ Claudine Gartner  
Mary Wilma Hargreaves

↓ John C. Rea  
↓ Paul M. H. /  
↓ Anne E. Patterson  
↓ Albert Steig  
↓ J. Rival  
↓ Thomas Hancer

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF ARTS AND SCIENCES  
OFFICE OF THE DEAN

April 7, 1975

To: Academic Deans, Department Chairmen and Members of the University Senate

From: Anthony C. Colson, Associate Dean

The Faculty of the College of Arts and Sciences recommends approval of the following proposals:

NEW COURSE

Biology 549, COMPARATIVE NEUROBIOLOGY AND BEHAVIOR. (3)

A comparative study of the behavioral responses of animals to cues from their environment and from other animals. Neural mechanisms underlying the responsiveness of certain unicellular, invertebrate and vertebrate species will be examined. Three lectures per week. Prereq: Zoo 302 or consent of instructor.

CHANGE IN UNDERGRADUATE POLITICAL SCIENCE MAJOR

It is recommended that the following revised pre-major and major requirements be approved:

Pre-Major Requirement: PS 151, 201, and one of the following: PS 200, 250, 265, or 290.

Major Requirement: A minimum of 21 hours in political science, of which at least 15 shall be above the 200 level. At least one course must be taken in each of fields (1), (2), and (3) listed below and at least one course must be taken in another field. Except for PS 151 and 201, courses taken in fulfillment of the pre-major requirements may be used to satisfy these distributional requirements. Undergraduate courses are divided into the following fields:

(1) Theory and Methodology: PS 200, 290, 505, 571, 572, 575

(2) Comparative Government: PS 250, 520, 521, 550, 554, 555, 556, 557, 565, 568, 569

(3) International Relations: PS 265, 501, 530, 531, 541, 551, 566

(4) Political Process: PS 550, 570, 573, 576

(5) Public Administration: PS 577, 578, 579, 580

(6) Public Law and Judicial Behavior: PS 559, 561, 563

(7) State and Local Government: PS 280, 540, 552, 553, 574

The field for PS 390 varies with the topic covered.

Proposed Curriculum Leading to the Degree of Bachelor of Arts with a Major in Chemistry:

Basic Skills:

1. Composition and Expression: Eng 101, 102
2. Translation and Interpretation: Four semesters of a foreign language
3. Abstraction and Inference: MA 113, 114, plus normally two years of high school mathematics

Breadth of Study:

1. Natural Sciences: Chemistry and Physics
2. Humanities: General Studies and Electives, 12 credits \*\*\*\*
3. Social and Behavioral Sciences: General Studies and Electives, 12 credits \*\*\*\*

Depth of Study: Curriculum below

1. Premajor: Che 110, 112 (106,108), 115, MA 113, 114
2. Major: Che 226, 230, 231, 232, 233, 441, 444, 572, 395 (6 credits)  
Phy 211, 213  
Major field options: 15 credits

Total credits for degree: 120, exclusive of physical education service courses

	<u>Freshman Year</u>		<u>Credit</u>
<u>First Semester</u>	<u>Credit</u>		
Che 110 (Che 106), General	3 (4)	Che 112 (Che 108), General	3
Eng 101, Composition	3	Che 115, Laboratory	3
MA 113, Calculus	4	Eng 102, Composition	3
General Studies	3	MA 114, Calculus	4
		General Studies	3
	<hr style="width: 50%; margin: 0 auto;"/> 13(14)		<hr style="width: 50%; margin: 0 auto;"/> 16
		<u>Sophomore Year</u>	
Che 226, Analytical, Lec & lab	3	Che 232, Organic	3
Che 230, Organic	3	Che 231, Organic	2
Phy 211, General	5	Phy 213, General	5
Foreign Language	3(4)	Foreign Language	3(4)
		Elective ****	3
	<hr style="width: 50%; margin: 0 auto;"/> 14(15)		<hr style="width: 50%; margin: 0 auto;"/> 16(17)
		<u>Junior Year</u>	
Che 233, Organic Lab	2	Major Field Option**	3
Che 44, Physical*	3	Che 441, Physical Lab	2
Foreign Language	3	Foreign Language	3
General Studies	3	General Studies	3
Elective ****	4	Electives****	4
	<hr style="width: 50%; margin: 0 auto;"/> 15		<hr style="width: 50%; margin: 0 auto;"/> 15
		<u>Senior Year</u>	
Major Field Options	6	Che 572, Seminar	1
Electives ****	6	Major Field Options	6
Che 395, Ind Work***	3	Che 395, Ind Work***	3
		Electives****	6
	<hr style="width: 50%; margin: 0 auto;"/> 15		<hr style="width: 50%; margin: 0 auto;"/> 16

- \* Students desiring to take 440 and 442 rather than 444 must take MA 213 and 214 (MA 214 may be taken concurrently with 440).
- \*\* Major field options include courses at or above the 300 level in the physical sciences, biological sciences, engineering, mathematics, statistics, and computer science. The major field options may include a maximum of 6 hours in education courses at or above the 300 level.
- \*\*\* Students taking Che 395 must have a minimum GPA of 3.0 in the Department of Chemistry. Students not wishing to take Che 395 must take 6 credits of course work in chemistry at or above the 400 level.
- \*\*\*\* 12 of the elective hours must be used to fulfill Breadth of Study requirements. The remainder are "Free Electives".

COLLEGE OF ENGINEERING  
UNIVERSITY OF KENTUCKY

April 1, 1975

MEMORANDUM

TO: Members of the University Senate and the Academic List of the Senate

FROM: Warren W. Walton, Assistant Dean

The Faculty of the College of Engineering recommends approval of the following course changes:

NEW COURSES

CE 623 FINITE ELEMENT APPLICATIONS IN ENGINEERING (3)  
Applications of the finite element method in the various fields of engineering. Specific topics include: stress distribution in soils and rocks, plates or rafts on elastic foundations, steady and unsteady groundwater flow, and non-linear material problems encountered in engineering practice. Prereq: CE 380, CE 425 or consent of the instructor.

CE 646 MULTIDISCIPLINARY ACCIDENT INVESTIGATION AND RECONSTRUCTION (3)  
National Highway Traffic Safety Administration Multidisciplinary Accident Investigation Protocol; analysis of human, vehicle and environmental factors associated with traffic accidents; uses and limitations of accident data; reconstruction of accidents from photographic evidence; current research and development needs. Prereq: B.S. degree in engineering or any other B.S. or B.A. degree plus EM 313.

CE 648 TRAFFIC LAWS, ORDINANCES AND CONTROLS (3)  
Principles controlling the development, application and revision of traffic laws, ordinances and control devices; historical perspective, current status, and future needs relative to traffic safety and capacity; behavioral (expressive self-testing) constraints on uniform application of traffic control theory. Prereq: CE 340 and CE 543 or consent of instructor.

MET 276 BUILDING MATERIALS (3)  
A lecture-demonstration course for architecture students and other students interested in metallic, ceramic and polymeric building materials. The course establishes a classification systems for building materials, relates their properties to structure of the material and shows how their behavior may be controlled through appropriate processing. Prereq: Consent of Instructor.

MET 301 CONSUMER MATERIALS & PRODUCT LIABILITY (3)  
A lecture/demonstration course emphasizing material properties, fabrication methods and causes of failure most frequently involved in cases of product liability. Prereq: Consent of Instructor.

COURSES TO BE DROPPED:

CE 342	TRANSPORATION ENGINEERING II	(3)
CE 642	HIGHWAY LOCATION ANALYSIS	(3)
CE 647	PORTLAND CEMENT CONCRETE & BITUMINOUS MATERIALS	(3)
CE 653	ADVANCED HYDROLOGY	(3)
EE 523	ELECTRICAL ENGINEERING PROJECTS	(2)
EE 615	STABILITY THEORY OF CONTROL SYSTEMS	(3)

CHANGES IN EXISTING COURSE:

CE 543 DEVELOPMENT OF TRANSPORTATION FACILITIES (3)  
Analysis of factors affecting development of transportation facilities;  
history of transportation development; problems of highway geometrics,  
design standards and traffic estimates and assignment; basic planning and  
location principles; programming improvements, maintenance and new  
construction, concepts of highway management, finance and public relations.

change to

CE 543 DEVELOPMENT OF TRANSPORTATION FACILITIES (3)  
Analysis of factors affecting development of transportation facilities;  
basic planning and location principles; problems of highway geometrics,  
design standards, and traffic estimates and assignment; transportation  
in the urban environment; and air transport. Prereq: CE 340

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION  
OFFICE OF THE DEAN

March 24, 1975

AREA CODE: 606  
TEL.: 258-2813

MEMORANDUM

TO: Deans, Department Chairmen, Members of the University Senate

FROM: George W. Denmark *GWD*

SUBJECT:

The College of Education recommends approval of the following:

NEW COURSE

EDP 677 Advanced Studies in Community Mental Health 3  
Description: Topics include cross-cultural, social and epidemiological studies; mental health delivery systems of communities and school systems; and the law of mental health, psychology, and counseling. Prerequisites: Any two of the following: PSY 501, PSY 521, CH 521, EDP 518/PSY 518, ANT/SOC 526, or permission of the instructor. May be repeated to a maximum of 6 credits.

COURSE CHANGE

EDP 666 Change title to: Psychology of Career Counseling  
Change description to: Tests of vocational interests and aptitudes. Collection and retrieval of occupational and educational information. Facilitation of sound decision-making. Prereq: EDP 652

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF ARTS AND SCIENCES  
OFFICE OF THE DEAN

April 10, 1975

To: Academic Deans, Department Chairmen and Members of the University Senate

From: Anthony C. Colson, Associate Dean

The Faculty Council of the College of Arts and Sciences recommends for approval the following proposals:

NEW COURSES

Slavic & Oriental 130, ELEMENTARY HEBREW I. (3)

Coverage of Hebrew grammar designed to prepare students to use Hebrew for their particular needs and programs.

Slavic & Oriental 131, ELEMENTARY HEBREW II. (3)

Continuation of SO 130. Prereq: SO 130 or consent of instructor.

Slavic & Oriental 140, ELEMENTARY MODERN STANDARD ARABIC I. (3)

An introduction to the standard written language of the Arab World. Initial emphasis upon the phonology and script, followed by gradual coverage of the grammar, with exercises in reading, writing, pronunciation, and vocabulary building.

Slavic & Oriental 141, ELEMENTARY MODERN STANDARD ARABIC II. (3)

Continuation of SO 140. Prereq: SO 140

Slavic & Oriental 230, INTERMEDIATE HEBREW I. (3)

Readings of selected biblical texts e.g., Judges and Exodus. Prereq: SO 131 or consent of instructor.

SO 231, INTERMEDIATE HEBREW II. (3)

Readings in Selected Hebrew authors. Prereq: SO 230 or consent of instructor.

SO 240, INTERMEDIATE MODERN STANDARD ARABIC I. (3)

A continuation of SO 141, stressing comprehension of written and oral material, the ability to read Arabic aloud and to compose written material, and the ability to speak. Prereq: SO 141.

SO 241, INTERMEDIATE MODERN STANDARD ARABIC. (3)

A continuation of SO 240, stressing comprehension of written and oral material, the ability to read Arabic aloud and to compose written material, and the ability to speak. Prereq: SO 240.

SO 341, SEMINAR IN MIDDLE EAST STUDIES. (3)

Investigation of a literary or cultural topic concerning the Middle East. Topics will be announced in the schedule of classes. Prereq: Consent of instructor. May be repeated to a maximum of 9 credits.

CHANGES

SO 260, Classics of Near Eastern Literature. Change title to CLASSICS OF NEAR EASTERN LITERATURE IN TRANSLATION. New description: A survey of Near Eastern Literature, mainly Islamic. Some selections are chosen on the basis of their universal interest, while others demonstrate literary values and ideals with which Western readers are not ordinarily familiar. Occasional recordings and slide-illustrated lectures are included.

SO 325, Hebrew Civilization. Change title to JUDAISM IN THE MODERN WORLD. New description: The response of Judaism to the problems resulting from "Emancipation", the rise of conservative and reform movements in Germany, emigration to the U.S. and the establishment of Israel. Given in English. No knowledge of Hebrew necessary.

SO 330, Islamic Civilization II. Change title to THE ARAB AWAKENING. New description: The Arab world's response to westernization and the resultant reassertion of its cultural role in the modern world.

SO 395, Independent Work. Change credits from 3 to 1-3.

SO 457, Modern Islamic Literature. Change title to MODERN ARABIC LITERATURE IN TRANSLATION. New description: A survey of Arabic literature of the nineteenth and twentieth centuries, emphasizing the development of the novel, the short story and drama.

Drop

SO 401 and 402, Hebrew Grammar and Syntax I and II

SO 440 and 441, Arabic Grammar and Syntax I and II (contingent upon approval of new courses SO 140, 141, 240 and 241)

SO 456, Arabic and Persian Masterpieces

PROPOSED CHANGES IN REQUIREMENTS FOR THE MAJOR IN MIDDLE EAST CIVILIZATION

Reflecting Proposed Course Changes in Dept. of Slavic & Oriental

Pre-Major Requirements: [15 hours]

SO 140, 141 Elementary Modern Standard Arabic  
SO 240, 241 Intermediate Modern Standard Arabic

or

SO 130, 131 Elementary Modern Hebrew  
SO 230, 231 Intermediate Modern Hebrew

PLUS ONE OF THE FOLLOWING:

ANT 121 Introduction to Cultural Anthropology  
GEO 257 Elements of Human Geography  
HIS 247 The Middle East from the Rise of Islam to the French Revolution  
HIS 248 The Middle East Since the French Revolution  
SOC 101 Introductory Sociology  
HON 103 Rise of Near Eastern Tradition in Antiquity

Major Requirements:

I. 24 hours chosen from the following areas:

- a. Cultural and Historical (9 hours) chosen from
  - SO 328 Isl. Civ.: The Rise of Islam to 1798
  - SO 330 The Arab Awakening
  - SO 324 Judaism in the Middle Ages
  - SO 325 Judaism in the Modern World
  - HIS 350-359 Arab-Israeli Conflict since 1948 (course number for this topic is variable)
  - ANT 438 Ethnology of the Near East and North Africa
- b. Specialized Areas (9 to 15 hours) chosen from
  - ANT 383 Special Problems in Anthropology
  - SO 341 Seminar: Topics in Middle East Studies (may be repeated up to 9 hours as topics vary)
  - SO 396 Independent Work in Middle East Civilization
  - SO 444 Writings of the Muslim Mystics
  - SO 455 Spanish Islam
  - SO 457 Modern Arabic Lit. in Translation
  - SO 458 Modern Hebrew Lit. in Translation
- c. Advanced Language Courses (6 hours: optional)
  - SO 442, 443 Arabic Reading I, II

II. 16 hours normally chosen from the following:

- ANT 512 Comparative Civilization
- ANT 548 European and Near Eastern Archaeology
  
- CLA 390 Early Christian Literature in Translation
- ENG 270 Literature of the Old Testament
- ENG 271 Literature of the New Testament
- HIS 229 The Ancient Near East & Greece to the Death of Alexander the Great
- HIS 230 The Hellenistic World and Rome to the Death of Alexander the Great
- HIS 501 Fourth-Century Greece & the Hellenistic World
- HIS 510 Medieval Civilization to 1100
- HIS 511 Medieval Civilization since 1100
- HIS 528 Cultural and Intellectual History of Europe from the Renaissance to the French Revolution
- HIS 548 The Ottoman Empire
- HIS 549 History of the Middle East since 1916
- HIS 557 The British Empire and Commonwealth
- PHI 440 Great Religions
- PHI 504 Topics in the History of Ancient and Medieval Philosophy
- PHI 565 Philosophy of Language
- PS 290 Ideology, Political Doctrines and Contemporary Society
- SOC 525 Religion and Culture (Pre-req.: SOC 101)