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MINUTES OF THE UNIVERSITY SENATE, MARCH 10, 1986

The University Senate met in regular session at 3:10 p.m., Monday, March 10, 1986, in room 116 of the Thomas Hunt Morgan Building.

Bradley C. Canon, Chairman of the Senate Council, presided.

Members absent: Roger B. Anderson, Michael Baer, Charles E. Barnhart, Brian Bergman, Raymond F. Betts, Tex Lee Boggs, Peter P. Bosomworth, Ray M. Bowen, Stanley D. Brunn, D. Allan Butterfield*, I. K. Chew*, Emmett Costich, George F. Crewe*, Joe V. Davis*, Stephen C. Deger, Richard C. Domek*, Robert Lewis Donohew, Herbert N. Drennen, Paul M. Eakin, Anthony Eardley, Donald G. Ely, Richard W. Furst, Lester Goldstein*, Willburt Ham*, Marilyn D. Hamann*, Lawrence A. Harris*, S. Zafar Hasan, Leonard E. Heller, Alison Hodges*, Raymond R. Hornback, James G. Hougland, Jr.*, Susan Johnson, John J. Just, Jay T. Kearney*, James R. Lang*, Robin Lawson, Robert G. Lawson, Edgar D. Maddox, Paul Mandelstam*, Kenneth E. Marino, Sally S. Mattingly*, John Menkhaus, H. Brinton Milward, Patricia Montgomery*, Mark Moore, Robert C. Noble*, Todd Osborne, Merrill W. Packer*, Philip C. Palmgreen*, Bobby C. Pass, Madhira D. Ram*, Kendell Rice, Frank J. Rizzo*, Thomas C. Robinson, Edgar L. Sagan, Timothy Sineath, Otis A. Singletary*, Laura Stivers*, Joseph V. Swintosky*, Kenneth R. Thompson, Kellie Towles, Marc J. Wallace, James H. Wells*, Constance P. Wilson, Peter Winograd*, Judy Wiza*

The Minutes of the meeting of January 20, 1986, were approved as circulated. The Minutes of February 3, 1986, were corrected by the Chairman as follows. On page 2 the third full paragraph should read as follows: "The Chair recognized Professor Robert Hemenway of the English Department who spoke for the Senate Council in the absence of Chairman-elect Wilbur Frye. He explained the Council's withdrawal of Version I. He said that when the Swift Committee made its original report, the wording was "Option I, Calculus, or Option II, Philosophy 120 plus Statistics 200." In subsequent discussions between the Council and the Swift Committee, it was realized that the original wording was not in keeping with the Swift Committee's general policy of not specifying particular courses at this time. As a result, the Senate Council changed Option II to the language now designated as Version I. After it was circulated, Professor Constance Wood argued that this language was not fully in keeping with the goals of the Swift Committee, namely to provide an introductory statistics course. She proposed Version II...." With those corrections, the Minutes were approved as circulated.

Chairman Canon made the following announcements:

"First, the top three candidates for the Board of Trustees election are Ray Betts (273 votes), Jim Kemp (168 votes) and Emmett Costich (118 votes). A ballot with these names will soon be circulated. If a majority is not reached on that ballot, the final ballot will have two names on it.

The Coalition of Faculty and Senate Leaders have undertaken some activities in the last month or so to try to give the State Legislature a more favorable view of higher education in the state. The Coalition held a reception for members of the State Legislature on Tuesday, February 25. About 35 legislators came along as well as some of their staff members and some other people from the State Government administration. It

*Absence explained

gave us a chance to talk to the legislators about the needs of higher education in the state. Several members of the State Legislature that we do not normally see were there and we talked to them at some length. Receptions like this do not buy votes. What they do is give us recognition. This is the first time that associated faculty members from the state universities have gotten together and put on a reception, and I believe many of the legislators are now aware that we are organized and communicating with one and another and are interested in the output of the legislature. The reception occurred at a very fortuitous time. The next day the State Senate was scheduled to take up House Bill 462. When 462 passed the house, it was a simple bill to require that one of the members of the Board of Regents of the regional universities be an alumnus of the university. When the bill got into the Senate State Government Committee, an amendment was added to prohibit the faculty and student members of the Board of Trustees at all state universities, including UK, from voting on personnel matters. In other words the student and faculty trustees could not vote on the selection of the new president. The bill was also amended to reduce the terms of the trustees of the university from six years to four years and to make it retroactive so that a large number of trustees would automatically lose their positions. Moreover, a floor amendment had been filed on House Bill 462 in the Senate that would have eliminated the student and faculty trustees altogether. We lobbied against the bill hard that night, as you might imagine. I think we convinced some of the legislators to vote against the bill as amended. The next day the Senate sent the bill back to committee. I think the main thing that bothered the Senate was reducing the trustees term from six to four years retroactively. The bill is now back in the Senate State Government Committee chaired by Senator Ed Ford of Cynthiana. I don't quite know what its fate will be. The State Government Committee met last week and did not consider it. Some people I have talked with in Frankfort say that it now appears to have only minimal chances of coming out. However, I have been in Kentucky long enough to know that lots of things can happen in the last few days of any meeting of the state legislature. I urge you to keep your eyes on House Bill 462 and particularly the provision that it would prohibit faculty and student trustees from voting on personnel matters on the next president. When you are meeting with state legislators, you might tell them you are aware of this and are against it.

While talking about the matter of the selection of a new president, let me remind you that at some future date the University Senate is going to be involved in the selection of a new president at the University of Kentucky. The Senate Rules provide that when a vacancy is announced, the Senate shall convene and through a specified process will nominate six (6) members of the faculty to serve on the search committee for the next president. These six (6) people will then be put on a ballot and circulated to all members of the faculty and the

three nominees receiving the highest number of votes will be the faculty's representatives on the search committee. I do not know when this will occur; perhaps late this spring or early in the fall. It is no secret that President Singletary is nearing retirement age and we will be in the process of selecting a new president in the near future."

Chairman Canon then recognized Professor Jesse Weil who announced that there would be a panel discussion on the role of faculty in the selection of a University president tomorrow afternoon at 3:30 p.m. in the Gallery of Margaret I. King Library, north building.

Chairman Canon resumed:

"Let me mention some other activities of COSFL. We held, in conjunction with the AAUP, a banquet Friday night in Frankfort to which legislators were invited, but not as many came to the banquet. In addition COSFL has sent some letters and will continue sending letters to the legislators on matters relating to higher education."

The last item on the agenda, which was the report from the Committee on Cheating and Plagiarism, was considered first so that Professor Charles Ellinger could attend another meeting later in the afternoon. The Chair recognized Professor Wilbur Frye to present the Report on Cheating and Plagiarism. Professor Frye said there had been some problems with inconsistency in proposing penalties for offenses of cheating and plagiarism throughout the university in the past and as a result the Academic Ombudsman organized a committee to evaluate the problems and to make some recommendations. Professor Frye moved approval of the proposal which was circulated under the date of February 28, 1986.

The Chair recognized Professor Ellinger who chaired the Committee to speak on behalf of the proposal. Professor Ellinger said he had made the presentation in September as part of the annual report from the Office of the Ombudsman. It has since gone through the Senate Council. Basically there are two purposes. One is to streamline the flow of the procedures and two, to create fairness throughout the university and eliminate inconsistencies. Professor Ellinger's feeling is that the committee put a lot of effort into the proposal. He gave Bill Fortune much of the credit for helping to rewrite the proposal to flow into the current regulations of the University. Professor Ellinger said he would answer any questions.

The Chair recognized the Dean of the Graduate School Wimberly Royster who suggested the following amendment:

- 4.2 Academic offenses involving graduate students in 600 and 700 level courses or relating to master's examinations, doctoral qualifying examinations, master's theses and doctoral dissertations, or other work related to fulfilling requirements for a graduate degree, shall be considered to occur in the Graduate School and shall be reported to the Dean of the Graduate School or the Dean's designee.

4.2 Responsibility of the Dean of the College where the Offense occurred or of the Dean of the Graduate School, As Appropriate

The amendment was seconded. Professor Hans Gesund wanted to know what the minimum sanction was when dealing with a thesis because there would be no grade. Associate Dean Dan Reedy said the Graduate School was trying to be as brief as possible without cataloging specifics. It would be feasible to have the advisor of a master's thesis acting as an instructor. He said there had been cases in a thesis or dissertation in which there had been discovery of alleged false data or misrepresentation of information. He said there needed to be an avenue to protect the integrity of the institution. Professor Gesund felt the Graduate School needed more options than it was giving itself. The Chairman asked what the Graduate School did now if they found a thesis related offense. Dean Reedy said the "minimum of an E" was stronger than what had sometimes been given in the past. However, in the case of a dissertation, the degree might not be given or even rescinded.

Professor Trudi Bellardo wanted to know if under 4.1 (b) "as appropriate" meant any graduate student. Chairman Canon said it meant any graduate student falling in category "C". Dean Reedy said that graduate students were not members of separate colleges but were all students in the graduate school. Professor Lisa Barclay felt with the amendment that in some instances two different deans may give two different decisions. The Chairman said that could not happen because the amendment stated 600 or 700 level courses. Dean Royster said that students in 400 and 500 level courses were treated as any other undergraduate while 600 and 700 level courses are only for graduate students. There was no further discussion and the amendment passed unanimously.

Professor John Rea expressed concern about the minimum penalty of an "E" no matter how small the offense. He said that each year he had students who copied minor papers from each other. He felt the students had no notion of what cheating involved and he had to educate them. With the proposal he would either have to fail them in the course the first week or overlook it altogether. He felt the "E" was fine for major offenses but too much for others. Professor Ellinger said that was an item which came up many times in committee, but the committee felt cheating was cheating. When students come to college they know what cheating is, and the committee felt when different people give different grades it is almost impossible for the Ombudsman's Office to support the professor. Professor Ellinger said the proposal would bring consistency to all professors. Professor Rea said that students do not understand that copying is not allowed.

Professor Jesse Weil felt there should be more uniformity and there were provisions for that in the proposal. He said the fact that the faculty member would be working with the chairman would make the penalties more uniform. He said he would be uncomfortable to be in a position of having to ignore some offenses because he did not feel students should be penalized without a chance for appeal. Professor Ellinger said the committee felt there was significant number of professors who do not charge a student for fear of not being supported by the Ombudsman or the Appeals Board.

Professor James Kemp felt the minimum "E" grade was like an analogy for getting jailed for jay walking as well as murder. He said it was redundant to get the same punishment for different offenses, and he felt it would make hypocrites

out of many of the faculty. Professor Gesund felt the plea for uniformity was strange, because there is no uniformity in grading. He said every faculty member graded his/her own way. Another problem he felt was when a faculty member worked with a student in a cheating situation and did not report the incidence. That way the faculty member would be in violation of the Senate Rules. He moved that 4.1(a and b) be deleted, so that there would be no penalties specified. The motion died from lack of a second.

Professor Weil offered an alternate amendment to restore to the proposal what was 4.1 (a) in the present rule which is "assign any grade on a paper or examination related to the offense." He felt most of the faculty would like to have a lesser penalty. The amendment was seconded.

Professor Robert Hemenway spoke against the amendment and in favor of the original version. He felt there was a fundamental procedure of pedagogy that can alleviate the fears of the faculty that they might be forced to act in violation of the Senate Rules. He said at the beginning of a class the professor could point out that any student cheating could get an "E" in the course. Professor Martin McMahon supported the original version, because he said that cheating was cheating and a minimum of "E" in the course was an appropriate penalty.

The amendment to restore the penalty of allowing the instructor to assign any grade on a paper or examination related to the offense failed in a hand count of 32 to 16.

Professor Constance Wood moved an amendment to insert in 4.10 on page 9 after the first sentence:

"This minimum penalty may be reduced for minor offenses upon consultation with the academic ombudsman."

Professor Rea seconded the motion. Professor Hemenway did not see that it was a good idea to go to the Ombudsman. Professor Wood felt there should be some control in uniformity in what is considered to be a minor offense. The amendment failed in a hand count of 34 to 13.

In further discussion Student Senator John Cain said that students were a major part of the committee, and they did not feel that a minimum of an "E" was too much of a penalty. The previous question was moved, seconded and passed.

The Ellinger Committee Report as amended passed in a voice vote and reads as follows:

Background and Rationale:

Historically, the Office of the Academic Ombudsman has observed inconsistencies in imposing penalties for academic offenses (cheating and Plagiarism) throughout the University. As a result of these inconsistencies, the Office of the Academic Ombudsman felt that a symposium to evaluate the problems of cheating and plagiarism would be the best initial approach. During the symposium it was decided by those in attendance that an ad hoc Committee be appointed to further study the findings of the symposium. The members of the Committee were Vice Chancellor Don Sands, Dean Joe Burch, Ms. Gay Elste,

Professors Bill Fortune, Jean Pival, Mike Brooks, Bill Lacy, John Piccoro, Mark Summers, Charles Ellinger, Ms. Barbara Mabry, Mr. John Cain, Ms. Margey McQuilkin, Mr. David Brownell, and Ms. Frankie Garrison. The Committee recommended the attached amendments in an effort to streamline the overall process and to adopt a policy of consistency and fairness for all students.

The amendments will accomplish four major changes: (1) they provide a minimum sanction for cheating or plagiarism of an 'E' in the course; (2) they provide a minimum sanction of suspension from the University for one semester for a second offense; (3) the instructor must consult with the department chairman about the recommendation of a minimum sanction; and, (4) the Registrar's Office will keep a record of all offenses.

After the Ellinger Committee Report was completed, some cases occurred in which students enrolled in one college committed offenses in classes taught in another college. Under the present Rules, the sanction recommendation is sent to the dean of the student's college. In some of these cases, the dean of the student's college recommended a lesser sanction than that recommended by the instructor and chairman of the department where the offense occurred. This produced some inequitable results, i.e., two students committing the same offense in the same class might receive different sanctions depending upon which college they were enrolled in. Both the Senate Council and Chancellor Art Gallaher, Jr., polled the deans (who can, of course, see both sides of this question) about their preferences; to insure equity in imposing sanctions, most favored having the dean of the college where the offense occurred recommend the sanction to the Chancellor. At Chancellor Gallaher's request, the Senate Council approved this change and incorporated it into the Ellinger Report.

Note: A Flow chart is attached to indicate the step by step procedures for handling academic offenses (cheating and plagiarism).

Proposed Changes: (underlined portion new; delete bracketed portion)

4.0 Disposition of Cases of Academic Offenses (US: 4/4/76)

[4.1 Responsibility of Instructor

An instructor who has evidence that a student has committed an academic offense should first arrange a personal conference with the student and do the following: present the evidence with respect to the offense; give the student an opportunity to state his/her case; and make known to the student the charges, if any, and the possible sanctions which may be imposed or recommended. If the student is not reasonably available for or fails to attend such a conference, the instructor shall proceed to inform the student of the nature of the evidence, charges and possible sanctions by certified mail.]

[The instructor may then take one or more of the following actions:]

- [a. assign any grade on a paper or examination related to the offense;]
- [b. assign any grade for the course in which the offense occurred;]
- [c. recommend a more severe sanction than the instructor may alone impose, by forwarding through the department chairman a written report of the offense to the dean of the student's college. Notice of action taken under b. and/or c. must be sent by the instructor, within 5 working days after the accusation is made, to the student by certified mail, with copies to the department chairman and the dean of the student's college.(US: 4/11/83)]

[4.2 Responsibility of the Department Chairman]

[After reviewing the report referred to in 4.1 c. and making appropriate investigation, including the hearing and examination evidence presented by or in behalf of the student, the department chairman, within 7 working days, forwards the file, with a recommendation to the dean of the student's college. If, however, the offense also involves a violation of Part I, Code of Student Conduct, the report shall be sent first to the dean of the college in which the offense occurred with a copy to the Dean of Students and the dean of the student's college. (US:4/11/83)]

[When it is the department chairman who initially finds that a student has committed an academic offense in a departmental non-classroom situation, the department chairman should first arrange a personal conference with the student and do the following: present the evidence with respect to the offense; give the student an opportunity to state his/her case; and make known to the student the charges, if any, and the possible sanctions which may be recommended. If the student is not reasonably available for or fails to attend such a conference, the department chairman shall proceed to inform the student of the nature of the evidence, charges and possible sanctions by certified mail. The chairman shall then transmit a written report of the offense with his recommendation of one or more sanctions to the instructor (where appropriate) and/or the dean of the college where the offense occurred.]

[Notice of action taken must be sent by the department chairman to the student by certified mail with copies to the instructor (if involved), the dean of the college where the offense occurred, and the dean of the student's college.]

4.1 Responsibility of Instructor and Department Chairman

An instructor who suspects that a student has committed an academic offense shall consult with the department chairman, or the designee of the chairman, as soon as practical after the instructor develops the suspicion. If the instructor is also the department chairman, he or she shall consult with the Dean of the college's designee. Prior to consultation, however, the instructor may take action to prevent or detect an academic offense or preserve evidence of same. In taking such action the instructor should minimize disruption and embarrassment to students.

The instructor and department chairman shall review the evidence of an academic offense, ask the dean of their college to inquire of the registrar concerning prior academic offenses, and decide on an appropriate course of action. (See 4.9 and 4.10) If the evidence warrants an accusation of an academic offense, the student shall be invited to meet with the instructor and department chairman. The student shall be informed of the charge and given an opportunity to state his or her case. The student shall be informed of the possible penalties that may be imposed or recommended. If the student is not reasonably available or fails to attend the meeting, the instructor, with the approval of the department chairman, shall inform the student by certified mail or other means of delivery with receipt acknowledged in writing, of the nature of the evidence, charges, and possible penalties.

The instructor and department chairman shall decide on an appropriate penalty. If there is disagreement the department chairman shall prevail. The instructor and department chairman may impose one or more of the following penalties in the event they determine an academic offense has occurred.

- a. Assign a grade of E for the course in which the offense occurred (the minimum penalty).
- b. Recommend to the Dean of their college that the student be suspended, dismissed or expelled.

The determination or recommendation of the instructor and department chairman shall be made within 7 working days after the accusation is made, unless the student consents in writing to an extension of this time. The determination or recommendation shall be made in writing to their dean with copies to the student and the dean of the student's college, if he or she is enrolled in another college. Certified mail or other means of delivery with receipt acknowledged in writing shall be used to notify the student. If the offense also involves a violation of Part I, Code of Student Conduct, the report shall also be sent to the Dean of Students.

- [4.3] 4.2 Responsibility of the Dean of the College Where the Offense Occurred. Academic offenses involving graduate students in 600 and 700 level courses or relating to master's examinations, doctoral qualifying examinations, master's theses and doctoral dissertations, or other work related to fulfilling requirements for a graduate degree shall be considered to occur in the Graduate School and shall be reported to the Dean of the Graduate School or the Dean's designee. After reviewing the file forwarded by the department chairman, the dean or his designee shall, within 7 working days, forward the file to the appropriate Chancellor. If the dean disagrees with the sanction recommended by the chairman, the dean shall forward only his or her own recommendation to the Chancellor.

When a violation of Part I, Code of Student Conduct, Section 1.21 c,d,e,f,g,h,i,m,o,q, or r and a violation of Part II, Selected Rules of the University Senate Governing Academic Relationships, Section on Academic Offenses and Procedures, has allegedly been committed in the same set of circumstances or facts, the Dean of Students shall first consult with the dean of the college where the offense occurred. They shall determine whether the Dean of Students, the dean of the college where the offense occurred, or both will investigate and pursue the case in accordance with appropriate procedure(s) and authority(ies) as set forth in Part I or Part II of STUDENT RIGHTS AND RESPONSIBILITIES.

After reviewing the file or report, the dean may then take one or more of the following actions listed under a.[,] or b.[, and c.]

When it is the dean who initially finds that a student has committed an academic offense [in a college non-classroom situation], the dean should first consult with the instructor and department chairman, if available, and then arrange a personal conference with the student and do the following: present the evidence with respect to the offense; give the student an opportunity to state his/her case; and make known to the student the charges, if any, and the possible sanctions which may be imposed or recommended. If the student is not reasonably available or fails to attend such a conference, the dean shall proceed to inform the student of the nature of the evidence, charges and possible sanctions by certified mail or other means of delivery with receipt acknowledged in writing.

Within 7 days of formally charging the student as set out above, the dean may [then] take one or more of the following actions [listed below]:

- [a. force the student to withdraw from the course in which the offense occurred;]

- a. impose the minimum penalty of E for the course in which the offense occurred;
- b. [if the student is enrolled in the college where the offense occurred,] forward the file to the appropriate chancellor recommending a sanction of suspension, dismissal or expulsion[;]. (US: 12/13/82)
- c. if the student is enrolled in another college, forward the file to the Dean of the student's college recommending a sanction of suspension, dismissal or expulsion. In any case of disagreement with respect to such a sanction, the deans shall forward their separate recommendations to the appropriate chancellor(s).]

[Within 7 working days after determining action to be taken under a., b., or c.] Notice [must] of action taken under a. or b. above shall immediately be sent by the Dean or [in extraordinary circumstances] the dean's designee to the student by certified mail or other means of delivery with receipt acknowledged in writing, with copies to the instructor, and the department where the offense occurred, dean of the student's college, Registrar and Academic Ombudsman. [In case of acting under c.,] If the student is enrolled in a college in a different sector, notice of action should also be sent to the appropriate chancellor. (US: 4/11/83)

[4.4] Responsibility of the Dean of the Student's College

After reviewing the file forwarded by the department chairman or the dean of the college in which the offense took place, the dean (or in extraordinary circumstances his/her designee) shall, within 7 days, forward the file to the appropriate chancellor(s). Should a case arise where the deans are unable to reach agreement on the sanction to be recommended, their separate recommendations should be forwarded to the the appropriate chancellor(s). (US: 4/11/83)

Notice of action taken must be sent by the dean to the student by certified mail, with copies to the instructor, department chairman and dean of the college where the offense occurred, Academic Ombudsman and the Registrar.]

[4.5] 4.3 Responsibility of the Chancellor

After the student has been notified of action, the appropriate chancellor will wait 10 working days to give the student an opportunity to exercise the right of appeal to the Academic Ombudsman and then will proceed promptly as follows:

- a. If the student does not appeal the dean's recommendation of suspension, dismissal or expulsion within the specified period, the appropriate chancellor shall review the file, and may approve and implement or disapprove the recommended sanction;

- b. If the student appeals the dean's recommendation of suspension, dismissal or expulsion within the specified period, the appropriate chancellor takes no action unless the University Appeals Board subsequently recommends that the sanction of suspension, dismissal or expulsion be imposed and implemented. If such a recommendation is received from the University Appeals Board, the appropriate chancellor shall review the file, and may approve and implement or disapprove the recommended sanction. (US: 4/11/83)

Notice of action taken under a. or b. must be sent by the appropriate chancellor to the student by certified mail or other means of delivery with receipt acknowledged in writing, with copies to the instructor, department chairman and dean of the college where the offense occurred, dean of student's college, Registrar, Academic Ombudsman and chairman of the University Appeals Board. In the case of foreign students, a copy should also be sent to the Director of International Student Affairs. (US:12/10/79)

[4.6] 4.4 Rights of the Student

The student may appeal: 1. the [fact] determination of his/her guilt; 2. the severity of the sanction if [the sanction is other than the assignment of a grade on a paper or examination involved] more than the minimum sanction is recommended. [This] The appeal must be filed in writing with the Academic Ombudsman within 15 working days after the student's notification of the sanction [by certified mail]. It shall be the obligation of the student to provide the instructor with a current address and to keep the instructor advised of changes of address.

The student shall have the right of class [attendance and] participation and attendance during the consideration of any appeal.

4.5 Role of the Dean of the Student's College

When the student involved is not enrolled in the college in which the offense occurred, the dean of his or her college shall be informed by copy of all official correspondence pertaining to the sanctions being recommended. Should the student appeal to the University Appeals Board, the dean of the student's college may appear on his or her behalf.

[4.7] 4.6 Responsibility of the Academic Ombudsman

The Academic Ombudsman shall, within a reasonable time, preferably within [3 weeks] 20 working days of receiving the student's written appeal, attempt to resolve the case to the satisfaction of the student and of the instructor or dean imposing or recommending the sanction. If the Academic Ombudsman cannot within [3 weeks] 20 working days of receiving the student's written appeal satisfactorily

resolve the case, he/she shall forward a written report to the University Appeals Board with copies to the student, and to the person who instituted the charge. However, the period may be extended to permit more time for investigation with written approval of the student. The report should include copies of the student's appeal and report of the incident, and any reports submitted by the accuser. (US: 4/11/83)

[4.8] 4.7 Responsibility of the University Appeals Board

The Hearing Officer of the University Appeals Board shall schedule a hearing in any case of cheating or plagiarism reported by the Ombudsman, the hearing to be held within [3 weeks] 20 working days of the receipt by the Hearing Officer of the Ombudsman's report, unless the student consents to an extension of time for the hearing. The student may withdraw the appeal at any time. Notices to the student will be sent by certified mail to the address on file with the Ombudsman; failure of a student to apprise the Ombudsman of a change of address shall be cause of dismissal of the appeal. (US: 4/11/83)

[If the Board hears the case because of some question about the fact of the student's guilt, it shall have the authority to impose a final decision.]

[If the Board does not agree that suspension, dismissal or expulsion should be imposed, it shall grant acquittal with respect to suspension, dismissal or expulsion but also may recommend an appropriate lesser sanction to the dean of the student's college. The dean may refuse to accept the recommended lesser sanction but, if he does so, the appropriate chancellor shall resolve the case by giving the student a sanction which is no more severe than that recommended by the Board.]

[If the Board hears a case because of an appeal of severity of sanction(s) other than suspension, dismissal or expulsion, it shall concur with the previously imposed sanction(s), or recommend an appropriate alternate sanction to the instructor and/or dean who imposed the sanction(s) under appeal. The instructor may refuse the alternate sanction recommended by the Board; if he does so, the Board shall have the authority to give the student a W in the course. The dean may refuse an alternate sanction recommended by the Board; if he does so, the appropriate chancellor shall resolve the case by giving the student a sanction which is no more severe than the one recommended by the Board.]

In cases of academic offenses where the student contests guilt, the Appeals Board shall sit as a fact finding body and determine whether or not the student cheated or plagiarized from such evidence as is brought before the

Board (including testimony under oath, written statements, exhibits, and a view of the classroom where the cheating occurred if this be an issue). The Board may call witnesses on its own initiative and may continue the hearing for this purpose. Unless the Board believes, by majority vote of those present and by a preponderance of the evidence, that the student cheated or plagiarized, it shall acquit the student.

In cases where the only issue is the severity of the sanction, the Board shall sit as an appeals board and shall concur in the recommended sanction unless it believes,

by a majority vote of those present and by a preponderance of the evidence, that the sanction is too severe. The Board may hear witnesses and consider written statements and exhibits in reaching its decision concerning the severity of the sanction. The Board may impose the minimum penalty of an E in the course or may recommend to the Chancellor the imposition of a penalty of suspension or dismissal less severe than that recommended by the dean of the student's college.

Within five days of the decision of the Appeals Board the Hearing Officer of the Board shall notify the student, the instructor, the department chairman, the dean of the student's college and the appropriate chancellor of the action of the Board. In addition, if the decision of the Board is to impose a penalty of E in the course the Hearing Officer shall notify the Registrar of that act.

In all cases involving academic offenses the student shall have the rights set out in Section 2.3 of the Code (Rights of the accused).

When the Board hears a case in which the instructor and the dean have recommended actual suspension or expulsion, it may concur with the instructor and the dean, and recommend to the President of the University for his approval and implementation that the punishment of actual suspension or expulsion be imposed. If the Board does not agree that such punishment should be imposed, it shall return its decision and its recommendation of appropriate punishment to the instructor.

The instructor may refuse to accept a recommendation of the Appeals Board with respect to an appropriate punishment, but if he does so, the Board shall have the authority to give the student a W in the course. (See Section V., 1.34)

4.8 Reporting Academic Offenses

All final decisions of guilt of an academic offense shall be reported in writing to the Registrar by the dean of the college in which the offense occurred, with the following information: 1) name of student; 2) student identification number; 3) student's college; 4) course and section number; 5) approximate date of offense; 6) brief description of offense; 7) sanction imposed; and 8) date of imposition of sanction.

4.9 Responsibility of Registrar

The Registrar shall keep a record of all final decisions of guilt of an academic offense with the following information: 1) name of student; 2) student identification number; 3) student's college 4) course name and number and section number; 5) approximate date of offense; 6) brief description of offense; 7) sanction imposed; and 8) date of imposition of sanction. This information shall be released only with the consent of the student, or in response to an inquiry from a dean of the University of Kentucky, or a dean's designee, or the Academic Ombudsman of the University of Kentucky. A record shall be maintained by the Registrar of every instance in which information is released under this provision.

4.10 Penalties for Academic Offenses

The minimum penalty for an academic offense is an E in the course in which the offense took place. The repeat option may not be used to remove an E given for an academic offense. If a prior academic offense has been recorded in the Registrar's Office, the minimum penalty shall be suspension for one semester (or a minimum of four months in those colleges in the Medical Center where the semester system is not in use). Penalties more severe than the minimum may be imposed where warranted by the circumstances:

- a. Suspension: forced withdrawal from the University for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities. If a student while on suspension violates any of the terms set forth in the nature of suspension he or she shall be subject to further discipline in the form of dismissal.
- b. Dismissal: termination of student status subject to the student's readmission. The conditions for readmission will be specified at the time of dismissal. The student may be readmitted to the University only with the specified approval of the appropriate chancellor upon recommendation of the Appeals Board.

- c. Expulsion: permanent termination of a student status, without possibility of readmission except upon showing that the finds of fact which formed the basis of the action were clearly erroneous. (To be invoked only in unusual circumstances and when the offense committed is of such serious nature as to raise the question of the student's fitness to remain a member of the academic community.)

5.0 University Appeals Board

5.1 Functions of the University Appeals Board

[5.1.1 Cases of Academic Offenses (US: 9/12/83)]

[In cases of cheating or plagiarism where the student contests guilt, the Appeals Board shall sit as a fact finding body and determine whether or not the student cheated or plagiarized from such evidence as is brought before the Board (including testimony under oath, written statements, exhibits, and a view of the classroom where the cheating occurred if this be an issue.) The Board may call witnesses on its own initiative and may continue the hearing for this purpose. The Board shall consider the report of the Ombudsman but shall not be bound by it. Unless the Board believes, by majority vote of those present and by a preponderance of the evidence, that the student cheated or plagiarized, it shall acquit the students.]

[In cases where the only issue is the severity of the sanction, the Board shall sit as an appeals board and shall concur in the recommended sanction unless it believes, by a majority vote of those present and by a preponderance of the evidence, that the sanction is too severe. The Board may hear witnesses and consider written statements and exhibits in reaching its decision concerning the severity of the sanction.]

[In all cases involving cheating or plagiarism, the student shall have the rights set out in Section 2.3 of the Code (See Section VI., 4.9.)]

Implementation Date: Fall Semester, 1986.

STEP BY STEP PROCEDURES

1. Instructor confers with department chair or designee about suspected cheating or plagiarism.
2. Instructor and chair arrange a meeting with student or send student certified letter (or other means of delivery with receipt acknowledged in writing) informing of charges, nature of evidence, and possible penalties.
3. Within 7 working days, the instructor and chair send a certified letter (or other means of delivery with receipt acknowledge in writing) to the student with a copy to college dean.
4. Dean, after investigating case, sends certified letter (or other means of delivery with receipt acknowledged in writing) to student within 7 working days after receipt of departmental letter. Copies sent to those listed in current 4.3.
5. Student's appeal within 15 working days of receipt of dean's letter.
6. If student does not appeal or the appeal is denied, the appropriate chancellor imposes the sanction by certified mail to the student; copies send to those stipulated in 4.4.

The Chair recognized Professor Wilbur Frye for a motion on the proposed merger of the Departments of Higher Education and Social and Philosophical Studies in the College of Education. Professor Frye said the proposal was to consolidate the departments into a single Department of Educational Policy Studies and Evaluation. On behalf of the Senate Council, Professor Frye recommended approval. The proposal was circulated to members of the Senate under date of February 27, 1986.

Without discussion the Senate approved unanimously the proposal to be recommended to the President. The proposal follows:

Proposal: To establish a new department in the College of Education by combining the faculty of the existing Departments of Higher Education and Social and Philosophical Studies along with other College of Education faculty to form a Department of Educational Policy Studies and Evaluation.

Background:

The rationale for the development of the proposed Department of Educational Policy Studies and Evaluation and the discontinuance of two existing departments, Higher Education and Social and Philosophical Studies, is contained in the proposal (attached). The structural reorganization follows from a reorganization of Ed.D. programs in 1984. In the reorganization, a new Ed.D. program in Educational Policy Studies and Evaluation was established. The proposed department provides a framework for the program.

The proposed structural reorganization has been recommended by the College of Education and by Chancellor Gallaher. The Governing Regulations require that the President consult with the Senate before presenting it to the Board of Trustees. The Senate's Committee on Academic Organization and Structure has approved the recommendation after consulting with the Dean and interested faculty in the College of Education. The Senate Council recommends approval.

The Chair again recognized Professor Wilbur Frye for the proposed change in the College of Medicine Student Promotion and Retention Rules, including changes in Senate Rules V, 1.2.3 and V, 3.3.3. Professor Frye said that these revisions include a revision of grading criteria within the college, reconciliation of promulgated rules with current practices and recalibration of requirement for promotion. On behalf of the Senate Council Professor Frye moved approval of the proposed changes which were circulated to members of the Senate under date of February 28, 1986.

In the discussion period which followed Professor Gesund asked about proposed rule 1.2.3 on page 2. He said that the "W" grade denoted withdrawal from the College and wanted to know what would happen if a student wanted to withdraw from an elective. He felt that should be changed. He added that the "U" grade must be replaced by a "C" or "E" grade but no mention as to how long a student had to make up the "U" and his feeling was the time should be specified. On page 4, the last sentence which states "Final authority on all matters of student progress and promotion is vested in the Dean of the College of Medicine." He felt that conflicted with other rules of the University whereby students could appeal to the ombudsman or to the academic appeals board. He felt that went against the Governing Regulations and should be revised. Professor Gesund also pointed out on page 8, under "b" line 4, the sentence needed to be rewritten. He added that Professor Rea was worried about the standards of behavior to which the students are to be held. He said that on page 4, Proposed Rule V., 3.3.3 did not denote how students were to be graded. He wanted to know what kind of grades students got in behavioral type characteristics, and there was no mention as to where those grades were being kept.

In regard to the issue of grading on behavioral characteristics and ethical principles, Professor James Norton said that it was a difficult matter because no specific criteria have been described as appropriate. The college was unable to come up with language that would adequately capture the capabilities of students and he agreed the proposal was somewhat vague in that category. The college also feels that behavioral standards are appropriate. Professor Norton said to delete the word "at" on page 8 (b), fourth sentence. On page 2, under Proposed Rule 1.2.3 "W" the following sentence should be added: "A student may withdraw from an elective and the 'W' will remain on the record." Under the "U" explanation Professor Norton said that a student cannot be promoted with a "U" on his/her record. If a student has a "U" in the first year, it has to be removed before promotion. Professor Gesund asked what happened if there was a "U" at the end of the first year. Professor Hill said the student could attend summer school. The Director of Curriculum and Evaluation Sue Fosson said to add the statement at the end of the second sentence. To the question as to what status the student would be in during the period of time he/she is correcting that position, Professor Norton said that student would be in a probationary category but would remain in the preceding year. To the question about the behavioral criteria characteristics Ms. Fosson said that this sentence implied those things that are composed within a course grade. Therefore the individual courses in which behavioral characteristics and ethical principles are important have the information relative to those courses spelled out in the syllabi. She said they were embedded within the course requirements.

The previous question was moved, seconded and passed. The proposed changes for Section V., 1.2.3 pertaining to policies relating to promotion and retention criteria for the College of Medicine as changed editorially passed unanimously and reads as follows:

Background and Rationale:

After two years of research and development the Student Progress and Promotion Committee has revised the academic code for students enrolled in the College of Medicine. These revisions include a renewed standardization of grading criteria within the college, clarification of communications between administrative levels, reconciliation of promulgated rules with current practices and recalibration of requirements for promotion. The new rules reflect input and feedback from numerous faculty and administrators. The general faculty of the College of Medicine voted to approve the concept and intent of the new regulations during the 1984-85 academic year. With their support the Student Progress and Promotion Committee developed the final proposal.

The proposed revisions have been approved by the Academic Council for the Medical Center, the Senate's Committee on Admissions and Academic Standards, and the University Senate Council.

Proposed Rule:

- 1.2.3 A Represents exceptionally high achievement in performance. It is valued at four (4) quality points for each credit hour.
- B Represents the expected level of achievement or performance in each course. This grade reflects student competence in all areas of course requirements. It is valued at three (3) quality points for each credit hour.
- C Represents marginal performance. It is valued at two (2) quality points for each credit hour.
- E Represents failure or unacceptable performance in a course. It is valued at zero (0) quality points for each credit hour.
- P Represents a passing grade in a course taken on a pass-fail basis. It is not used in quality point calculations.
- W Denotes withdrawal from the College or from an elective course. 'W' must be approved or recommended by the Student Progress and Promotion Committee. Withdrawal from a required course is not permitted, except when a student withdraws from the College. A student may withdraw from an elective and the 'W' will remain on the record.

- U Represents unsatisfactory performance in a specific area of course requirements. It is given instead of an 'E' grade when evidence exists that the student might earn a 'C' grade upon completion of make-up work. In the interim the 'U' will be valued at one quality point for each credit hour. A 'U' grade must be replaced by a 'C' or 'E' grade before the student can be promoted to the next year. The quality point calculation will then be the average of the 'U' and the 'C' or 'E' grade.
- I Represents incomplete work at the time grades are submitted for courses. It is given only when there is a reasonable possibility that a grade of 'C' or better will be earned upon completion of the work. All 'I' grades in required courses must be removed by a passing grade before a student can be promoted to a subsequent year. If a student later withdraws from the College, an outstanding 'I' grade can revert to a 'W' grade at the discretion of the SPPC.

Proposed Rule:

V. 3.3.3 College of Medicine

The University of Kentucky College of Medicine is charged with the education and training of competent physicians. Competence must be assured not only in the students' fund of knowledge and technical expertise, but also in their standards of personal and professional conduct. Student progress shall be carefully monitored to certify that students have acquired appropriate knowledge, skills, behavioral characteristics, and ethical principles. To this end, students are responsible for conforming to all rules and regulations specified by the Health Science Student Professional Behavior Code, the "Technical Standards" detailed in the College of Medicine Bulletin, and the academic standards established in these Student Promotion Rules.

The Student Progress and Promotion Committee (SPPC) is charged with the monitoring of student progress through the curriculum. The Committee regularly reviews each student's performance and makes recommendations to the Dean on such actions as graduation, promotion, remediation, dismissal and leaves of absence. Final authority on all matters of student progress and promotion is vested in the Dean of the College of Medicine.

Assessment of Student Learning

1. Student work is assessed by the faculty through the assignment of grades upon completion of all required courses and clerkships. Basic science grades are based upon such measures as written and oral examinations, laboratory practicals, and case write-ups. In the clinical years, grades are accompanied by detailed descriptive comments reflecting the instructors' impressions of the student's knowledge, attitudes, and technical skills.
2. Departmental faculty determine the level of student competence in the course or clerkship for which they are responsible. Within two weeks of the termination of each course, every department shall submit to the Office of Education a grade, and where possible, written comments on each student's performance. The Office of Education will provide every student a copy of this grade sheet within three weeks of the termination of the course.
3. Because of advanced academic pursuit in a biomedical discipline, some students may wish to bypass a particular first or second year course. With permission of the course director and the SPPC, a student may sit for an "opt-out" examination. The course director will determine the appropriate level of performance for bypass privileges.
4. Students will be required to pass a comprehensive, standardized basic science examination prior to promotion to the third year and a comprehensive, standardized clinical examination prior to graduation. Students may sit for three consecutive administrations of the examination in the attempt to achieve a passing score. During the interval between repeated attempts to pass the examinations students are in a non-promotional category. If unsuccessful after the third attempt, the student will be dismissed from the College.

Promotion and Retention Criteria:

The education of a physician is a complex process, longitudinal in character, with many incremental steps. To assure that students graduating from the College of Medicine have the necessary knowledge, skills, demeanor, and ethical principles essential to professional

7. Dismissal from the College will result when students have an annually calculated cumulative GPA of less than 2.0; receive two or more "E" grades; receive three or more "U" grades; receive a "U" or "E" grade while on academic probation; or fail either of the comprehensive standardized examinations on three consecutive attempts. At the discretion of the SPPC and the Dean, students may be dismissed if they receive two "U" grades.

Leaves of Absence:

Students are normally expected to complete the curriculum in four consecutive years. Under compelling circumstances, leaves of absence may be granted by the SPPC. The request for a leave of absence must be submitted in writing to the Associate Dean for Education. Return from a leave must be approved by the SPPC, may necessitate an amended academic curriculum, and is subject to the availability of space in required courses. The following three categories of leave may be sanctioned by the SPPC and approved by the Dean:

1. ACADEMIC LEAVE OF ABSENCE is available to students who wish to undertake specialized academic pursuits in a defined field of study. Students must be in good academic standing. Approval will not be given for intervals in excess of one year without reapplication.
2. PERSONAL LEAVES OF ABSENCE are initiated at the students' requests. Students must be in good academic standing. Leaves in this category may range from a number of weeks to a maximum of one year.
3. MEDICAL LEAVE OF ABSENCE: Illness can seriously disrupt or impede student progress through the course of study. A student anticipating an absence of 10 days or more must secure a medical leave of absence. Application for this type of leave may be requested through the Office of Education and must be accompanied by a letter from the student's attending physician.
 - a. Processing and approval of a medical leave by the SPPC may require a review of the student's pertinent medical records by a specially appointed committee of physicians with relevant medical expertise. The length of the medical leave of absence will be determined by the SPPC in consultation with the student, his attending physician, and the ad hoc Committee of physicians. Request for reentry must be accompanied by a statement from the student's attending physician which addresses the student's ability (mental and physical) to carry a full academic load. At this juncture, the SPPC may again require review of the student's medical records and/or a medical assessment by a physician with relevant clinical expertise at the student's expense.

competence, the following procedures will be used to evaluate and promote students:

1. At regular intervals the SPPC will review the academic record of each student and make specific recommendations addressing promotion, remediation, or dismissal. Beyond these recommendation, potential actions include but are not limited to the adjustment of academic load, repetition of curriculum segments, and participation in counseling sessions.
2. Promotion to sequential semesters or years in the curriculum is contingent upon attaining the expected level of performance as prescribed by the faculty of the College of Medicine.

Students attaining a GPA of 3.7 or higher in their current academic year will be promoted to the subsequent year With Distinction. This accomplishment will be noted in their academic records and on their transcripts.

3. A non-promotional category will identify students who are not being promoted due to unfulfilled requirements. These students may be involved in remediation activities, be working to complete an "I" grade, or be retained for not passing the standardized comprehensive examination. Students in the non-promotional category will be promoted or dismissed based upon satisfactory correction of the deficiency.
4. A non-routine promotion category will identify students receiving marginal grades whose performance warrants close monitoring. Marginal performance may indicate the need for remediation or repetition of curriculum segments. Continued marginal performance may be justification for dismissal.

Unlimited opportunity to repeat courses, clerkships or curriculum sequences is neither feasible nor desirable.

5. A student receiving a grade of "U" or "E" has performed at an unacceptable level. To redress the grade, the SPPC will review both the student's academic record and the compensating recommendations of the department that assigned the mark. The SPPC will determine a plan of action which may include remediation, repetition of all or a portion of the course, clerkship, or curriculum year, or dismissal from the College.
6. A probation category encompasses those students who post a GPA of less than 2.5 for any academic year and those students who receive "U" or "E" grades. Students promoted on probation must improve their academic performance in the subsequent academic year or risk dismissal.

- b. Absences due to acute illness do not require a medical leave of absence. However, for absences which encompass a major performance examination or more than five days of a clinical clerkship, the student is responsible for notifying the Office of Education as soon as possible. Further, a supporting statement from an attending physician must be filed with the Office of Education prior to returning to class.

Considerations and Restrictions

1. The demands of the medical school curriculum consume the entire efforts of medical students. Therefore, upon acceptance to the program of study students are required to sign a statement indicating that they will not have outside employment during the academic year. For the exceptional case, permission may be granted by the SPPC upon petition by the student.
2. Due to curricular requirements, Saturday examinations are frequently scheduled. Allowances will be made for students who religious beliefs prohibit participation in Saturday examinations.
3. Clinical responsibilities during the third and fourth year will necessitate night and week-end work.

NOTE: All College of Medicine students are subject to the rights, rules and regulations governing University of Kentucky students in all matters not specifically covered in the above promotional rules.

Implementation Date: Fall, 1986.

The Chair recognized Professor Wilbur Frye for the proposed modification of University Senate Rules, Section IV, 2.2.1, Admission to the College of Nursing. On behalf of the Senate Council, Professor Frye moved adoption of the proposal which had been circulated to members of the Senate under date of February 25, 1986.

There was no discussion and the proposal, which passed unanimously, reads as follows:

Proposal: (deletions in brackets; new portion underlined)

- 2.2.1 Admission to the College of Nursing: (US:4/12/82)
The College of Nursing enrollment will be composed of [generic] four-year students, associate degree nursing graduates and diploma nursing school graduates. Admission to the University does not guarantee admission to the College of Nursing. Preference will be given to Kentucky residents.

Progression [Admission] to the junior year will be regulated so that the total number of full-time equivalents does not exceed 140. [Students in the junior year are drawn from all sources: generic students, transfer students, and R.N. students. Preference will be given to Kentucky residents.]

Rationale:

Delete the term "generic" and insert "four-year" students. The proposed change in terminology will be more readily understood by the general population.

Move the sentence regarding "preference to Kentucky residents" to the first paragraph since it actually refers to admission rather than progression.

Delete the term "admission" and insert the term "progression" since students progress into the junior year and do not make a special application for acceptance to the junior year classes.

Delete the second sentence in the second paragraph because it is confusing to the public.

a. Procedures for Applying

All applications and transcripts for [Fall] admission must be submitted to [received by] the University of Kentucky Admissions Office [no later than June 1; for Spring admission, no later than October 15; registered nurse students and non-registered nurse transfer students may be admitted Fall and Spring. Freshmen will be admitted in the Fall only. All] Applicants will be [notified regarding admission.] considered for Fall admission only. Those accepted for admission must notify the College within 30 days, in writing, of their intent to enroll.

Rationale:

The nursing curriculum and sequencing of courses require the admission of students in the fall semester only. Recently, students have not been accepted for spring admission. However, since all published material stipulates that some students may be accepted for spring admission, the College receives applications that will not be considered. This change would place the current policy of the College in line with the College admission procedures.

Most colleges do not put specific admission deadline dates into the Senate Rules, but rather include the dates as policy and list them in the "Application Dates and Procedures" table in the University Bulletin.

b. Freshman Students

Freshman students seeking admission to the College of Nursing will be considered if their ACT Composite Score is at the 50th percentile on national norms, and if they have a high school grade point average of 2.5 on a 4.0 scale.

c. Non-R.N. Transfer Students

Non-R.N. transfer students may transfer credit according to University policy but must meet all College of Nursing requirements.

1. Transfer students with less than 24 hours of college credit must meet the criteria for entering freshmen and, in addition, must have an overall grade point average of 2.5 on all college work attempted (as computed by the University of Kentucky Admissions Office.)

2. Transfer students with more than 24 hours of College credit must have a 2.5 overall grade point average on all college work attempted (as computed by the University of Kentucky Admissions office.)

3. All students admitted to the program prior to licensure must follow the [generic] four-year track. Nursing courses taken in an associate degree or diploma program are considered lower division courses and are not equivalent to upper division courses offered in this program.

Rationale:

The proposed change in terminology will be more readily understood by the general population.

d. Registered Nurse Students

Applicants meeting the following criteria will be considered for admission by the College of Nursing Admissions Committee:

1. Licensure to practice as a registered nurse in Kentucky.

2. Completion of an Associate Degree Program in Nursing from a college accredited by one of the six regional academic accrediting associations.

Exception: The registered nurse who is a graduate of a diploma program will be considered for admission after earning a minimum of 60 college credits--which may be earned from a regionally accredited college by taking the courses or by examination (i.e., challenge or equivalency)--which meet the following requirements:

- English.....6 semester credits
- Natural Sciences.....10 semester credits
- Behavioral Sciences....6 semester credits
- Nursing..... 28 semester credits
- Electives.....10 semester credits

3. An overall grade point average of 2.5 or higher on a 4.0 quality point scale in all course work attempted as computed by the University of Kentucky Admissions Office.

4. A state of health such that the applicant will be able to carry out the duties of the professional nurse. After acceptance for admission the applicant will be required to obtain a physical examination, update immunizations, and obtain a tuberculin test or X-ray as appropriate.

e. Part-Time Study

Students who are working toward the completion of the BSN degree on a part-time basis must plan their course of study with the appropriate College of Nursing personnel or committee and may not alter that plan without prior approval from the College of Nursing.

Candidates for the degree who do not complete all requirements within a [five] seven year period (five years for RN students) after admission will have their records reevaluated and may be required to repeat or take selected courses.

Rationale:

The issue of part-time study for the four-year student needs to be addressed. A seven-year limit will enable a part-time student to complete the degree requirements within a reasonable length of time without permitting a student to graduate with an obsolete knowledge base.

Implementation Date: Fall, 1986.

The Chair recognized Professor Wilbur Frye for the last item on the agenda which was the proposed modifications of University Senate Rules, Section IV., 2.2.9 Upper Division Engineering Admissions. On behalf of the Senate Council, Professor Frye moved approval of the proposed modifications which had been circulated to members of the Senate under date of February 26, 1986.

The Chair recognized Professor Robert Altenkirch who spoke on behalf of the College of Engineering. Professor Altenkirch said the college had changed the lower division requirements last year and now the college wanted to change the upper division requirements. He said the objective of the upper division requirements was to reduce the attrition rate. In recent years the College of Engineering has graduated only about 40% of the students who enter as freshmen. He also said a mechanism was needed for students to migrate to departments that were not overpopulated. The College also wanted to make sure the students understood that if they did not do well in mathematics, chemistry, physics, or English they would have a hard time graduating in Engineering. There were no questions and in a voice vote, the Senate unanimously approved adopting the revised admissions standards to upper division requirements in the College of Engineering which read as follows:

Proposed Rule:

IV. 2.2.9

UPPER DIVISION ADMISSION

There are two procedures available to obtain upper division admission into a College of Engineering degree program. These two procedures are described in detail below. Upper division admission into a degree program is necessary in order to be granted a baccalaureate degree from the College of Engineering. Students must complete at least 30 of the last 36 hours of their programs in residence at the University. At least 24 of these 30 credit hours must be earned in engineering courses at or above the 300 level approved for this purpose by the department.

A. Automatic Admission

Students enrolled in the lower division of a degree program and those applying to enter a program who are qualified to enter lower division may progress to the upper division of that program if they meet the criteria listed below:

1. Make application for upper division in a department.
2. Complete a minimum of 50 semester hours acceptable toward the degree program with a minimum cumulative grade point average of 2.5.
3. Complete the following degree program requirements with a minimum overall grade point average of 3.0 in the following courses:

Freshman English
Freshman Chemistry Course Sequence
Physics Course Sequence
Calculus Course Sequence

4. Complete the Additional Specific Program Admission Requirements as specified in (C) below.

B. Admission Based Upon Departmental Review:

This procedure is available for those individuals that meet the requirements in (A) 1,2,3, & 4 with the exception of the grade point averages. These individuals are encouraged to apply for a review of their academic record by the department of their choice. This review will give the student the opportunity to have his or her record evaluated in order to determine if there are special circumstances which should be considered in support of the admission decision. The specific criteria to be used during the departmental review can be obtained from each departmental office. In general terms, the criteria will consist of tangible factors such as overall grade point averages, grades in specific courses, and resources available and intangible factors such as personal motivation, work experiences, and career plans. No department will consider an individual for admission unless the two grade points mentioned in (A) above are both greater than or equal to 2.25.

C. ADDITIONAL SPECIFIC PROGRAM ADMISSION REQUIREMENTS

1. CIVIL ENGINEERING

Include Statics (EM 221) in addition to other already listed required program courses, and earn a grade of C or better in any civil engineering (or equivalent) course used to satisfy a degree requirement.

2. ELECTRICAL ENGINEERING

Complete EE 211, EE 221, and EE 222 with a grade of C or better in each course.

All students must apply for admission to the upper division of a specific engineering department. Those students who do not qualify for upper division in the department of their choice may be eligible for consideration for upper division in another engineering department.

Applications for students on the Lexington Campus must be received no later than February 1 for admission for the fall semester and/or summer sessions. Off campus students must apply no later than March 1 for admission to either summer term and May 15 for the fall term. For spring semester admission, on campus applications must be received by September 15 and off campus applications must be received by October 1.

Lower division students who meet all of the other requirements for upper division but who do not have a sufficient GPA to qualify for upper division in their department must move to another department in which they qualify for upper division or leave the College of Engineering within two semesters.

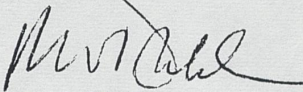
Rationale:

In recent years the College of Engineering has graduated only about 40% or less of the students who enter as freshmen and about 60% of those who transfer into engineering from other colleges. It is extremely unfair to permit a student to enter or remain in a program in which he or she has little likelihood of success. For this reason, the College feels that admission to both lower and upper division should be limited to those students with a strong likelihood of success.

Last year the Senate approved changes in the lower division requirements directed to this end. The College now presents the above plan to adjust the upper division requirements. The primary objective is to maintain quality, but because of a wide variation in departmental resources and student enrollment it is necessary that the program have appropriate flexibility to meet departmental needs.

Effective Date: For all students entering Upper Division Fall 1987 and thereafter.

There was no further business, and the meeting adjourned at 4:25 p.m.


Randall W. Dahl
Secretary, University Senate

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

25 February 1986

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 10, 1986. Proposed modification of University Senate Rules, Section IV, 2.2.1, Admission to the College of Nursing.

Proposal: (deletions in brackets; new portion underlined)

2.2.1 Admission to the College of Nursing: (US:4/12/82)
The College of Nursing enrollment will be composed of [generic] four-year students, associate degree nursing graduates and diploma nursing school graduates. Admission to the University does not guarantee admission to the College of Nursing. Preference will be given to Kentucky residents.

Progression [Admission] to the junior year will be regulated so that the total number of full-time equivalents does not exceed 140. [Students in the junior year are drawn from all sources: generic students, transfer students, and R.N. students. Preference will be given to Kentucky residents.]

Rationale:

Delete the term "generic" and insert "four-year" students. The proposed change in terminology will be more readily understood by the general population.

Move the sentence regarding "preference to Kentucky residents" to the first paragraph since it actually refers to admission rather than progression.

Delete the term "admission" and insert the term "progression" since students progress into the junior year and do not make a special application for acceptance to the junior year classes.

Delete the second sentence in the second paragraph because it is confusing to the public.

a. Procedures for Applying

All applications and transcripts for [Fall] admission must be submitted to [received by] the University of Kentucky Admissions Office [no later than June 1; for Spring admission, no later than October 15; registered nurse students and non-registered nurse transfer students may be admitted Fall and Spring. Freshmen will be admitted in the Fall only. All] Applicants will be [notified regarding admission.] considered for Fall admission only. Those accepted for admission must notify the College within 30 days, in writing, of their intent to enroll.

Rationale:

The nursing curriculum and sequencing of courses require the admission of students in the fall semester only. Recently, students have not been accepted for spring admission. However, since all published material stipulates that some students may be accepted for spring admission, the College receives applications that will not be considered. This change would place the current policy of the College in line with the College admission procedures.

Most colleges do not put specific admission deadline dates into the Senate Rules, but rather include the dates as policy and list them in the "Application Dates and Procedures" table in the University Bulletin.

b. Freshman Students

Freshman students seeking admission to the College of Nursing will be considered if their ACT Composite Score is at the 50th percentile on national norms, and if they have a high school grade point average of 2.5 on a 4.0 scale.

c. Non-R.N. Transfer Students

Non-R.N. transfer students may transfer credit according to University policy but must meet all College of Nursing requirements.

1. Transfer students with less than 24 hours of college credit must meet the criteria for entering freshmen and, in addition, must have an overall grade point average of 2.5 on all college work attempted (as computed by the University of Kentucky Admissions Office.)

2. Transfer students with more than 24 hours of College credit must have a 2.5 overall grade point average on all college work attempted (as computed by the University of Kentucky Admissions office.)

3. All students admitted to the program prior to licensure must follow the [generic] four-year track. Nursing courses taken in an associate degree or diploma program are considered lower division courses and are not equivalent to upper division courses offered in this program.

Rationale:

The proposed change in terminology will be more readily understood by the general population.

d. Registered Nurse Students

Applicants meeting the following criteria will be considered for admission by the College of Nursing Admissions Committee:

1. Licensure to practice as a registered nurse in Kentucky.
2. Completion of an Associate Degree Program in Nursing from a college accredited by one of the six regional academic accrediting associations.

Exception: The registered nurse who is a graduate of a diploma program will be considered for admission after earning a minimum of 60 college credits--which may be earned from a regionally accredited college by taking the courses or by examination (i.e., challenge or equivalency)--which meet the following requirements:

| | |
|-------------------------|---------------------|
| English..... | 6 semester credits |
| Natural Sciences..... | 10 semester credits |
| Behavioral Sciences.... | 6 semester credits |
| Nursing..... | 28 semester credits |
| Electives..... | 10 semester credits |

3. An overall grade point average of 2.5 or higher on a 4.0 quality point scale in all course work attempted as computed by the University of Kentucky Admissions Office.

4. A state of health such that the applicant will be able to carry out the duties of the professional nurse. After acceptance for admission the applicant will be required to obtain a physical examination, update immunizations, and obtain a tuberculin test or X-ray as appropriate.

e. Part-Time Study

Students who are working toward the completion of the BSN degree on a part-time basis must plan their course of study with the appropriate College of Nursing personnel or committee and may not alter that plan without prior approval from the College of Nursing.

Candidates for the degree who do not complete all requirements within a [five] seven year period (five years for RN students) after admission will have their records reevaluated and may be required to repeat or take selected courses.

Rationale:

The issue of part-time study for the four-year student needs to be addressed. A seven-year limit will enable a part-time student to complete the degree requirements within a reasonable length of time without permitting a student to graduate with an obsolete knowledge base.

Implementation Date: Fall, 1986.

/cet
1045C

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

AME

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

February 26, 1986

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 10, 1986. Proposed modifications of University Senate Rules, Section IV, 2.2.9 Upper Division Engineering Admissions.

Current Rule:
IV. 2.2.9

UPPER DIVISION ADMISSION

Students must be accepted into the upper division of their degree program to be granted an engineering baccalaureate degree from the College of Engineering. Furthermore, students must complete a minimum of 30 of the last 36 credit hours required in their specific degree program AFTER being admitted to the upper division.

A. Admission from Lower Division

Students enrolled in the lower division of a degree program will progress to the upper division upon meeting the criteria listed below:

1. Completion of a minimum of 60 semester hours acceptable toward the degree program with a minimum cumulative grade point average of 2.0.
2. Completion of the following degree program requirements with a minimum overall grade point average of 2.0 in the group of courses:

Freshman English
Freshman Chemistry Course Sequence
Physics Course Sequence
Calculus Course Sequence

3. Completion of the Additional Specific Program Admissions Requirements as specified below.

B. Transfer Admissions

Students in other degree program-areas from within the College, students in other UK colleges, and students from outside the University of Kentucky who are acceptable in LOWER DIVISION ADMISSION requirements as stated above will be admitted to the upper division on the same basis as UPPER DIVISION ADMISSION (A.) above.

C. SPECIFIC PROGRAM REQUIREMENTS

1. CIVIL ENGINEERING

a. Lower Division Admission of transfer applicants from other universities and colleges: space available in the program will also be considered.

b. Upper Division Admissions, from Lower Division: include Statics in addition to other already listed required program courses, and earn a grade of C or better in any civil engineering (or equivalent) course used to satisfy a degree requirement.

2. ELECTRICAL ENGINEERING

a. Upper Division Admission from Lower Division: completion of EE 211, EE 221, and EE 222 with a grade of C or better in each course.

Proposed Rule:

IV. 2.2.9 UPPER DIVISION ADMISSION

There are two procedures available to obtain upper division admission into a College of Engineering degree program. These two procedures are described in detail below. Upper division admission into a degree program is necessary in order to be granted a baccalaureate degree from the College of Engineering. Students must complete at least 30 of the last 36 hours of their programs in residence at the University. At least 24 of these 30 credit hours must be earned in engineering courses at or above the 300 level approved for this purpose by the department.

A. Automatic Admission

Students enrolled in the lower division of a degree program and those applying to enter a program who are qualified to enter lower division may progress to the upper division of that program if they meet the criteria listed below:

1. Make application for upper division in a department.
2. Complete a minimum of 50 semester hours acceptable toward the degree program with a minimum cumulative grade point average of 2.5.
3. Complete the following degree program requirements with a minimum overall grade point average of 3.0 in the following courses:

Freshman English
Freshman Chemistry Course Sequence
Physics Course Sequence
Calculus Course Sequence

4. Complete the Additional Specific Program Admission Requirements as specified in (C) below.

B. Admission Based Upon Departmental Review:

This procedure is available for those individuals that meet the requirements in (A) 1,2,3, & 4 with the exception of the grade point averages. These individuals are encouraged to apply for a review of their academic record by the department of their choice. This review will give the student the opportunity to have his or her record evaluated in order to determine if there are special circumstances which should be considered in support of the admission decision. The specific criteria to be used during the departmental review can be obtained from each departmental office. In general terms, the criteria will consist of tangible factors such as overall grade point averages, grades in specific courses, and resources available and intangible factors such as personal motivation, work experiences, and career plans. No department will consider an individual for admission unless the two grade points mentioned in (A) above are both greater than or equal to 2.25.

C. ADDITIONAL SPECIFIC PROGRAM ADMISSION REQUIREMENTS

1. CIVIL ENGINEERING
Include Statics (EM 221) in addition to other already listed required program courses, and earn a grade of C or better in any civil engineering (or equivalent) course used to satisfy a degree requirement.
2. ELECTRICAL ENGINEERING
Complete EE 211, EE 221, and EE 222 with a grade of C or better in each course.

Page 4

University Senate Agenda Item: IV, 2.2.9
26 February 1986

All students must apply for admission to the upper division of a specific engineering department. Those students who do not qualify for upper division in the department of their choice may be eligible for consideration for upper division in another engineering department.

Applications for students on the Lexington Campus must be received no later than February 1 for admission for the fall semester and/or summer sessions. Off campus students must apply no later than March 1 for admission to either summer term and May 15 for the fall term. For spring semester admission, on campus applications must be received by September 15 and off campus applications must be received by October 1.

Lower division students who meet all of the other requirements for upper division but who do not have a sufficient GPA to qualify for upper division in their department must move to another department in which they qualify for upper division or leave the College of Engineering within two semesters.

Rationale:

In recent years the College of Engineering has graduated only about 40% or less of the students who enter as freshmen and about 60% of those who transfer into engineering from other colleges. It is extremely unfair to permit a student to enter or remain in a program in which he or she has little likelihood of success. For this reason, the College feels that admission to both lower and upper division should be limited to those students with a strong likelihood of success.

Last year the Senate approved changes in the lower division requirements directed to this end. The College now presents the above plan to adjust the upper division requirements. The primary objective is to maintain quality, but because of a wide variation in departmental resources and student enrollment it is necessary that the program have appropriate flexibility to meet departmental needs.

Effective Date: For all students entering Upper Division Fall 1987 and thereafter.

/cet
1029C

Ms. Celinda Todd
Senate Council
10 Administration Bldg.

0032

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3/4/86

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

27 February 1986

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 10, 1986. Proposal from the College of Education to consolidate the Departments of Higher Education and Social and Philosophical Studies into a single Department of Educational Policy Studies and Evaluation.

Proposal: To establish a new department in the College of Education by combining the faculty of the existing Departments of Higher Education and Social and Philosophical Studies along with other College of Education faculty to form a Department of Educational Policy Studies and Evaluation.

Background:

The rationale for the development of the proposed Department of Educational Policy Studies and Evaluation and the discontinuance of two existing departments, Higher Education and Social and Philosophical Studies, is contained in the proposal (attached). The structural reorganization follows from a reorganization of Ed.D. programs in 1984. In the reorganization, a new Ed.D. program in Educational Policy Studies and Evaluation was established. The proposed department provides a framework for the program.

The proposed structural reorganization has been recommended by the College of Education and by Chancellor Gallaher. The Governing Regulations require that the President consult with the Senate before presenting it to the Board of Trustees. The Senate's Committee on Academic Organization and Structure has approved the recommendation after consulting with the Dean and interested faculty in the College of Education. The Senate Council recommends approval.

Attachment-1

/cet
1053C

PROPOSAL FOR
DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND EVALUATION

I. Proposal

This is a proposal to establish a new department in the College of Education. It will be created by combining the faculty of the existing Departments of Higher Education and Social and Philosophical Studies in Education along with other College of Education faculty required to conduct the evaluation component. The new department's name will be the Department of Educational Policy Studies and Evaluation.

II. Rationale

These are difficult times for American education as we move from a "politics of plenty" to "the politics of scarcity." The political agenda and ideological assumptions of the 1980's -- and the foreseeable future -- stress the conservation rather than the change of social institutions. The focus has shifted away from federally controlled programs to decentralized fiscal responsibility and decision-making. The emphasis is on targeting resources to affect the most deserving individuals and programs rather than the greatest number of people and programs. This trend is continued at the state and local levels with greater attention being given to the specific impact of policies and programs. Increasingly, the results of American education are compared unfavorably with those in other countries.

In the past, educational policymakers have looked to evaluation, research and policy analysis for answers to their immediate problems. They often received "quick and dirty" studies with which to justify their thinking and action. Today, however, there are signs that the policy and decision-makers have learned a lesson, viz., that there are seldom easy answers to difficult questions. The effectiveness of educational policy processes demands that questions be stated with clarity and insight, that they be analyzed rigorously, that the most appropriate information be brought to bear upon them, and that both limitations and implications of that information be properly conveyed and understood. This represents an exacting intellectual challenge, one that

requires the perspectives, techniques, and insights of several disciplines operating in our society and others, and concentrating on a common core of concerns. Through their unique strengths these disciplines can make multiple and inter-related contributions to understanding educational policy and the making of policy decisions.

Several aspects of policymaking need to be highlighted. First, every policy formulation has a history. Historical background needs to be understood, not only to place the current situation in context, but to eliminate mistaken assumptions about the past as well as to alert those affected by a decision as to its potential future consequences.

Second, every policy decision is based upon hypotheses about the values of certain groups, actions, and outcomes. These philosophical assumptions need to be analyzed and debated so that those affected by them—including those who will directly or indirectly pay for them—understand what is intended.

Third, every policy question entails antecedent conditions or input, actions or processes, and final conditions or output, each of which needs to be measured or assessed with sophistication and careful scrutiny.

Fourth, every policy decision assumes effects and some degree of efficiency. These need to be demonstrated with evidence. The preparation and evaluation of the evidence for effect and efficiency demand a variety of conceptual and technical evaluation research skills.

Finally, every policy issue has parallels in other societies, knowledge of which enriches the alternatives to be considered. This requires special effort and expertise to bring relevant comparative data to bear on each issue.

In regard to the above challenges the proposed Department of Educational Policy Studies and Evaluation represents a unique configuration of disciplines and perspectives with which to prepare students for educational policy studies, decision-making, and analysis. Students will be offered the resources of historical, sociological, philosophical, and comparative analysis; knowledge of current educational issues; expertise in evaluation research; and the skills necessary to conduct and evaluate the meaning and significance of studies that bear on policy.

In addition, the proposed department offers the faculty an opportunity for conjoint efforts for enhancing their analytic skill repertoire for thinking about educational policy issues. This would involve a dynamic pluralistic

approach, i.e., every educational policy issue would be interpreted from any one of the variety of viewpoints furnished by the humanities and the social sciences. These academic standpoints would also order aspects of a given policy issue in different and sometimes incommensurable ways.

As Kenneth Burke has put it, "Every way of seeing is a way of not seeing." As a practical matter this means that although these standpoints sometimes differ in what they can express at all, they certainly differ in what they can express easily. The historian sometimes thinks that since the past determines the future, its study deserves most attention. The sociologist or the anthropologist often believes that analysis of the current situation is adequate to the task at hand. Every scholar rooted in a single cultural tradition seeks answers in that culture only, while the comparativist believes no issue should be limited to single-culture analysis. For those schooled in a tradition of experimental research, "Where is the data?" is often the first question asked. The philosopher instinctively seeks conceptual clarity, identification of criteria for judgment, cogency of argument, and identification of hidden assumptions. In sum, although the disciplines of the humanities and the social sciences are indispensable to understanding and analyzing policy issues, these disciplines also organize our perceptions in different ways. Clearly, each would be enriched by an understanding of the others.

In this pluralistic situation, the new Department of Educational Policy Studies and Evaluation will permit a measure of integration which is not currently enjoyed in the College, the University, or the Commonwealth. Integration is not to be achieved by abandoning the traditions of the humanities and the social sciences, however. The aim is not to forge a new language or a new discipline of educational policy evaluation; the aim is far more modest. The new department would bring together at a common site a combination of disciplinary outlooks and cultural perspectives which are currently separated in the life of the College. As things now stand, doctoral students and faculty alike are deprived of ongoing opportunities to address directly a broad range of research questions which policy issues are bound to provoke. The horizon of responsible research becomes unduly constricted; for example, method begins to define problem rather than the other way around.

The new department will represent, therefore, an opportunity to overcome such liabilities. While some existing courses will be offered unchanged, others will be reoriented, some retitled, and new courses will be developed to bring quantitative, analytic, and contextual issues into lively contact

with one another to the benefit of all. This new department also will provide students with a repertoire of conceptual and technical tools which can be brought to bear on policy issues, as well as provide the knowledge and insight that will enable students to choose the tools which are the most appropriate to the problem or issue at hand. Likewise, in the construction of this department, faculty members will encounter each other's disciplines anew, resulting in the cross-fertilization of ideas, innovative integration of ideas and information, and frameworks for fresh research approaches and professional learning.

Finally, the research potentials and programs of study made possible by this new department will increase opportunities in the Commonwealth to address critical educational policy issues, the resolution of which is central to the upgrading of education at all levels of schooling. In sum, it is anticipated that the new department will provide unique educational experiences for students concerned with educational policy, a center for the active discussion and analysis of socio-educational ideas and issues among faculty, and a stimulating organizational setting for the conduct of research.

III. Academic Concerns and Goals

More specifically, the designation of this new department is chosen to communicate to students and faculty associates that:

- 1) the general concern of the department is to be with the analysis and evaluation of existing, past, and proposed policies of educational programs and institutions, in terms of the goals to be attained and the means adopted to achieve them;
- 2) educational policy has to do with the making of choices for concerted action—choices among goals, means for achieving selected goals, administrative decisions made to implement the chosen means, and the implications of these choices; that policy studies involve placing these choices in one or more theoretical contexts, formulating and testing hypotheses stemming out of those choices, and evaluating the consequences of the choices in given contexts.
- 3) consideration of educational policy questions requires full understanding of the domestic and international economic, social, political, and cultural dynamics and trends within which educational policy issues are embedded;

- 4) the department will be concerned not only with the logic of policy analysis but with the entire range of social forces affecting the emergence, maintenance, alteration, and demise of educational policies. Hence the inclusion of historical, sociological, philosophical, and comparative approaches to the policy process;
- 5) the department will be concerned with the formulation and justification of educational policy in local, state, regional, national, and international arenas and for all forms of planned educational activity in pre-school, elementary, secondary, and post-secondary schooling, as well as higher education and community settings;
- 6) evaluation research is a critical, empirical aspect of the policy formulation process because of the need for continual monitoring of the intended and unintended consequences of implemented policy;
- 7) students require the development of inquiry skills drawn from the several relevant social science and humanities disciplines for analyzing educational policy issues and evaluating the plans of institutions and programs for dealing with these issues;
- 8) comparative studies are required for wise policy judgments because of the desirability of incorporating perspectives drawn from other cultural settings.

While conducting instruction in line with the above concerns for graduate students in the College, the department will continue responsibility for its service contributions to the undergraduate teacher education program. This is of priority importance to the department as a whole as well as to particular departmental faculty. These contributions consist primarily of teaching EDF 301: Education in American Culture and other introductory courses, including the special course for college students who elect to do student teaching overseas.

IV. Degrees and Curriculum

1) Degrees to be offered:

Doctor of Philosophy in Studies in Higher Education
 Doctor of Education in Educational Policy Studies and Evaluation
 Specialist in Education in Educational Policy Studies and Evaluation
 Master of Science in Educational Policy Studies and Evaluation

2) Curriculum structure and course areas:

The cognitive interests of the faculty of the new department are reflected in Common Area Courses and in courses organized around Areas of Concentration. Common Area Courses include introductory experiences in edu-

cational policy analysis as preparation for more specialized courses in the areas of concentration. This area also includes seminar and independent study course offerings.

There are four Areas of Concentration: First, that in Higher Education, which focuses upon analysis of research concerning higher education policies, programs, and services. Second, History and Philosophy of Education, which treats educational issues, problems, ideas, and institutions in historical perspective using both the tools of historical inquiry and philosophical analysis. Third, Sociocultural Study of Education, which treats educational phenomena from sociological, anthropological, and comparative/international perspectives. Fourth, Evaluation and Education, which focuses upon the relationships among ethics and education, policy analysis, and the development of evaluation systems for implementing educational policies and programs.

In addition to the Common Area Courses and the Areas of Concentration the new department's course offerings will include several Undergraduate Courses which have been offered over the years by the Department of Social and Philosophical Studies in Education, such as EDF 301: Education in American Culture.

The courses in the Common Course Area and the Areas of Concentration will be composed largely of existing courses in both Departments. Some new courses will be added to each area and a few existing courses will undergo modification.

V. Faculty

| <u>Name</u> | <u>Rank</u> | <u>Graduate Faculty Status</u> | <u>Interests</u> |
|------------------|--------------|--------------------------------|---------------------------------|
| Angelo, Richard | Assoc. Prof. | (Full) | Hist. of Ed. |
| Baird, Leonard | Professor | Full | Social Psychology of H.E. |
| Collins, Clinton | Assoc. Prof. | Full | Ethics & Policy |
| Denton, David | Professor | Full | Futuristics and Policy |
| DeYoung, Alan | Assoc. Prof. | Full | Sociology of Ed. |
| Elton, Charles | Professor | Full | College Student Charac. & Eval. |
| Griffin, Willis | Assoc. Prof. | Full | Comparative Ed. |
| Guskey, Thomas | Assoc. Prof. | Full | Quant. Meth. & Eval. Res. |

| <u>Name</u> | <u>Rank</u> | <u>Graduate Faculty Status</u> | <u>Interests</u> |
|---------------------|--------------|------------------------------------|--|
| Hesseldenz, Jon | Asst. Prof. | Associate | Instit. Studies & Data Processing |
| Kifer, Edward | Assoc. Prof. | Full | Quant. Method & Eval. |
| La Brecque, Richard | Assoc. Prof. | Full | Ed. Policy Analysis |
| Lacefield, Warren | Asst. Prof. | | Ed. Research |
| Martin, Leslie | Professor | | Higher Ed. Policies |
| Sagan, Edgar | Assoc. Prof. | Full | Systems Analysis, Consortia Develop. and Characteristics |

Ms. Celinda Todd
Senate Council
10 Administration Bldg.

0032

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JAN - 7 REC'D

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
OFFICE OF THE DEAN
103 DICKEY HALL

December 24, 1985

AREA CODE: 606
TEL.: 257-2813

MEMORANDUM

TO: Dr. Paul Eakin, Chairman
Mathematics Department, and
Chairman of the Committee on
Academic Organization and Structure

FROM: Edgar L. Sagan *E.L.S.*
Dean

TOPIC: College of Education Departmental Reorganization

This is in response to your request that we give faculty members in the College of Education opportunity for written reactions to the proposed reorganization plan to create a Department of Educational Policy Studies and Evaluation.

I circulated to every faculty member in the College a copy of the proposal and a copy of my original transmittal letter to the Chancellor. The only reactions I have received are enclosed with this memorandum. Perhaps some faculty members opted to write directly to you. My impression is that the creation of this department has been accepted by most faculty members, and most feel that their original concerns have been addressed. However, I am sure that several faculty members in the Department of Educational and Counseling Psychology—which will lose two faculty members in this reorganization—remain opposed to the plan.

At the time the proposal was being developed by the faculty members involved, there were numerous meetings of the planning group. That group met at least twice with the faculty members in the Department of Educational and Counseling Psychology to discuss differences and attempt resolution. Subsequently, the proposal was discussed by our Administrative Council (chairpersons and all-college administrators) and by the faculty at a College faculty meeting. I mention this to illustrate that there was ample open discussion of the proposal and its ramifications.

In summary, the faculty members who would become part of this new department are still keenly interested in effecting this reorganization. As indicated in my transmittal letter, the combining of the particular expertise in this department will give the College a programming and service thrust that is attuned to the policy issues facing all levels of education today. I should also mention that the approval by the Council on Higher Education of the Ed.D. degree program—Educational Policy Studies and Evaluation—provides the programmatic framework for this group of faculty members to work together. They would like to further formalize that relationship through the proposed reorganization.

/ss

Enclosure

c: Administrative Council
Faculty Council

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0017

COLLEGE OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION
111 DICKEY HALL

AREA CODE: 606
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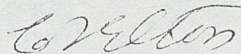
January 6, 1986

Dean Edgar Sagan
Office of the Dean
103 Dickey Hall

Dear Dean Sagan:

My colleagues and I look forward with anticipation to the merger of the two departments - Higher Education and Social and Philosophical Studies - into a new academic unit of Educational Policy Studies and Evaluation. We have had a long and stimulating contact with the faculty of Social and Philosophical Studies and the merger will only formalize what, in fact, has existed for several years.

Sincerely,



Charles F. Elton
Professor and Chairman

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