

The University Senate met in regular session at 3:00 p.m., Monday, December 10, 1973. Chairman Adelstein presided. Members absent: Staley F. Adams\*, Lawrence A. Allen, John Banwell\*, Charles E. Barnhart, Robert P. Belin\*, Ben W. Black, Harry M. Bohannan\*, Peter P. Bosomworth\*, Robert N. Bostrom\*, Charles L. Brindel\*, Thomas Connelly, Raymond H. Cox, James E. Criswell\*, Vincent Davis\*, Wayne H. Davis\*, John A. Deacon\*, John L. Duhring, Claude Farley\*, James Flegle, Juanita Fleming\*, Lawrence E. Forgy, R. Fletcher Gabbard\*, Art Gallaher\*, John G. Gattozzi\*, Jack B. Hall, Joseph Hamburg, Holman Hamilton\*, Thomas Hansbrough, George W. Hardy, Damon Harrison\*, S. Zafar Hasan\*, Virgil W. Hays\*, Ron Hill, Raymond R. Hornback, Charles W. Hultman\*, Raymon D. Johnson\*, William S. Jordan\*, John J. Just\*, Irving F. Kanner, E. Barrie Kenney\*, James B. Kincheloe\*, Robert L. Lester\*, Arthur Lieber, Cynthia Link, James W. Little\*, Paul Mandelstam\*, William L. Matthews, Marion E. McKenna\*, Michael P. McQuillen\*, Alvin L. Morris\*, Robert C. Noble\*, Jacqueline A. Noonan\*, Blaine F. Parker\*, Paul F. Parker\*, Harold F. Parks\*, James A. Prestridge\*, Donald A. Ringe\*, Wimberly C. Royster\*, D. Milton Shuffett, Otis A. Singletary\*, David Smith, Robert H. Spedding\*, Susan Sprague, William J. Stober\*, Andy Strickland\*, Paul A. Thornton\*, Relmond P. VanDaniker\*, Jacinto J. Vazquez\*, Wayne Waller, Daniel L. Weiss\*, Rebecca Whitis\*, Paul A. Willis, Constance P. Wilson\*, William W. Winternitz\*, Ernest F. Witte\*, Robert G. Zumwinkle\*.

The minutes of September 10 and November 12, 1973 were approved as circulated.

Vice President Lewis W. Cochran presented a Resolution on the death of Dr. Ralph H. Weaver and directed that the Resolution be made a part of the Minutes and that copies of the Resolution be sent to his family.

Dr. Ralph Holder Weaver was born in Khedive, Pennsylvania, January 13, 1903. He received the B.S. degree in 1922 at age 19 from Allegheny College where he was also elected a member of Phi Beta Kappa. One year later he received the M.S. degree from Allegheny, and in 1926, the Ph.D. degree from Michigan State College. While working on the doctorate he served as a graduate assistant.

Dr. Weaver came to the University of Kentucky as Instructor in Bacteriology in 1926. He rose rapidly through the academic ranks to full Professorship in 1936.

During his 47 years here at UK, Ralph Weaver was an outstanding example of balance in his efforts in his Department and in the University. Over this entire period he taught regularly a microbiology course at the beginning level, and shortly after his arrival he developed courses in Bacteriology of Foods and Bacteriology of Water and Sewage which he taught regularly for many years. Following initiation of the Ph.D. program in Microbiology on this campus, Dr. Weaver contributed to this program with two graduate level courses, "History of Bacteriology" and "Advanced General Bacteriology". At about this time very rapid development was occurring in the fields of bacterial anatomy and microbial genetics and, recognizing the need for organized instruction at the graduate level in these areas, Dr. Weaver's Advanced General Course soon consisted chiefly of advanced work in these two areas along with material on bacterial taxonomy and nomenclature. This course became one of the core courses in the microbiology graduate program.

\*Absence explained

Dr. Weaver always set high achievement standards in his courses. He had little patience with the lazy student but afforded unlimited time for the student who was willing to make the effort. In general, his door was always open to students. He enjoyed talking with them and the students who took advantage of his open door policy developed a genuine fondness for the man as well as a respect for his thorough knowledge of his field.

Throughout the years, Dr. Weaver played a very active role in the direction of thesis and dissertation projects, displaying his talents as a research director and his special ability to transmit to the graduate student the importance in scientific writing of conciseness of expression along with clarity and completeness. His publication list is very impressive from the standpoints of both quantity (over 100 publications) and the scope of his research interests, chiefly in applied microbiology. The majority of his publications have appeared in the Journal of Bacteriology.

Weaver's success with graduate students is attested to also by the fact that approximately 60% of those students who carried out master's thesis under his direction continued on toward the Ph.D., both here and in such institutions as Chicago, Cornell, Harvard, Indiana, Iowa State, Pennsylvania, Purdue, Texas, Tulane and Yale. An impressive number of our own Ph.D. graduates completed their dissertations under his guidance.

Dr. Weaver and his students have appeared regularly on the programs of the annual meetings of the American Society for Microbiology and of other societies during the past 40 years.

The high quality of his research enabled him to obtain financial support from NSF, NIH and other sources, during a time when such support was essential to program development.

Dr. Weaver's reputation as a teacher and researcher won for him the highest honor bestowed upon a faculty member of the College of Arts and Sciences when in 1957 its faculty elected him the "Distinguished Professor of the Year". He also received a University of Kentucky Alumni Research Award in 1961 for "outstanding research".

Despite his heavy teaching and research loads, Dr. Weaver contributed very greatly to the development of academic policy and procedures in the University. He was elected by the Graduate Faculty to three 3-year terms on the Graduate Council and during one summer he served as Acting Dean of the Graduate School. He was elected to numerous terms on the University Senate and served on virtually all the committees of the Senate at one time or another. He was the first Chairman of the Senate Council.

Dr. Weaver served on the "Search Committee" that selected John Oswald as President of the University. He helped with the Academic Plan of 1964 and spent many months organizing and codifying material into the first draft of the Governing Regulations of the University.

At the departmental level for many years Dr. Weaver functioned as adviser of the incoming freshman majors. During 1951-52, he served as acting chairman of the Department of Microbiology.

Dr. Weaver participated actively in the Kentucky Academy of Science, the Kentucky chapters of Phi Beta Kappa and Sigma Xi, the Kentucky-Tennessee Branch of the Society of American Microbiologist (of which he was a co-founder), the University of Kentucky Research Club and served at one time or another as President of each of these organizations. He was a fellow in the American Association for the Advancement of Science, the American Academy of Microbiology and the American Public Health Association, and a member of the American Society of Industrial Microbiology and the American Society for Microbiology.

Dr. Weaver was an ardent sports fan, an excellent bridge player and enjoyed billiards and bowling. He will be sorely missed by his family, his colleagues, his former students, and a host of friends among the microbiologists of the world.

Dean Charles F. Haywood, College of Business and Economics, presented a Resolution on the death of Dr. Ralph R. Pickett and directed that the Resolution be made a part of the Minutes and that copies be sent to his family.

Dr. Ralph R. Pickett joined the faculty of the College of Business and Economics (then the College of Commerce) in 1946. He retired from the position of Professor of Finance in the Department of Business Administration in 1969. During his 23 years of service to the University of Kentucky he was held in high esteem by his colleagues and students as an effective teacher, productive scholar, and capable administrator. His 15 years of service as Director of Graduate Studies in the College contributed importantly to the development of the College's graduate program.

Born in Mercer, Missouri, Professor Pickett earned the Bachelor of Arts from Missouri Wesleyan College and the Master of Arts and Doctor of Philosophy from the University of Chicago. He was head of the Commerce Department, Kansas State College, from 1929 to 1946. On leave from Kansas State College from 1942 to 1945 he served in the U.S. Air Force as statistical officer with the rank of Captain. His career, prior to joining the faculty of the University of Kentucky, also included visiting appointments at Southern Illinois University, City College of New York and Harvard University.

Dr. Pickett contributed to the literature in his field of finance through frequent publications in scholarly journals and trade publications. In 1954 he co-authored, with Professor Marshall D. Ketchum, INVESTMENT PRINCIPLES AND POLICY, which for a period of years was one of the leading texts in the field of investment analysis.

Dr. Pickett's tenure in the College of Business and Economics exemplified a well directed balance of teaching, research, and service. The faculty of the College of Business and Economics expresses its profound appreciation for Dr. Pickett's devoted service. We move that the University Senate adopt this resolution, that it be spread upon the minutes, and that a copy be conveyed, with our deep personal regard, to Mrs. Agnes Kerr Pickett.

Following the reading of the Resolutions the Chairman asked the Senators to stand for a moment of silence in tribute and respect to Doctors Weaver and Pickett.

Chairman Adelstein made the following remarks to the Senate:

The Senate Council has had several meetings during the past month with the President, Vice President Cochran, and Mr. Don Clapp, the executive assistant to the President, about matters regarding tenure and promotion and about admissions policies. There was a vigorous exchange of ideas but no conclusions were reached at these meetings.

The Senate Council also met with Dr. Ray Hornback, Vice President of University Relations, and there was discussion about his area of the University.

There was an informal meeting with the Community College Senate. We realized from this meeting, as we have realized from past meetings with the Senate, the importance of communication between our Colleges and the Community Colleges. This might involve seeing that they are consulted in decisions which affect them in their courses and that they receive information about changes that are important to their students.

The Council received a report on the selective admissions proposal from the College of Architecture. The Committee has overwhelmingly endorsed this proposal from that College and the Council will act upon the endorsement at its January meeting.

The Council has also received and reviewed a lengthy Report from the Academic Ombudsman, Dr. Donald Diedrich, in which he requests a number of clarifications, and changes in the Senate Rules pertaining to academic offenses. The Report from the Academic Ombudsman has been sent to the Student Affairs Committee, under the chairmanship of Dr. Richard Gift, and we hope that there will be action items coming before the Senate in the spring in regard to these requested changes.

So much for Council actions and activities. I wish to say a few words about the state of the Senate as 1973 draws to a close, and with it, my term of office.

Under the new reorganization plan, 13 committees have been established, charges written, appointments made, procedures formulated, and issues proposed. Most of these committees are functioning well. But some are suffering from birth pains, particularly those subcommittees working in the new fields. I accept some responsibility for their lack of progress; some of it is also due to the general tendency to avoid or postpone meetings until or unless a clear and urgent problem has developed.

In another area, a plan has been formulated for preparing numerous academic policy statements and the writing of them will commence this spring.

A further step in the Senate's reorganization will occur when the new apportionment rule, basing Senate representation on the number of faculty and students, will go into effect. As you know, this is expected to decrease the representation from the Medical College and the College of Agriculture, and increase the representation from the Colleges of Education and Business and Economics.

During the past year I think that relationships with the President and the administration have become more harmonious. Mutual respect, cooperation, and communication between the three components of the University -- students, faculty, and administration -- are vital if the University is to function effectively. Adversary relationships with the administration -- although traditional and often unavoidable due to overlapping spheres of concern, if not authority -- must be minimized.

As I personally view it, the main challenge to the University -- to the departments, the colleges, the administration, and the Senate -- continues to be the improvement of undergraduate education, particularly the first two years. Much study and attention has recently been given this problem by Dean Stephenson and Vice President Cochran, as evidenced by the Carnahan meeting on the freshman year this fall. Some departments, particularly English with its new full faculty commitment to Freshman English, Sociology, Physics, and probably others -- are paying more attention and allocating greater faculty and financial resources to improve the undergraduate experiences. But the University as a whole, including the professional colleges, should be able to do more to develop a distinctive and distinguished undergraduate program. We have this responsibility not because the Council on Public Higher Education may confront us one day with the question of why we should continue to enroll freshmen or sophomores, or even undergraduates. We have the responsibility because we are a fine institution, committed to excellence, not only in our research, in our service, and in our graduate seminars, but also in our undergraduate classes.

I thank you for your indulgence and attention today and in the past. Serving as chairman has been a great honor and a fine experience.

Chairman Adelstein reminded the Senators of the informal End-of-the-Semester Social to be held at the Helen G. King Alumni House on Tuesday, December 11, 1973, from 4:00 to 7:00 p.m. and strongly urged them to attend.

Professor Stanford L. Smith, acting secretary of the Senate Council in the absence of Professor Wilson, presented a motion on behalf of the Senate Council, that the list of candidates for degrees at the December 21, 1973 graduation date be approved for recommendation to the Board of Trustees. This list had been circulated under date of November 19, 1973. The Senate approved the list as circulated for recommendation to the Board of Trustees.

(See list of candidates in the Registrar's Office)

GRADUATE SCHOOL

Wimberly Calvin Royster, Dean

CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Suphal P. Agrawal	Le Van Hoa
Clifford Walter Bond	Weerawooth Katanyukul
Richard R. Carroll	Manfred Harwood Ledford
Chi-po Chen	José Antonio Madrigal
Ashok Kumar Chugh	Larry C. Morgan
William M. Clarkson	Robert Lee Nayle
Richard Anthony Couto	John Francis Nishimuta
Henry Merrick Darley	José F. Noronha
John Wesley Dorson	Anna Kremer Reed
Roland P. Ficken	Thomas Beebe Ripy
Quentin Lee Gehle	Victor Rizza
Syamal Kumar Ghosh	David Walter Rowden
G. Richard Granneman	Marvin Edward Taylor
Vasilios Constantine Groutas	Justo Celso Ulloa
Tong-Whi Han	Marie Olesen Urbanski
Charles E. Hanrahan	Harold Lee Weidner
Darmawan Harsokoesoemo	Mildred Louise Wood
Virginia Floy Haughton	John William Woodring
Charles Hays	Paul Hieng Luang Wong
Allen Kenneth Hess	

CANDIDATES FOR THE DEGREE OF DOCTOR OF EDUCATION

Charles Patterson Ainsworth	Mary Catherine Dowe
Connie Bruce Carpenter	Joe Finrow Pederson
Robert Lee Crawford	

CANDIDATES FOR THE DEGREE OF DOCTOR OF BUSINESS ADMINISTRATION

Jack Lawson Dyer	Robert Kinkead Landrum
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CANDIDATES FOR THE DEGREE OF DOCTOR OF MUSICAL ARTS

Virgil Edward Hale	John Holstead Mead
Robert Carson Jones	

CANDIDATES FOR THE DEGREE OF SPECIALIST IN EDUCATION

Patricia Lolita Branyon	Aileen Kiser Greer
Nell Theresa Collins	

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS

Phillip Reeves Aaron	Carol Jean Bursik
Rosamund Slyvia Abel	Gary Wayne Callahan
Stanley Ray Aeschleman	Nancy Lynne Carpenter
Thomas Howard Appleton	Ann Marie Daly
Ronald Edward Ball	Marguerite Jane Atteberry Emmons
Gaye Keller Bland	Susan Fancher Grisette

## Candidates for the Degree of Master of Arts - cont

Bonnie Louise Hammel  
 William Edward Havens  
 Bobby Gene Hawkins  
 Elizabeth Rehm Horn  
 Robert James Wallace Howell  
 Michael Anthony Hubbuch  
 Jennifer Dockery Hunsucker  
 John William Hunt  
 William Spears Kendrick  
 John Robert Ketcham  
 Willis Little  
 Donald R. Lowrey  
 Karen Colucci Lowrey  
 James David Miller

Calvin Breckinridge Peters  
 Chantra Purnariksha  
 Alfred Guy Reed  
 James Edward Rivers  
 Cecilia M. Roberts  
 Nona Elisabeth Saling  
 William Clarence Sallee  
 John Martin Shank  
 Sue Ellen Stultz  
 Donald Henrich Tolzmann  
 Beverley Anne Wakem  
 John Rodger Williams  
 Claudia Lee Winkler  
 Edward Ray Wolfe

## CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE

Wilfred Leonard Arnason  
 Kerry Gene Bemis  
 Ke-Chang Chen  
 Edwin Lonn Cunningham  
 James Wellington Hazel  
 Harold Dean Hupp  
 Cecelia Annette Johnston  
 Nitaya Kanlong  
 Somchai Kanlong  
 Rashdaporn Kasemprasitauk  
 Petch Jasadaponpun Katanyukul  
 Hans Emil Klein  
 William Maksymowicz  
 Linda Lee Mills Marquis  
 Robert Anderson Moller  
 Donna Kay Mulligan  
 Gary Lee Neidert  
 Charles Gunter Olentine, Jr.

Joan Marie Ploetz  
 James Lee Powell  
 Vises Prasert  
 Carl Reed Richardson  
 Robert Joseph Ritter III  
 Robin Hirschert Rosebrough  
 Deryl Glenn Rowe  
 Chamras Sanghirun  
 Michael Ray Short  
 Charles Harris Slack  
 Tawin Srisomchai  
 Henry Joseph Stoklosa  
 Ladda Sukprasobchok  
 Chung-Lu Sya  
 Daniel Lee Weiner  
 Edward Allen Wolsing

## CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN AGRICULTURE

William Nesmith Cannon

Michael Harry Wallace

## CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN CHEMICAL ENGINEERING

Steven Michael Brien  
 Richard Charles Culbertson  
 Kenneth Ray Johnson

Clarence Randall Lewis  
 John E. Pfander  
 Kenny Weaver

## CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN CIVIL ENGINEERING

Kenneth Robert Agent  
 William Terry Davis  
 Danny Jasper

Nicholas William Nicholson  
 Richard H. Stith

## CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN ELECTRICAL ENGINEERING

Joseph Charles Clements

Roger Lee Starnes

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN MECHANICAL ENGINEERING

Jeffrey Henry Skorupski

Russell Paul Witten, Jr.

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

Betty Sue Barber  
Sandra Tackett Blankenship  
Kay Elizabeth Bohannon  
Carol Diane Bourne  
James Richard Brinegar  
Susan Clay Brown  
Earl Roden Bryant  
Cheryl Ardith Callahan  
Sister Catherine Carlew  
Georgia Chamberlin Collins  
Rick Wayne Collins  
Mary Jo Cross  
Mary Elizabeth Davidson  
Paula Kay Davis Duren  
Ann Bortner Eads  
Melva Rhea Edrington  
Michael Joseph Fallahay  
Livia Martinez Farias  
Elizabeth B. Glass  
Victoria Marie Greco  
Peggy T. Hatchell  
Mary Bohan Houlihan  
Lynn Louise Kaufman  
Marsha Joy Leviton  
Laura Elizabeth Lewis

Lonnie Wade Lewis  
John Roland Lonneman, Jr.  
Penny Kesselman Medley  
Gary R. Medlin  
Kathy Lashbrook Miles  
Sarah Eugenie Orr  
Mary Jayne Ouren  
Ann Rutherford Pass  
Bettina Burchett Patrick  
Marjorie Jean Scholten Penning  
Martha H. Poe  
Colleen Ann Powell  
Marcia Milby Ridings  
Christine Annette Rowinski  
Audrey M. Scudder  
Marilee Comfort Smith  
Lynne Ruth Swanson  
Catherine Fruth Taylor  
William Lloyd Turner  
Clyde Thomas Vantreese, Jr.  
LaVerne R. Walker  
Patrick Francis Weir  
Ena Whitis  
Mark Aaron Yelton  
Robert Palmer Young

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION

Patricia Morgan Jarrett  
Billy Carroll Melton  
Donna Marie Mertens

Roger Vern Moll  
Gregory William Nailing

CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN ACCOUNTING

Frank P. Cassell

CANDIDATES FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

Billy H. Curtis  
Bernard P. Heidelberg  
Herbert Frank Hunter  
Lawrence Elliott Ladnier III  
Paul Allen Nueller  
David Gill Pearce

Galen David Powers  
Shankarnarayanan Ramaswamy  
Thaddeus Terrell Russell, Jr.  
Jamie Luis Sampredo  
John William Steinlage  
George Michael Tarsis



CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SCIENCE

Pamela May Besser	James William Maynard
Dennis Neil Brandewie	Patricia Ellen McDuffee
Paula Cunningham Bush	Mildred Ann Ragan
Jonathon Erlen	Mary F. Ramonda
James Calvin Fields	Randall Leigh Roberts
David Ernest Gleim	Melanie Laura Sale
Lee Eric Goodeman	Jon Edward Schmitzler
John Daniel Hales, Jr.	Linda Kay Sharp
Erik Gordon Halverson	David Lee Stone
Alayne Whitney Heck	Priscilla L. Swatos
Lynn Dee Heinzeroth	James L. Thomas
Gilbert A. Hurwood	Wayne Joseph Waller
Margaret R. Huth	Ferrell Jean White
Sarah Kathryn Jennings	Lance Thomas Wyman

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN HOME ECONOMICS

Doris Jane Gray	Mary Joan Oexmann
Linda Carol Horn	Welynda Wright
Kathryn Gail Keaton	

CANDIDATES FOR THE DEGREE OF MASTER OF MUSIC

Mary Patricia Ogletree	Barbara Falls Reinhardt
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CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN NURSING

Carol Lynn Caples	Kathryn Jane Younger
Irma Kay Blues	

CANDIDATES FOR THE DEGREE OF MASTER OF FINE ARTS

Robert Harold Martin	Robert Eugene Nichols
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CANDIDATE FOR THE DEGREE OF MASTER OF SOCIAL WORK

Stephen Fox

CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN DENTISTRY

Thomas Charles Lawton

COLLEGE OF LAW

George W. Hardy III, Dean

CANDIDATES FOR THE DEGREE OF JURIS DOCTOR

Richard Edmund Anderson	Steven Gregory Bolton
Thor Hilding Bahrman	Jacob Perry Cline III
Michael Lee Barr	Gale C. Coil
Albert Mack Bender	Ralph Combs

Candidates for the Degree of Juris Doctor - cont

Forrest Evan Cook  
Andrew Byrd Cox  
Stephen Bowman Cox  
Jesse C. Crenshaw  
Jack R. Cunningham  
Lloyd Ray Edens  
William Engle III  
David Cecil Fannin  
Kenneth Leon Fields  
Peter James Glauber  
Paul Church Gordon  
Carolyn Ann Greene  
Alan Lee Harrington  
Charles Edward Hastie  
Paul Vincent Hibberd  
Lewis B. Hopper  
Samuel Evans Isaacs II  
Ernest Henry Jones II  
Thomas Martin Jones  
Paul Rodney Keen  
Harold Wayne Kern  
Henry E. Kinser  
William Darby Lambert III  
Kenneth Charles Lassiter  
James David Lawson  
Quinten Byck Marquette  
Kathleen Juliana McCabe  
Frank Howard McCartney  
Ralph Thomas McDermott

Michael Emanuel McGrath  
Ronald Clinton McGuire  
James Daniel McQueen, Jr.  
Thomas W. Miller  
Stephen Dale Milner  
Lewis William Burton Milward, Jr.  
Kendale Allen Moore  
Vernon Poorman Moore  
Robert Lee Page  
Marshall Scott Peace  
Laura Steeples Portwood  
Timothy Thornton Riddell  
Roger Donald Riggs  
Ralph Charles Robke  
Jay David Rosenberg  
Walter Lapp Sales  
James Richard Smith  
Hershel Sparber  
Roscoe Franklin Stainback, Jr.  
Howard Randall Starnes  
David Thomas Stosberg  
Danny Ray Taulbee  
John Russell Triplett  
Stephen Edward Underwood  
Stuart Moulton Vaughan, Jr.  
Richard Spurr Webb IV  
Nicholas W. Williams  
William Cassidy Wilson III  
Stephen A. Zrenda, Jr.

COLLEGE OF MEDICINE

William S. Jordan, Jr., Dean

CANDIDATE FOR THE DEGREE OF DOCTOR OF MEDICINE

Thomas Greene Furgason

COLLEGE OF PHARMACY

Joseph Vincent Swintosky, Dean

CANDIDATES FOR THE DEGREE OF DOCTOR OF PHARMACY

Avis J. Ericson

Ricky Carl Pahl

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN PHARMACY

William Earl Adams, Jr.  
Bernard Terry Box  
Michael Keith Chesnut  
Thomas Harrison Leach  
Laine Ellen Marshall

William Patrick Mattingly  
R. Marcella Murray  
Deborah Gregory Pence  
Dale Alan Withers

## COLLEGE OF ARTS AND SCIENCES

Art Gallaher, Dean

## CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS

Erik Randolph Albrektson	Stephen Edward Hayden
Dwight Wayne Alley	John Charles Heaberlin
Rocco Phillip Ambrose	Eleanor Hedges
Martha Joyce Anderson	Jennifer Ann Hewlett
Belinda Arnett	Leonard Wallace Higgins III
Gillis Mitchell Arnold	Donald Neal Hoben
Douglas Colburn Barger	Barbara Pepper Holland
Jay Christopher Barlow	Cynthia Ann Hood
Dianne Benjamin	Jane Allen Hopkins
Peter Newhard Berres	Deborah Kay Humphrey
Rose Ann Blair	Ricky Darrell Jacobs
Cynthia Sondergelt Bloch	Alane Sandra Jolles
David Michael Britton	Ronald Jay Karpinsky
Gary Blaine Broderick	Patsy Gail Kennan
Rustina N. Burton	Albert Frank Kochenrath
Allen Williams Bush	James David Lee
Susan Brent Calderwood	William LeVee
Dennis Howard Carney	Leslie Eugene Lewis
Ronald Lee Chenot	Nolte Scott Ament Lilly
Earl Thomas Clayton	Gregory Herbert Louis
John L. Clements	Judith Ann McCallister
Theresa Gail Clements	Catherine Anne McCarthy
Gary Dale Clemons	Kathleen Ann McClurken
Zack Joseph Coblens, Jr.	Fernando Stephen McCullough
Suzanne Helen Collins	Barbara Lou Maines
Thomas Fred Davidson	Alfred Michael Marx
Mary Tohill Davis	Patricia Merz Mertens
Douglas James DeLafield	Babette Kathleen Meyers
Timothy D. DeRossett	Danny Craig Mohn
Michael Garner Doucomes	James Bruce Morse
Susan Jean Dreger	Michael Antonio Mucio
Mary Wells Dupree	Anna Bruce Neal
James Milton Eblen	Victoria K. Ness
Abigail Adams Eli	Ann Leighton Nickles
Edward Fitzgerald Ellis	Richard Lynn O'Bryan
Alicia Marie English	Kevin Robison O'Connell
Robert Evan Evans	Robert West Parker
Logan Reid Fairchild	Margaret Frances Pledger
Florence Jennifer Fields	Frederick George Povey III
Allan Foster Fleming, Jr.	Steven Edward Redmon
Catherine E. Fleming	Timothy M. Reitman
Carla Batts Gerding	Steven Edward Rice
Betty Jean Gooch	Peggy Lee Richardson
Gary Ray Green	William Charles Ridge III
Larry Allen Green	C. Gregory Rose
Michael E. Gresosky	Donald Ralph Rose
Deborah Schrader Hackney	Norma Cady Rosser
Dennis Nels Hagstrom	Evelyn Anne Rowe
Nancy Knight Hammond	Billie Mae Sebastian
Michael Joseph Hammons	Barbara Smith
Lenville Dail Haney	Franklin Edward Smith

Candidates for the Degree of Bachelor of Arts - cont

David Michael Sproull	Caroline Elizabeth Thompson
Dennis Edward Stacy	Lucinda Wylie Thompson
Roy Wayne Staggs	Robert Bentley Tincher
Denise Lynn St. Clair	Katherine Anne Kennedy Underwood
Christiana Fahey Steinmetz	John David Van Meter
Raymond David Stengel	Jill Marie Wagner
Mary Katherine Stoll	Edwin James Walbourn III
Donald Gene Stone	Lee Douglas Walker
Susan Gail Stopher	Vicki White Watkins
Janet Strunk	John Ray Weeks
Steven Alan Surmont	James Stephen Wetmore
William Anthony Thielen	Pamela Louise White
Jacqueline Therese Thomas	Frances Amelia Wilmoth
Stephen Cowan Thomas	Mark Lee Witzer
Ann Cosden Thompson	Robert Alva Young

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE

Ward S. Blakefield	Lyman M. Johnson
Jane Amy Boughton	Malcolm Roderick Mathews III
Thomas Claiborne Christopher	Steven Michael Niebauer
James Calvin Currens	Joanna Sue O'Dell
Dorothy Ruth Dean	William Eugene Robinson
Randy Lee Downs	Barry Lynn Russell
James Harold Filson	Margaret Ellen Saunier
Walter Thomas Fister	Sheldon Craig Settle
Terry Gene Gray	Margie Singler
Jerri Lynn Haight	Jeanie Petrasek Smith
Marshall Burwell Hardy	Michael Lee Strain
Robert Hurt, Jr.	William Joseph Sudduth
William Fuller Hussain	Thomas Charles Wachs

CANDIDATES FOR THE DEGREE OF BACHELOR OF MUSIC IN MUSIC EDUCATION

John Steven Kutzlo	Carroll Lewis Wallace
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CANDIDATES FOR THE DEGREE OF BACHELOR OF GENERAL STUDIES

Gregory Scott Bates	Richard Allen Lange
Mary Ellen Buckner	Bettie Jean Latimer
Kathy Diane Carpenter	Manzie R. Lawfer
Daniel Ray Clark	Linda Carol Link
Basil Cole, Jr.	Thomas Elliott Merritt
Charles Patrick Doyle, Jr.	Allen Francis Moss
Kenneth Larry Durham	Stephen Carl Myles
Katherine Lynne Edwards	William Dennis Pollitte
Kenneth Fern, Jr.	James William Schwenterley
John Robert Foote	Steve Dupre Scruggs
Jerry Furrow	Ronald Joseph Skees
Samuel Chaffin Galloway, Jr.	Charles Andrew Spears
John Lewis Hicks	Gwendolyn Anne Todd
Kevin D. Hill	William Steven Vatter
John Marvin Joy	David Bruce Waters
Patricia Ann Kahoe	Helen Lucille Whipple
Anna Lee Kefauver	Edward James Winner
William Bradley Kelly	

## COLLEGE OF AGRICULTURE

Charles Elmer Barnhart, Dean

## CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN AGRICULTURE

Edward Allen Abell	Ronald Edward Leick
Ricky Len Alexander	Eugene Edele Leppert
C. E. Althoff	James Bronaugh Major
Madge Cook Balden	Stephen L. Martin
Todd Andrew Bryan	Thomas Michael Mattingly
Michael W. Bush	Yvonne Kettring Moore
Shannon Lee Cady	Jo Caroline Nall
Donald Lee Chowning	Brenda Sue Oldfield
Janine Heltzel Davie	William Joseph Peterson
Bruce H. Davis	Caleb Pollitt
John Baird Foree	Gary Goodan Reynolds
David Scott Greenhorn	Gabe Michelson Rice
Jimmy Harvey Hall	David Michael Richey
Lowell G. Hamilton	Larry C. Roberts
Terry Lee Hancock	Charles Jeff Rowland
Philip Edward Hays	Michael Eugene Russell
Gregory Thomas Henson	Robert Slone
George A. Hernandez	Clifton Richard Smith
Emmitt Ballard Holtzclaw	Jerry Lynn Smith
William Alan Houchin	Kirby Louis Bernard Smith
Barry L. Huesing	Roger Gayle Southerland
John Dawson Hume	Jerry Wayne Spears
C. Kenneth Keen	Paul Lynn Tucker
Eddie Carl Klingenfus	Jeffrey Jay Wander
Dwight David Lawrence	Marvin Lee Wilson
	Shannon Albert Wolfram

## CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN FORESTRY

Wayne Peter Bailey	Michael Lee Bernard
James Gilbert Beard, Jr.	

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Dr. Adelstein stated that he would call on Dr. Donald Ivey, a member of the Undergraduate Council, to explain the action taken by that Council concerning the proposed admissions policy for the College of Education, the first action item on the agenda.

Dr. Ivey's remarks follow:

You have a circulation dated December 5, 1973 which gives the point-by-point arguments but what that does not tell you is what I thought I would talk about very briefly -- the two different points of view from which these specific arguments were developed -- the specific support and opposition to the proposal. I will tell you first that this is not the proposal we discussed on the Undergraduate Council. There are a couple of differences, one in particular. The original proposal was for admission to the College of Education, not a particular program in the College of Education but a screening proposal for admission to the College. One substantive screening device was an ACT score above the 50%ile.

In general there were two opposing points of view stated; one, when the size of the enrollment forces a crunch on a particular unit and therefore endangers the quality of its education program from the standpoint of space and faculty available, and the size of the class, it then becomes necessary, in the absence of University policy for screening selective admission, for the unit to establish its own selective admissions policy. This particular point of view was considered to be acceptable and defensible and that was the point of view out of which the arguments supporting the screening and admissions policy were developed.

On the other side of the argument was the position that the University of Kentucky is a publicly-supported institution and therefore it has a responsibility to the public in the state; that we do not have a selective admissions policy and probably should not have; that a student should have the right to try any program he wants, and to screen him out of a major before he even enters a class was not the right way to handle it. If there was a crunch, and I think most of us were convinced that the College of Education has a crunch, then the University and the College of Education should respond, not by screening students out, but by reordering priorities somehow so that they could accommodate at least the initial demand. Then if a student failed, he himself would serve as the screening process.

I think that it is probably these things that need to be addressed by this body because once the door is opened to selective admissions, then we must accept all sorts of criteria because one cannot adopt one system which will be adequate and purposeful for all the units.

This is the Undergraduate Council's point of view. I reserve the right to argue about this proposal as a Senate member and faculty member later and I publicly apologize for attacking both of you so viciously last time. I intend to attack you again but not so viciously.

Chairman Adelstein called on Dr. Stanford Smith to explain the Senate Council's position concerning the proposed admissions policy for the College of Education.

Dr. Smith's remarks follow:

You are familiar with the various stages of deliberations, the various Councils that have met, and all the documents. What I would like to do is cover some of the things which the Senate Council looked into and considered, our analysis, as best I can represent nine people, in arriving at a recommendation to you that you approve the recommendation of the College of Education for a junior-level-type of admissions policy.

There are an awful lot of data floating around and the Senate Council has received requests from several Senators to give you some. We keep talking about enrollment crunches, numbers, etc. There are the numbers, an awful lot of them. Some of it you have in the circulation; some of it you don't have; some of it frankly is confidential. The Council had the opportunity to see data which are not publicly available. So, what I would like to do is give you this analysis and give you some reasons for some of this data without getting into gory details.

After a long period of deliberation and meeting with people, the Council seemed to perceive this proposal as having essentially four components that needed to be considered within the general drive or concern for a quality program in the College of Education. These four components may be rather loosely grouped or described as those dealing with resources and demand; if you will, the numbers crunch, physical space, personnel, external pressures, and what might be called intrinsic quality factors; aspects which would deal with the quality of the program even if there were no resource problems - if there were quite adequate faculty and space. These are characteristics which are specific to the College of Education proposal. There are two others which are pertinent to this problem. One is the matter of precedent at other schools and here. The other one of these general philosophical questions is the sort that Professor Ivey referred to. I would like to go through each of these four areas briefly and tell you what we have.

Resources and demand, the numbers crunch kind or type, is relatively easy; you can get numbers. What they mean is a little questionable. We looked at perhaps 20 or 30 different kinds. As far as physical facilities go -- floor space, buildings, and so on -- Education has not raised this as a particular issue. We didn't seek any data for it. It doesn't seem to be germane in this case. As far as matters of personnel--students, faculty, contact hours, etc., are concerned there was a great deal of discussion and we attempted to ascertain what the situation was. There are many kinds of data, some of it you have heard, some you haven't.

The simplest kind of data is simply to look at head count; the number of bodies enrolled as students who say they are in the College of Education. We looked at that data covering the period 1968-1974. We found that the College had a decrease in undergraduate enrollments of some eight or nine hundred, projected through next fall. It has had an increase in the enrollment of graduate students of some 300 or thereabouts. We can do a comparison on this simple head count basis of who was in the College, or at least who lists himself as a student in the College, and compare it with other colleges around the campus--those people in the Division of Colleges. If we do that the College of Education, based on this head count of students who say they're in the Education college, shows one of the largest decreases around the campus.

This is not necessarily the best way to analyze this proposal. The College of Education is a large one. It services students from other colleges. Many of the students enrolled in Education, particularly in the freshman and sophomore years, take few or no courses in the College of Education so there are other approaches to be taken. The Council examined enrollments in some selected courses; three or four basic courses--those in foundations and principles which are required of everybody for certification. The enrollment in those courses was decreasing. We looked at the percentage of students in those courses that were from the Education college and those that were from the A & S college. The ratio stayed about the same. (This is still head count.) There are other figures, however, that can be examined in this area. If we look at courses for pre-school children or in other areas, we find that there are significant increases in enrollments from students coming from the Lexington Technical Institute, and from students coming from Home Economics. There is a strong increase in the business and office activities. There are particular pressures in special education areas: speech, audio--areas of this sort.

If we look at the faculty available we find that through the period from 1969-70 to this year, 1973-74, there has been a decrease of approximately 20 depending on who and just what you count in the faculty of the College of Education. We have had a decrease in resources in terms of faculty personnel; a decrease in head count in students. The decrease in faculty is proportionally not as large as the head count decrease in students.

Now up to this point you are inclined to state that there is no numbers crunch in Education. But these data are not those that are best suited, perhaps, to reflect the load being carried by the College of Education. The figures generally used to do this are called productivity figures and they include calculating the number of student contact hours being taught by the College. We can divide the number of student contact hours being taught by the number of full-time faculty, and we can get a load. We can divide the total student contact hours taught by the College of Education, which includes students in Education and students in Arts and Sciences and in other areas, by the number of undergraduates and graduates and get what is called a full-time equivalent student load. These are numbers which better reflect the number of students enrolled, the number of students in classes, in class size, and the numbers of times they are being met by the faculty of the College of Education. If we do this, we find that the total student contact hours taught in courses in the College of Education are essentially constant over the last several years. The tables that Dean Denmark and the College have circulated to you include these data. It shows a decrease of a few hundred hours. If we divide that by 16 hours to find out how many full-time undergraduate students that amounts to, it is 15 or 20. It is not significant. It is essentially constant. (I might add that if you look at Arts and Sciences with a 200,000 contact-hour-load, they show a few thousand hours' decrease, so it is a similar kind of thing.) We can calculate the change in load resulting from changes in the number of full-time equivalent students being taught. Here there is a factor which enters in. We take an undergraduate who carries 16 hours (though the average undergraduate probably does not take his full-load in Education so in this case we use 8). We multiply the decrease in undergraduate enrollment (900), or more specifically the fraction of that enrollment decrease taking courses in Education ( $1/2$  or 450) by the load (8 hours)

to determine the decrease in credit hour load resulting from decreased enrollment at the undergraduate level. Graduate students carry a heavier load (in Education) so we multiply the increase in graduate student enrollment (300) by a typical graduate load (9 or 12 hours) to obtain the increase in credit hour load resulting from increased graduate enrollments. What we find is that the increase in graduate enrollment is producing a load which essentially completely compensates for the decrease in the undergraduate enrollment as far as the College is concerned. This is reflected in the total student contact hours taught. It is also reflected in the number of full-time student equivalents. If you calculate those numbers out, there was a jump about three years ago of a few hundred and that number has remained essentially constant or drifted down slightly, and by slightly I mean 10 or 15, 20 students, this sort of thing. So on a productivity basis, the College has not shown an increase in activity but neither has it shown a decrease. Some of these numbers (about 900 students are gone) are perhaps misleading.

It is possible to take total contact hours taught in the College, divide by the total number of full-time faculty, or full-time faculty equivalents in which you compensate for the number of graduate teaching assistants, and come up with a number which is a sort of faculty load, in terms of such contact hours. It is possible to take the total number of student contact hours and divide by the number of faculty and find out how many student contact hours a faculty member is teaching, which is a reflection of whether the classes being taught are small or large, and the load associated with them. This has been done. We can compare productivity numbers with the rest of the colleges in the Division of Colleges. If you do this, you find that the College of Education, on that basis, ranks approximately in the middle of the pile. They are not the most heavily loaded college in the Division of Colleges by any stretch of the imagination. Neither do they have a very light load.

Finally, we can look at other kinds of factors, some of which have been circulated by the College also, which are not reflected in student contact hours and perhaps the principal ones in this area are the questions of clinical placements--the ability to place students in special programs and clinic environments, and the placement of people in practice teaching. Again the College has circulated some data of this sort to you which show an increase up until a year or two ago and then a slight decrease or a leveling.

An additional factor in terms of the College load deals with external programs as the College participates in extramurally-funded programs, externally-requested programs, grants, and activities of this sort where there is an additional load placed on the college. There is a very gratifyingly significant increase in the amount of external funding and external activity in the College.

All of these factors can be summarized then in terms of just what is the numbers crunch on the College of Education. The summary that seems to be the consensus, as far as we in the Council are concerned, is that the College clearly has some difficult problems in certain spots. There are some programs that are heavily overloaded and have serious problems.

But over-all, compared with the rest of the colleges in the Division of Colleges, the College of Education is not particularly under great pressure. There does not seem, in summary, to be a major numbers crunch pressure generally on the College. Things have leveled off; their loads are essentially comparable to those of other people. Further, the question of whether these last year or two's figures are indicative or not, or whether they are merely a bump in the trend, can only be considered in terms of the long-term prospects that we seem to be seeing nationally, and it was the general impression of the Council that the general decrease in enrollments across the country would suggest, and those here in the Commonwealth and at this institution would suggest, that we have probably reached a leveling off point and it is unlikely the College of Education will see extreme and excessive loading in the future, at least for the next few years. So that is the status of the numbers crunch proposition.

There are other factors that enter in, one of which is the question of intrinsic quality. There are a number of approaches to the quality of a program regardless of the numbers of students involved in it, and the physical resources available. One of those is admissions--the approach we are discussing here. On a strictly internal basis the question becomes, if you decide to control admissions with the idea that if you have better people coming into the program, those more suitable to your objectives, then you are likely to have better people when you get done with the program. The question then is "Do the criteria and procedures proposed bear a reasonable and useful relationship to the objectives of the program?" Over a period of time there has been a fairly extensive collection of data presented by the College of Education, based on literature research and on studies done in a variety of places. These suggest that there are a number of areas such as intelligence, initiative, knowledge of the field, and verbal ability which do correlate with teacher performance as measured by a variety of criteria. Correlations, generally, for those of you who want to be statistical, are in the vicinity of about .3 or so up to most of them being in the vicinity of .5 with an occasional .6 or so. There are a number of studies aimed at the question of whether grade point averages, calculated during the undergraduate years, correlate with teaching performance of other kinds of criteria such as whether the students learned or not. Evidence suggests that there is a correlation in the vicinity of .3 or so.

There are other kinds of objectives and criteria matches that you can make; certainly some of the correlations of specific courses or specific other criteria do show evidence in the literature and in common sense of being pertinent. The verbal ability criteria for courses in which verbal ability is significant, subject matter fields, this sort of thing, all are fairly obvious, as are some of the other criteria for measures of physical ability and things of this sort. It appeared to us on this basis that the College had a combination package of this sort, some fair evidence that they had objectives for their admissions criteria program, and that they had some criteria that could be used in a reasonable manner.

However, if equality is the objective of the program, there are other ways intrinsically of controlling quality. The Council explored some of these. One of them is the question of simply using grades, the theory being that you let everybody in and you flunk out everybody who isn't good enough. Some data was presented to the Council on the distribution of



grades in upper division courses in the College of Education. At least one Council member felt that there was a disproportionately high number of A's and B's. The suggestion at that point was made that either all the students coming into the program were already very good or that the internal quality control in the program was, itself, not very good.

There are other alternatives besides grades, which can get to be a pretty brutal way of treating students. Comprehensive examinations can be considered; total dependence on external licensing can be considered; changes in degree requirements to require more hours, tougher courses, heavier loads, other activities can be considered. All of these questions were raised at one time or another with one individual or another or at least were looked for by the Council.

A major factor in program quality is the innovation of new programs, new approaches to education, perhaps non-traditional approaches; major extension of research in educational areas and the application of your offerings. One of the proposals from the College is that they continue to use the resources made available by restrictive admissions to improve the quality of their offerings in precisely these manners; that is, that they need some release time for personnel to engage in these other activities. Now it was very clear from our discussions in the Council and with the administration and others, that this approach is based on the assumption that the level of resources in the College will remain about where it is now and the load will go down a bit. It is problematical, but that may be a questionable assumption.

Finally of course, is the question of what happens elsewhere in the nation. What do other colleges and universities do. Most of this information again is in the packet which the College of Education has circulated to you. Nationally, restricted admissions, particularly into the teacher training programs and certification programs at the junior level, is quite common. Within the Commonwealth it is quite common. In fact, we have probably the lowest admissions standards to get into our education program of anybody in the Commonwealth of Kentucky and of the majority of the people in the United States. So clearly there is precedent outside the institution that a number of people have been using these kinds of criteria proposed for use here, to control the quality characteristics of the people being admitted to the program, presumably with a view to controlling or improving the quality of the people who subsequently become teachers.

In summary then, as far as the intrinsic quality factors are concerned, the Council is of the impression that perhaps there has not been serious efforts in other areas besides admissions but that clearly criteria had been established and objectives had been proposed in a general sense; that there was reason to believe they would be valid and they would be workable. I might note in passing that there are 15 different programs in the College of Education and it is their intention, as clearly indicated to us, to have different ones for each program; and as a result of this a simple number presented here saying the whole College will use some number, some criteria, is not appropriate and the Council felt that was quite a reasonable approach.

There are two other matters that can perhaps be dealt with somewhat more quickly, simply because there is very little of a quantitative nature to present. One of them is the matter of precedent here at UK. For the moment, solely aside from any of the issues directly germane to the education proposal, we have, over the past several years, established restrictive admissions to a variety of professional degree programs: Medicine, Dentistry and Law, of long standing; more recently, Allied Health and Nursing. There are others being talked about. In general, most of these restrictions were put on to control the quality of the program or maintain the quality of the program but the principal focus or force demanding that, is the resources crunch and it was the feeling of the Council that whereas Allied Health or some other area could argue that there were far more students than there were clinical placements or patients to look at or physical facilities, in order to maintain the quality of the program you have to have restrictions. Another general question concerned the independence of professional colleges. The idea has a great deal of respect in this body and across this campus, and tradition in precedent, that professional colleges normally considered as Law and Medicine and Dentistry, Allied Health, and Nursing, have a responsibility to their profession, have a traditional duty, to control the admissions and performance of standards throughout their programs. The same argument can be made for Education if you assume that Education is a professional college rather than a typical undergraduate college like, say A&S. In large measure, I suppose, the position you take on this depends on whether you consider Education as a professional college or not. It is under the definitions of the Council on Public Higher Education. The point of this is very general. These matters are nebulous and it is simply a case of you having to look at them. This general question of college autonomy constantly faces its problems.

There is certainly a clear case that can be made and was made to the Senate Council by Dean Denmark that there was a long-term self-interest involved here. Every one of us, at one time or another, on the Council or in this body, complains about the quality of the students that come to us from the primary and secondary educational system of the Commonwealth. One alternative to doing something about this is to send better teachers and better administrators to operate and teach in that system and we have an opportunity to do something about that by this kind of an approach.

There is another general factor which is called impact or, if you will, UK's version of the domino theory; that is, that if we restrict admissions in the College of Education, students will simply show up some where else and produce a crunch. If we simply restrict students to one general program out of the 15 in the College of Education, those that don't make it will simply go to the next one and create a crunch there. We have pretty clear evidence that this happens. When the restriction went on in Physical Therapy, particularly in Allied Health, the next fall those physical therapy students showed up in large numbers in Speech which is why we have a crunch in that area now. So we know the domino effect operates.

There is a general question of whether this body wishes to continue to resolve problems on a piecemeal basis or whether it wants to sit back and wait for some general guideline or policy which, at the moment, is not likely to be forthcoming in the near future.

There are some very general questions of public impact which have to be considered. In general, for many years institutions have operated on the premise that students mean money. That is what we tell the Legislature. We have more students. Give us more money. Legislators, as a group, are not really dumb people, you know. They can say "Less students." Doesn't that also mean less money?" And there is a serious question as to whether any activity or action on our part, real or apparent, to restrict enrollments, isn't, in a sense, cutting our throats. There is this general question alluded to by Professor Ivey of general opportunity for students. To balance that you have to have the question of how much you penalize other students and how much you damage the individual student that you let get into the institution or into a program, then flunk out along the way. We are open to charges of elitism, and so on. All of which are general and are not dependent upon particular numbers dealing with the education proposals but are fundamental questions that are most appropriately faced in a body like this.

To summarize the position of the Senate Council then, and my colleagues can correct me if I am wrong, we do not see that there is a major resource problem, a numbers crunch, of whatever kind you wish to calculate, at least relative to other colleges in the Division of Colleges, as far as education is concerned. They very clearly do have some localized problems. Those localized problems may be subject to solutions other than the general approach here. It may well be that the best approach would be to attempt to cover the broad base. The Council, I believe generally feels that this request is substantially different from any of the earlier ones. The earlier ones were based primarily, although not exclusively, on a resource crunch, a numbers crunch. In this one the numbers crunch evidence does not really support the case. You are being asked very clearly to make a decision on the opportunity to improve quality, intrinsic quality factors. In that context the Council felt that while there were perhaps some alternatives that also could be explored, the College of Education had, in fact, made a case on its own, that they could improve the program by judicious selective screening. The only place the Council felt they could make that case was at the junior level. We did not feel there was any general support for restriction at the freshman entry level which is why you have the proposal you have today rather than the one the Undergraduate Council got. We felt that they could adequately document their case that they were prepared to operate and perform reasonably in such a program using a junior level admissions, and that it should be approved on its own merits. As a result, the Council voted to bring it to you with its approval.

Many of these other factors I've alluded to at the end are general ones which were considered by the Council but I don't feel were largely germane to the discussion of the Council. I think most Council members would agree with me that we are going to take public positions on matters of public impact, on domino theories, on piecemeal approaches and the like. These, most greatly and properly, are the prerogative of the total body of the Senate and not the Council.

I will be glad to answer questions. I am sorry it took so long but that is the status of events and I guess you have got just about everything the Council has, or anybody else at the moment.

Chairman Adelstein then called on Dean Denmark, College of Education, who addressed the Senate as follows:

I don't wish to extend the discussion unnecessarily. You have had the mailing of materials of some six items to each of you and an indication of four other items that are somewhat more involved which have been available to you if you requested them in advance, or are available at this time. One of the ones that you did not receive related to excerpts from a survey of state and land grant universities regarding their admissions and selection policies used in teacher education programs. I might just give you a sampling of the first one of these so you know the kinds of things that are involved. This came in a letter from the University of Minnesota.

"We have had a selection program that resulted in acceptance of about two-thirds of the applicants since 1950. In the past two years it has become necessary to limit enrollment even further. The number we can accept in each field is determined largely by the resources available to us. To some extent the shrinking job market has affected our admissions practices. Certainly the interest of our faculty in making room for innovative or experimental programs, has affected their thinking about the limits and kinds of students to be admitted."

Then the letter proceeds with some statements of the procedures which Minnesota follows. There are other statements from a number of the Big Ten universities, from sample schools in the Southeast Conference, and from other schools like the University of Virginia, University of Washington, University of Oregon, and other universities comparable to ours in scope and responsibility.

There is also some material relating to field reactions to our proposed policy. It includes reports of conversations with our State Superintendent of Public Instruction, Dr. Lyman Ginger, who strongly supports the proposal and the importance of selective admission to teacher education by this institution; a report of a conversation with the local County Superintendent, Dr. Guy Potts; a survey of reactions to selective admissions from Jefferson County; and a report from the Executive Committee of the National Education Association. Subsequent to that report I did have an opportunity to talk more recently with President Helen Wise of the NEA and found her strongly in support of such a procedure on the part of this and other colleges.

Also included in the additional packet of material are typical programs for majors in the five selected areas that we used to represent a sampling of programs in the College. We felt that dealing with all 15 was simply too cumbersome and we took five that we thought represented different problems, some of which did not particularly represent a resource or numbers crunch -- some others which did. Speech and Hearing is an example of a program in which we are currently in major difficulty in terms of more students than there are staff members of clinical facilities to accommodate with any quality and with any opportunity to meet the standards of professional organizations. Some others like the program in secondary science education represent areas where we could, in fact, expand the numbers of students enrolled, given the resource base that we have. Another one, the area of secondary social studies, is just about at the turning point. As we calculate resources, numbers of students involved, the normal attrition rate from admission to student teaching and then apply some possible grade

point average figures, we are about at the point of being short a handful of spaces. But again, that is not a large enough number to deal with since all of this is based on projections and assumptions of certain enrollment continuations.

Finally, also included is a summary of studies on teacher effectiveness and the prediction of success in teaching. I might just comment on those and also on the numbers which I suggested. I think Mr. Smith's observation of the essential stability of our student credit-hour production is quite accurate. I think the change was less than one per cent in the last year. But, as he pointed out, it is difficult to deal with the average of these 15 different programs and the eight departments of the College and come up with a meaningful conclusion in relation to particular programs and particular resources. In the Department of Special Education we have had an enrollment increase of tenfold from 1968 to 1973. To look at that, then, as being no problem because it is balanced out by a reduction in another area, doesn't really speak to the reality of the situation. As a consequence what we have been discussing with you is a plan for differential criteria within a broad common framework that will enable us to deal with the realities of specific programs rather than across-the-board generalities in a monolithic fashion.

On the matter of the data and what it says about predicting success in teaching, I would like to comment particularly on some of the summary ideas presented by James Coleman, known for the Coleman Report on Equality of Educational Opportunity. In a USOE conference report entitled Do Teachers Make a Difference? he said:

". . . Variations in teachers' characteristics account for more variations in children's standardized performance in cognitive skills than do variations in any other characteristics of the school. It is evident also that one major aspect of variations in teacher effectiveness is variations in the teachers' verbal skills. . ."

An analysis of related research data found that

". . . by interchanging teachers at the top and bottom of the verbal ability scale for this system that achievement changes ranging between .2 and .4 grade levels could be accomplished. . ."

They found, further, that black children appeared to respond in a particularly sensitive fashion to a teacher who is skilled verbally.

Further, they found that verbal ability appears to have a cumulative effect; that it is statistically significant in the sixth grade level and increases in importance when examined for the ninth, tenth, and twelfth grade students.

It is important, of course, to recognize that in this particular study the chief measure of output was achievement test scores of children. While that is undoubtedly a central and fundamental or foundational element for the further education of children, there are other important outputs like socialization, the learning of acceptable behavior patterns, and other such things that were not a concern of that particular study.

Just one other sample of the studies summarized. Based on a whole cluster of University of Wisconsin studies of the characteristics believed to differentiate good and poor teachers, only knowledge of subject matter and pupils and their professional knowledge appear to be definitely established as discriminating. Interests in proficiency and teacher-pupil relationships appear to be related to the personal growth of pupils but unrelated to academic achievement. Good teachers seem to possess some minimal degree of physical and emotional energy, emotional stability, dominance and flexibility. Evidence of professional motivation is too limited to draw conclusions.

The reason I quote these is simply to indicate some of the kinds of studies we have attempted to keep in mind as we have developed this multiple criterion approach to selective admissions in the various programs of the College.

I think I will stop with those comments. As I said, there are copies of those supplementary materials here. I also have a few extra copies of the mailing that went to each of you should you have need for them.

Following a question and answer period question was called and the Senate voted to stop discussion on the original motion which was on the floor from the previous meeting of the Senate. The Senate then voted overwhelmingly to approve the recommendation from the College of Education concerning policy for admission to the professional teacher preparation programs, which was circulated to the faculty under date of October 26, 1973, and is as follows:

1. UNIVERSITY OF KENTUCKY STUDENT ADMISSION

A student who has completed the freshman and sophomore years and EDP 202 must also apply and be admitted to a Professional Teacher Education Program. The enrollment level of a Teacher Education Program is dependent upon the availability of resources for implementation of quality instruction, and the number of students admitted will be limited by these considerations. Students will be admitted to a Teacher Education Program on the basis of their University cumulative grade point average and other criteria indicating potential for becoming successful Education Professionals (e.g., grades in key courses, references, interviews, residency, and child-related activities such as nursery school, FTA, tutoring, and scouts.) Specific admissions criteria will be established by the program faculty with the approval of the College faculty.

2. ADMISSION FROM THE UNIVERSITY COMMUNITY COLLEGES OR OTHER INSTITUTIONS

A student who is admitted to the University from another institution or who changes from a community college to the Lexington campus must also apply and be admitted to a Teacher Education Program. In addition to meeting the University's requirements for admission from another institution, transfer students must complete their freshman and sophomore years and EDP 202; community college students seeking admission to a Teacher Education Program will be considered on the basis of their cumulative college grade point average and the other criteria as described in 1. University of Kentucky Student Admission.

Chairman Adelstein stated that this admission policy would take effect in the fall of 1976 but will apply to freshmen entering the University in the fall of 1974.

On behalf of the Senate Council Dr. Smith presented a recommendation that Section I, 5.2, page 17, Rules of the University Senate, be changed to include the Community College System in the election of a faculty member to the Board of Trustees. This proposal had been circulated to the faculty under date of October 31, 1973.

The Chairman then called on Dr. J. R. Ogletree, a member of the Senate Council, to explain the Council's position on this proposal.

As we are all aware, the Community College System was established in 1964. At that time it became a part of the tripartite organization of the institution -- the Medical Center, Division of Colleges, and the Community College System.

With the creation of the position of the member of the Board of Trustees all members of the University faculty were entitled to vote for such membership except our colleagues assigned to the Community College System. At that time also was created the position of the student representative on the Board of Trustees. The students on this campus vote for him. It seemed to this Senate Council that a particular group of people, who are members of the University System, have been disfranchised by oversight since the beginning of the faculty membership on the Board of Trustees. Students are represented, you and I, as members of the Lexington campus, have the right to vote and be represented, but our colleagues who are assigned around the state are not so entitled.

We know also that they have created, through actions taken by this body in times past, their own Senate system, their own Senate Council. At the time of the creation of the System there was considerable discussion on this campus about their membership in this body, but as we looked at the financial resources available to that group and the geographic distribution of our sister institutions around the state, it became totally unrealistic to assume that they could drive in from the distant places to attend a Senate meeting such as this held at 3:00 on Monday afternoons and then get back to their assigned tasks by the following morning. Therefore, through action that you have taken previously, they were authorized and approved by the Board of Trustees to create their own governing body, the Community College Senate. Now the request has come to us to recommend to the Board of Trustees the change in the Governing Regulations and to recognize a change in our voting pattern which will permit our colleagues in the various Community Colleges to participate in the election of the faculty representative to the Board of Trustees.

Dr. Adelstein called on Dr. Stanley Wall, Vice President of the Community College System, to explain the position of the Community Colleges.

Thank you, Dr. Adelstein. Let me just read two statements to you which I think explain the position relative to the resolution which has been presented to the Council relative to Community College faculty participating in the election to the Board of Trustees.

KRS 164.130, Section 2, paragraph 2, of that reads ". . .The non-voting faculty members shall be teaching or research members of the faculty of the University of Kentucky of the rank of assistant professor or above. They shall be elected by secret ballot by all faculty members of the University of the rank of assistant professor and above. . ." Community College faculty are members of the University of Kentucky's faculty and they now have a title and rank series that provide for the rank of assistant professor and full professor.

The Board of Trustees, in its Governing Regulations, consistent with KRS 164.130, has this statement: ". . . The faculty members must be teaching or research members of the faculty of the University of Kentucky with the rank of assistant professor or above elected by secret ballot of all faculty members of the rank of assistant professor or above. . ." And then it goes on ". . . The authority to develop procedures for the election of faculty members to serve as members of the Board in accordance with the provision of KRS 164.130 is hereby delegated to the University Senate, University System. . ." So the effect of the resolution coming to you from the Community College System is one of asking the Senate, which has been delegated by the Board of Trustees to develop procedures, to revise its procedures so that they will have the right to participate, apparently as the law provides and as the intent of the Board of Trustees must have provided. So, in effect, this is what they are asking.

Following limited discussion question was raised and the Senate voted to stop discussion. The Senate then approved the change in Section I, 5.2, page 17, Rules of the University Senate, to include faculty members of the Community College System in the election of a faculty member to the Board of Trustees.

First paragraph:

Faculty members eligible to serve as and to vote for the faculty members of the Board of Trustees shall be those in both the University System and the Community College System who have an actual or equivalent rank of assistant professor or higher and have full-time academic assignments in one or more of the areas of teaching, research, libraries, and counseling. The roster of such eligible faculty members shall be prepared and certified in the same manner as for elections to the University Senate or the Senate of the Community College System. Faculty members of the Board shall be eligible for re-election.

Third paragraph:

Elections shall be by secret ballot and shall be conducted by the secretary of the University Senate from rosters prepared and certified as specified above.

On behalf of the Senate Council Dr. Smith presented a recommendation that the University Senate terminate the six-week summer session. This recommendation had been circulated to the faculty under date of October 22, 1973. The Senate approved this recommendation.



On behalf of the Senate Council, Dr. Smith presented a recommendation that the Senate establish a summer term for the College of Pharmacy to permit that College to offer a summer semester of 15 weeks. This recommendation had been circulated to the faculty under date of November 28, 1973. The Senate approved this recommendation.

The previously approved University Calendars are amended to include the following College of Pharmacy 15-Week Summer Sessions as follows:

1974	May 13 to August 23, inclusive
1975	May 12 to August 22, inclusive
1976	May 10 to August 20, inclusive
1977	May 9 to August 19, inclusive

On behalf of the Senate Council Dr. Smith presented a recommendation that the University Senate approve the addition of subsection 4.31 to Section V, Rules of the University Senate and to change the present Subsection 4.31 Diplomas to Subsection 4.32 Diplomas. This recommendation had been circulated to the faculty under date of November 28, 1973.

Motion was made to return the recommended addition to the Rules Committee for clarification of whether it applies to full-time or part-time students. The Senate defeated this motion.

The Senate then approved the addition of 4.31 Changes in Program Requirements: Section V, and the change of the present Subsection 4.31, to 4.32.

#### 4.31 Change in Program Requirements:

When requirements for an undergraduate degree program are changed after a student has enrolled in it, the students shall have the option of fulfilling either the old or the new requirements.

In fulfilling the old requirements, if a student finds that necessary courses have been eliminated or substantially revised, he may substitute other courses with the approval of the dean of the college. In this eventuality, however, the student shall not be forced to comply with the new requirement.

However, if a student interrupts his work in the program or the University for more than two semesters, then the dean of the college shall determine which requirements the student shall fulfill.

The first paragraph of this rule shall not apply if the curriculum revision is required by an external accreditation or certification body, provided this body submits a written statement to the University that the accreditation of a program or certification of its graduates is in jeopardy unless students fulfill the new requirements.

On behalf of the Senate Council Dr. Smith presented a recommendation that the Senate delete the following phrase from Section V. 1.7, page 4, Rules of the University Senate.

V. 1.7 Changing Grades

". . . and in no event shall the grade of a student currently enrolled be changed after the lapse of one semester. . ."

The Senate approved this deletion.

On behalf of the Senate Council Dr. Smith presented a recommendation that the Senate approve a change in the Rules of the University Senate, Section V. Subsection 2.2 Student Load, page 7, to delete the top paragraph and add:

The load for a student on academic probation shall be established by the dean of his college after consultation with his advisor.

Following discussion the Senate voted to return this recommendation to the Rules Committee for clarification of what is meant by "load" for a student on academic probation.

On behalf of the Senate Council, Dr. Smith presented a recommendation that the Senate approve deleting the following phrase from Section V., page 9, subparagraph (2) line 10, of 3.11. General Regulations for Undergraduate Students. The Senate approved this proposal.

". . . Before enrolling in a class under this option, . . ."

On behalf of the Senate Council, Dr. Smith presented a recommendation that the Senate approve adding the following sentence between the first and third sentence of Section V., page 10, subparagraph (1), 3.12 Scholastic Probation:

". . . If a student has incurred a deficit of five or fewer quality points at the end of his first full semester, the dean shall warn him that he is making unsatisfactory progress. . ."

The Senate approved this recommendation.

On behalf of the Senate Council, Dr. Smith presented a recommendation that the Senate approve the deletion of Subsection 3.3 All Undergraduate and Professional Colleges, Section V, page 12, Rules of the University Senate.

The Senate approved this recommendation.

A Senator read the following Resolution which the Senate adopted and requested that it be made a part of the minutes:

To Mike Adelstein, whose humane concern for the welfare of students, whose intense interest in upholding academic excellence while preserving flexibility, whose mild and scholarly conduct of the University Senate are apparent to and lauded by all, the University Senate expresses its thanks for a job well done and its hope that the future will permit it once again to recognize his leadership.

Dr. Adelstein was given a warm ovation by the Senators.

The meeting adjourned at 5:00 p.m.

Elbert W. Ockerman  
Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

November 29, 1973

TO THE UNIVERSITY SENATE

The University Senate will meet in regular session at 3:00 p.m., Monday, December 10, 1973, in the Court Room of the Law Building.

Items on the agenda are as follows:

1. Approve minutes of September 10, 1973 and November 12, 1973
2. Resolution on the death of Professor R. H. Weaver
3. Remarks by Dr. Adelstein
4. Approve candidates for December 1973 degrees (circulated by the Registrar's Office under date of November 19, 1973)
5. Action on the selective admissions proposal from the College of Education (circulated under date of October 26, 1973)
6. Action on Rules Change, Section I, 5.2, relative to including Community College personnel in elections for faculty representation to the Board of Trustees (circulated under date of October 31, 1973)
7. Action on the proposal to abolish the six-weeks summer session (circulated under date of October 22, 1973)
8. Action on the proposal to change the calendar policy for the College of Pharmacy to permit them to offer a summer semester of fifteen weeks (circulated under date of November 28, 1973)
9. Action on a series of Rules changes and additions (circulated under date of November 28, 1973)

*Elbert W. Ockerman*

Elbert W. Ockerman  
Secretary, University Senate

HBA/bw

College of Education  
UNIVERSITY OF KENTUCKY  
Lexington, Kentucky 40506

Date 13 December 1973

MEMORANDUM

To: Kitty Shelburne  
From: George W. Denemark  
Subject: Minutes of the December 10 Senate meeting

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Thanks for sending along the transcription of the Monday Senate remarks. I have filled in the blank portion, modified the quoted sections slightly and cleared up several instances of indirect reference.

It was good to see you back. I sincerely hope you are well recovered and all set for a happy holiday season and a New Year that is rewarding and satisfying in every respect. Warm good wishes.

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Office of the Dean, 103 Dickey Hall

DEC 19 1973  
AC 606 258-9000, Ext. 2771

UNIVERSITY OF KENTUCKY

DEAN OF ADMISSIONS AND REGISTRAR

December 20, 1973

Mr. Robert Weaver  
2572 King's Lake Court N.E.  
Atlanta, Georgia 30345

Dear Mr. Weaver:

At its meeting of December 10, 1973 the University Senate heard Vice President Lewis W. Cochran read the enclosed Resolution on the death of your father.

The Senate directed that this Resolution be made a part of its minutes of that meeting and that a copy be sent to members of his family.

The University of Kentucky has suffered a great loss in the death of your father. He was an outstanding person on this campus and made an invaluable contribution to the University during his many years here.

Cordially yours,

Elbert W. Ockerman  
Secretary, University Senate

KWS/bw

Enclosure

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION  
OFFICE OF THE DEAN

December 5, 1973

AREA CODE: 606  
TEL.: 258-2813

MEMORANDUM

TO: University Senate

FROM: George Denemark  
Dean, College of Education

SUBJECT: Supplementary Information Relevant to College of Education Admission Proposal

At the suggestion of the Senate Council I am forwarding to each Senate member portions of the material we prepared for their review in response to several questions raised at the last Senate meeting and in anticipation of other possible questions. The total table of contents of materials provided the Council follows. Those items preceded by an asterisk are, because of their bulk, not provided in this distribution to the total Senate membership. Extra copies, however, will be available to those who are interested in advance of the meeting or in the Auditorium at the time of the meeting.

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- I. Basic Information on College of Education (course enrollments, faculty, etc.)
- II. Admission to Teacher Education Programs, 1967-74
- \* III. Selected Excerpts from Survey of State and Land Grant University Policies
- IV. Academic Standards Now in Use at Other Kentucky Universities
- \* V. Report of Field Reactions to Selective Admissions in Teacher Education
- VI. Impact of Three Different Overall Grade Point Averages on Teacher Education Program Admissions, Fall 1973 (2.00, 2.25, 2.50)
- VII. Anticipated Program Criteria for Admission to Five Selected Teacher Education Programs
- \* VIII. Typical Lower Division Programs for:
  - Elementary Education
  - Speech and Hearing in Special Education
  - Secondary Education (English)
  - Secondary Education (Science)
  - Secondary Education (Social Studies)
- IX. Percent of Work Done in Arts and Science and in Education for Five Selected Teacher Education Programs (see 5 above)
- \* X. Summary of Studies on Teacher Effectiveness and the Prediction of Success in Teaching

ENROLLMENT DATA  
College of Education  
University of Kentucky

Departments of Instruction	Faculty Holding Appointments	Course Enrollments by Student's College										Percentage Change	
		Fall, 1972					Fall, 1973					Enroll-ment	Produc-tivity
		Under Grad. Educ.	Grad.	Other Col-lege	Total	Prod.	Under Grad. Educ.	Grad.	Other Col-lege	Total	Prod.		
Administration and Supervision	5	2	71	1	74	228	5	116	1	122	367	+64.86	+41.22
Curriculum and Instruction	42	1434	233	164	1831	7822	1113	305	147	1565	6917	-14.52	-11.56
Educational Psychology and Counseling	17	359	340	120	821	2864	341	354	104	799	2773	- 2.67	- 3.17
Health, Physical Education, and Recreation	20	1140	113	681	1934	3791	1014	84	866	1964	3597	+ 1.55	- 5.11
Higher and Adult Education	6	-	147	1	148	341	1	134	11	146	416	- 1.35	+21.99
Social and Philosophical Studies in Education	8	260	126	88	474	1426	216	141	88	445	1333	- 6.11	- 6.52
Special Education	18	564	183	79	826	2476	626	179	77	882	2772	+ 6.77	+11.95
Vocational Education	22	213	68	366	647	2032	268	126	376	770	2472	+19.0	+21.65
College of Education	138	3972	1281	1500	6755	20980	3584	1439	1670	6693	20647	- 0.91	- 1.58

Current Headcount Registration

Undergraduate	2079
Graduate	800
Masters & Specialist	579
Doctoral	221

December 1, 1973

ADMISSIONS TO THE TEACHER EDUCATION PROGRAM BY FIELD  
FALL, 1967 - SPRING, 1974

	F '67	S '68	F '68	S '69	F '69	S '70	F '70	S '71	F '71	S '72	F '72	S '73	F '73	S '74*
Art	5	6	9	10	8	28	6	13	17	22	4	16	7	15
Business Ed.	17	27	24	26	16	32	13	10	15	16	7	24	12	23
English	63	46	63	63	59	123	38	35	33	59	17	39	31	48
Home Ec	12	14	9	11	7	19	2	6	2	12	9	15	3	11
Jr. High	-	-	1	-	-	-	-	-	-	-	-	4	4	-
Languages	14	7	14	8	14	14	3	7	7	21	4	14	8	17
Math	14	12	9	10	15	27	8	7	8	22	6	15	4	7
Music	8	10	5	11	6	14	8	2	8	11	10	12	22	12
P.E.	21	17	15	24	16	35	17	14	31	19	12	16	16	18
Science	17	22	26	30	15	42	18	7	15	16	6	14	5	15
Social Stu.	53	47	69	73	78	148	59	37	67	50	24	47	14	45
Sp & Hearing	6	10	10	10	17	24	4	9	11	54	8	35	18	36
Elem/Spec Ed	10	13	11	11	5	23	11	19	19	63	30	65	32	64
Sec/Spec Ed	1	2	-	-	3	-	-	2	1	10	4	4	3	4
Elementary	102	100	94	115	120	194	94	70	87	141	23	147	52	170
TOTAL	343	333	359	391	379	728	281	238	341	516	154	467	221	485

\*Projected

II



STANDARDS NOW BEING USED AT OTHER  
KENTUCKY UNIVERSITIES FOR  
ADMISSION TO TEACHER EDUCATION  
AND  
STUDENT TEACHING

Institution	Criteria for Admission to Teacher Education		G. P. A. Required for Admission to Student Teaching
	G. P. A.	Additional Requirements	
Eastern	2.0	<ol style="list-style-type: none"> <li>1. Complete twelve hours of on-campus residence credit at Eastern prior to admission to the teacher education program.</li> <li>2. Attain a 2.0 grade-point average (4.0 scale) in all college work at Eastern including a minimum grade of C in EDF 202/300.</li> <li>3. Demonstrate proficiency in communication skills including evidence of satisfactory speech and speaking effectiveness.</li> <li>4. Present satisfactory recommendations from four Eastern faculty members including the student's instructor in EDF 202/300 and the student's advisor.</li> <li>5. Provide evidence of no physical or psychological impairments that would preclude teaching success.</li> <li>6. Accumulate a satisfactory record of acceptable social behavior in the university community as well as the community at large.</li> <li>7. Present satisfactory results on such examinations as may be required by the Admissions Committee.</li> </ol>	2.25
University of Louisville	2.25	<ol style="list-style-type: none"> <li>1. 2.25 overall GPA</li> <li>2. 2.25 in major teaching field</li> <li>3. 2.00 in any minor or second teaching field</li> </ol>	

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Institution	Criteria for Admission to Teacher Education		G. P. A. Required for Admission to Student Teaching
	G. P. A.	Additional Requirements	
Morehead	2.0	<ol style="list-style-type: none"> <li>1. The attainment of sophomore standing.</li> <li>2. A cumulative grade point average of 2.0 or higher on work completed at Morehead State University.</li> <li>3. The recommendation of the student's major department.</li> <li>4. A demonstrated proficiency in written and oral communication.</li> <li>5. A satisfactory rating in health, speech, hearing and sight.</li> <li>6. The satisfactory evaluation from faculty advisers regarding personal-social-ethical fitness for teaching.</li> </ol>	2.0 overall 2.5 in major
Murray	2.0	<ol style="list-style-type: none"> <li>1. The applicant must have a grade point average of 2.00 on all work completed at the time of application for admission to teacher education.</li> <li>2. The applicant must have a grade point average of 2.00 in freshman English (101 and 102).</li> <li>3. The applicant must have satisfactorily completed the Cooperative English Tests.</li> <li>4. The applicant must have satisfactorily completed the speech and hearing screening process.</li> <li>5. The applicant must be approved for admission by the chairman of his major department and his adviser.</li> </ol>	2.0 overall 2.5 in major

Institution	Criteria for Admission to Teacher Education		G. P. A. Required for Admission to Student Teaching
	G. P. A.	Additional Requirements	
Western	2.2	The student must maintain a 2.2 Grade Point Average in both his total program and in Professional Education in order to be eligible for unconditional admission to both Teacher Education and to Student Teaching.	2.2
University of Kentucky	2.0	<ol style="list-style-type: none"> <li>1. Have a standing with an average of 2.0 on a 4.0 scale in overall work and professional education courses and a standing of 2.0 on a 4.0 scale in the major teaching field</li> <li>2. Recommendation of the student's professional education instructor, and education advisor.</li> </ol>	2.0

ADMISSIONS TO THE TEACHER EDUCATION PROGRAM  
JULY - NOVEMBER, 1973

Program Area	Number Admitted 2.00 Overall	Number Screened 2.25 Overall	Number Screened 2.50 Overall
Art	7	0	1
Business Education	12	4	6
Distributive Education	1	1	1
English	31	4	6
Home Economics	3	0	1
Languages	8	0	1
Math	4	0	0
Music	22	3	3
P.E. (Girls)	14	4	5
P.E. (Boys)	2	2	2
Science	5	0	1
Social Studies	14	1	2
Special Education	46	4	7
Elementary Education	52	5	15
<b>TOTAL</b>	<b>221</b>	<b>28</b>	<b>51</b>

College of Education

University of Kentucky

December 1, 1973

ANTICIPATED CRITERIA FOR  
ADMISSION TO SELECTED TEACHER PREPARATION PROGRAMS

Elementary Program

1. Overall GPA (specific GPA would vary from term to term depending upon resources available, number of applicants otherwise qualified, and strength in other criterion areas)
2. No grade lower than a "C" in all professional and major courses (i.e., EDP 202, MA 201, GEO 151, etc.)
3. Grades in specific courses
  - a. ENG 101 and ENG 102
  - b. SP 181
4. Minimum of 40 hours of satisfactory work experience with children
5. Interview and/or recommendations (advisor, instructors, field experience supervisors) \*

Speech and Hearing Program

1. Overall GPA (specific GPA might vary from term to term depending upon resources available, number of applicants otherwise qualified, and strength in other criterion areas)
2. At least a "C" grade in the following courses:
  - a. BIO 110
  - b. PHY 151 and PHY 152
  - c. PSY 104 or PSY 210
  - d. ENG 101 and ENG 102
  - f. SP 285
3. No clinically observable speech, language, or hearing problem
4. Satisfactory experiences with youth oriented activities
5. Interview and/or recommendations (advisor, instructors, field experience supervisors)\*

\*Data from interviews or recommendations might suggest the appropriateness of follow-up conferences with counseling or medical personnel.

Secondary English Program

1. Overall GPA ( specific GPA would vary from term to term depending upon resources available, number of applicants otherwise qualified, and strength in other criterion areas)
2. GPA in major, minor, areas of concentration, and support area(s)
3. Grades in specific courses
  - a. SP 181
  - b. EDP 202 (if CC transfer student with EDF 101, that also)
4. ACT score in English or high school grades in English
5. Interview and/or recommendations (advisor, instructors, field supervisors)\*
6. Satisfactory experiences with youth oriented activities

Secondary Social Studies Program

1. Overall GPA (specific GPA would vary from term to term depending upon resources available, number of applicants otherwise qualified, and strength in other criterion areas)
2. GPA in major, minor, and support area(s)
3. Grades in specific courses
  - a. ENG 101 and ENG 102
  - b. SP 181
  - c. EDP 202 (if CC transfer student with EDF 101, that also)
4. ACT score in social studies or high school grades in social studies
5. Interview and/or recommendations (advisor, instructors, field supervisors)\*
6. Satisfactory experiences with youth oriented activities

Secondary Science Program

1. Overall GPA (specific GPA would vary from term to term depending upon resources available, number of applicants otherwise qualified, and strength in other criterion areas)
2. Grades in specific courses
  - a. ENG 101 and ENG 102
  - b. SP 181
  - c. EDP 202 (if CC transfer student with EDF 101, that also)
  - d. Introductory science (physics, chemistry, biology, and earth sciences)

3. ACT scores in mathematics and natural sciences or high school grades in mathematics and natural sciences
4. Interview \*
5. Recommendations from advisor, instructors, and field supervisors)\*
6. Satisfactory experiences with youth oriented activities

\*Data from interviews or recommendations might suggest the appropriateness of follow-up conferences with counseling or medical personnel.

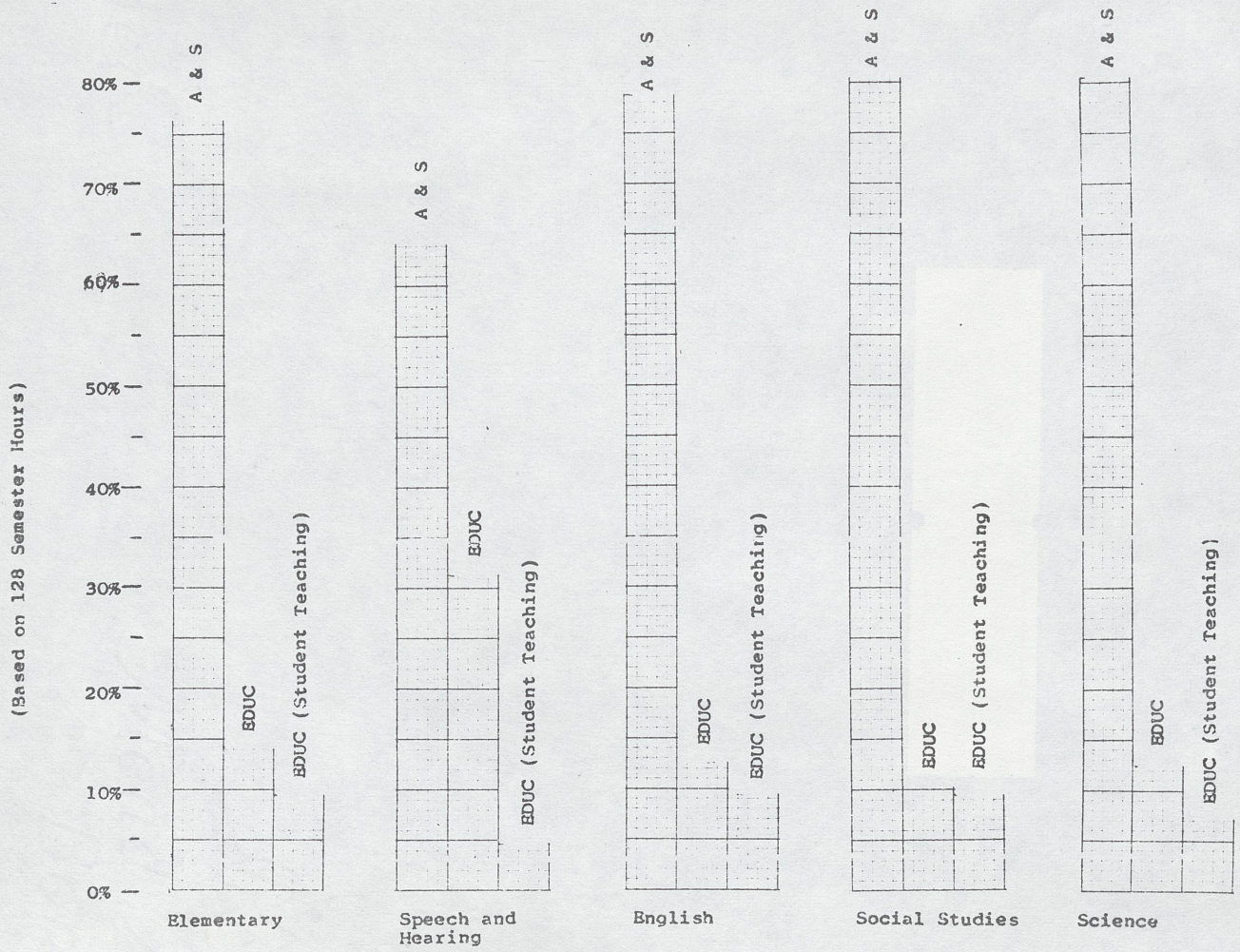
College of Education  
University of Kentucky

December 1, 1973

1. Departmental and/or program area faculty determine the maximum number of students that can be accommodated in the program in terms of resources available (i.e., faculty, clinical or practicum stations available on or off campus, laboratory space, adequate student teaching placements, etc.)
2. Review of applications by program area with elimination of names failing to meet any absolute criteria established (i.e., in Speech and Hearing Program, at least a "C" grade in certain courses)
3. Rank ordering of remaining applicants in terms of grades, scores, ratings, etc., in the other criterion areas.
4. Program area selection committee reviews the data developed in step 3 and selects the most promising candidates from among that group up to the total number corresponding to that permitted by resources available.
5. Student appeals are considered by regular departmental and college procedures.
6. Data from the process is made available to department, college, and University administrators to facilitate priority determination and budget development for subsequent academic terms. (This step might result in subsequent reallocation of resources to program area which would affect the numbers of students accommodated at a later review point.)
7. Students who did not gain admission to a program area might reapply if they subsequently met criteria or if a change in resource base made a larger admissions pool appropriate.



PERCENT OF WORK DONE IN THE COLLEGE OF EDUCATION AND THE COLLEGE OF ARTS AND SCIENCES  
BY PROGRAM



UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

November 28, 1973

TO: Members, University Senate

FROM: Senate Council Office

RE: AGENDA ITEM: University Senate Meeting  
December 10, 1973

The Senate Council recommends approval of a change in calendar policy to permit the College of Pharmacy to offer a summer semester of fifteen weeks. Specifically, the previously approved University calendars would be amended for the **College of Pharmacy** as follows:

1974: May 13 to August 23, inclusive  
1975: May 12 to August 22, inclusive  
1976: May 10 to August 20, inclusive  
1977: May 9 to August 19, inclusive

RATIONALE: The College of Pharmacy requests this calendar change to comply with the national efforts in the health field to increase the number of health professionals by shortening the time required for their education, while still maintaining the same high standards of quality. Two main benefits would result from establishing the fifteen-week summer semester, which would be used for the Clinical Orientation Clerkship course or the Pharmacy Practice Clerkships, both operating at capacity during the regular semesters. The utilization of clinical facilities during the proposed summer semester, would provide the desperately needed relief for facilities in the regular fall and spring semesters. In addition, some students could complete the curriculum at mid-year rather than in May, thereby graduating in four and a half years instead of five, and receiving their professional licensure six months earlier.

This proposed calendar change has been approved by Dr. Bosomworth, Vice-President of the Medical Center, and Dr. Ockerman, Registrar of the University.

/cet

MSA

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

November 28, 1973

TO: Members, University Senate  
FROM: Senate Council Office  
RE: AGENDA ITEM: University Senate Meeting  
December 10, 1973

The Senate Council proposes the following changes in or additions to the Rules of the University Senate:

Section V, 4.31 Change in Program Requirements:

When requirements for an undergraduate degree program are changed after a student has enrolled in it, the students shall have the option of fulfilling either the old or the new requirements.

In fulfilling the old requirements, if a student finds that necessary courses have been eliminated or substantially revised, he may substitute other courses with the approval of the dean of the college. In this eventuality, however, the student shall not be forced to comply with the new requirement.

However, if a student interrupts his work in the program or the University for more than two semesters, then the dean of the college shall determine which requirements the student shall fulfill.

The first paragraph of this rule shall not apply if the curriculum revision is required by an external accreditation or certification body, provided this body submits a written statement to the University that the accreditation of a program or certification of its graduates is in jeopardy unless students fulfill the new requirements.

\*\*\*

RATIONALE: The purpose of this rule is to protect students who might otherwise have to attend the University for extra semesters to comply with additional requirements of new programs. The rule indicates that students contract for the designated program in effect when they enroll in it. Therefore, they may not be forced to fulfill other requirements unless (1) an external accreditation or certification body states that they must do so or the program accredita-

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Senate Agenda Item: Rules Changes  
November 28, 1973

tion will be jeopardized, or (2) they interrupt their studies for more than two semesters.

[NOTE: If the above addition is approved, it is recommended that the present V. 4.31 Diplomas be made a new item: V. 4.32]

\*\*\*

V. 1.7 Changing Grades

Page V-4, line 4. Delete " and in no event shall the grade of a student currently enrolled be changed after the lapse of one semester."

RATIONALE: This portion of the current rule is in conflict with the new rule for the I grade, which permits I grades to be changed within two years. More important, the rule results in faculty members being unable to correct errors, a position that is ethically untenable to most. Consequently, the proposed deletion is recommended.

\*\*\*

V. 2.2 Student Load

Page V-7, delete top paragraph. Add: "The load for a student on academic probation shall be established by the dean of his college after consultation with his advisor."  
*also after hours*

RATIONALE: This rule change would allow a dean to exercise some flexibility in special cases when the existing restrictions would impose an unwarranted hardship on a student.

\*\*\*

V. 3.11(2) General Regulations for Undergraduate Students

Page V-9, line 10, delete "Before enrolling in a class under this option,"

RATIONALE: Because it has proved to be virtually impossible to inform students that they must notify their deans and advisors before enrolling in a class under the repeat option, this portion of the rule has been difficult to enforce. It should also be deleted because it serves no important purpose as students will still have to notify their deans and advisors.

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Senate Agenda Item: Rules Changes  
November 28, 1973

V. 3. 12 (1) Scholastic Probation

Page V-10. The academic record of each freshman student will be reviewed after his first full semester. If a student has incurred a deficit of five or fewer quality points at the end of his first full semester, the dean shall warn him that he is making unsatisfactory progress. If a student has a deficit in excess of five quality points at the end of his first full semester, the dean shall either place him on scholastic probation or warn him that he is making unsatisfactory progress.

[The remainder of the rule stands as stated; the underlined portion is the proposed addition to the present rule.

RATIONALE: The purpose of the proposed addition is to make certain that freshman students are fully aware that they are in academic difficulty.

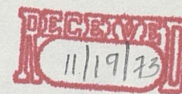
V. 3. 3 All Undergraduate and Professional Colleges  
Page V-12. Delete entire section.

RATIONALE: The first paragraph about the dean's reporting to the Registrar is an administrative matter that need not be in the rules. The second paragraph about the employment and extracurricular status of a student on academic probation reflects the former in loco parentis attitude, is not enforced, and lacks merit in many cases. The third paragraph about resident work is no longer applicable in view of changing concepts about such study. In addition, the deans have the discretion to evaluate the student's record.

The remaining three paragraphs of the rule are repetitive (see Section V. 3 passim).

/cet

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

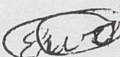


DEAN OF ADMISSIONS AND REGISTRAR

November 19, 1973

MEMORANDUM

TO : University Senate

FROM : Elbert W. Ockerman   
Dean of Admissions and Registrar

SUBJECT: Candidates for Degrees

The attached list of December 1973 candidates for degrees is being circulated for your examination.

OFFICE OF ADMISSIONS AND REGISTRAR

CANDIDATES FOR DEGREES

December 21, 1973

GRADUATE DEGREES

Ph.D.	94
Ed.D.	11
D.B.A.	2
D.M.A.	4
Ed.S.	5
M.A.	84
M.S.	88
M.S. in Agr.	2
M.S. in Agr Eng.	2
M.S. Ch. Eng.	9
M.S. Civ. Eng.	11
M.S. E.E.	7
M.S. Mech. Eng.	5
M.S. Met. Eng.	3
M.S. Nuc. Eng.	2
M.A. in Educ.	76
M.S. in Educ.	9
M.S. in Acct.	1
M.B.A.	21
M.S.L.S.	37
M.S.H.E.	10
M.F.A.	5
M.S. Nur.	5
M.S.W.	2
M.M.	5
M.S. Rad. Dos.	1
M.S. Dent.	3
TOTAL	504

PROFESSIONAL DEGREES

Juris Doctor	65
Doctor of Med.	1
D. Phar.	2
TOTAL	68

UNDERGRADUATE DEGREES

Arts and Sciences	
B.A.	196
B.S.	49
B.M.Mus.Edu.	3
B.Gen.Stu.	45
TOTAL	293

Agriculture	
B.S. Agr.	78
B.S. For.	3
TOTAL	81

Engineering	
B.S. Agr. Eng.	3
B.S. Chem. Eng.	6
B.S. Civ. Eng.	39
B.S. Elec. Eng.	25
B.S. Mech. Eng.	28
TOTAL	101

Education	
B.A. Educ.	271

Business and Economics	
B.B.A.	99
B.S. Acct.	54
B.S. B. & E	7
TOTAL	160

Architecture	
B. Arch.	15

Allied Health	
B.S. Dent. Hyg.	1
B.S. Med. Tech.	4
B.S. Com. Hlth.	4
B. Hlth. Sci.	9
TOTAL	18

Home Economics	
B.S. H.E.	44

Pharmacy	
B.S. Phar.	9

Social Professions	
B.A. Soc. Work	39

SUMMARY

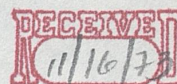
Graduate Degree	504
Professional Degrees	68
Undergrad Degrees	1031
TOTAL	1603

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF PHARMACY

November 8, 1973



#92

*Council  
for next  
week -*

Dr. Michael Adelstein  
Chairman, Senate Council  
10 Administration Building  
Campus

Dear Dr. Adelstein:

The College of Pharmacy faculty has been in the forefront in developing and utilizing clinical experiences for the education of pharmacy students. In this connection it merits mention that Kentucky's model is now being emulated nationwide.

In keeping with national efforts in the health field to increase the numbers of health professionals and shorten the time required for their education and training this College recently expanded its enrollment by about 20 per cent in the professional program. This expanded enrollment taxes our facilities to the limit at the present time, particularly the clinical facilities used for our Clinical Orientation Clerkship and Pharmacy Practice Clerkship courses.

We have given consideration to methods of shortening the time required for students to complete the five-year program and maintain the integrity of our curriculum. One of the ways we contemplate "extending" our clinical facilities is to establish a sort of trimester, or summer semester, schedule for our fifth-year class, or a portion of it, to have an opportunity to undertake during the summer trimester, the Clinical Orientation Clerkship course within the University Hospital or the Pharmacy Practice Clerkship in extramural settings along with appropriate auto-tutorial courses to afford a full-time academic load.

Since the University Summer Sessions will not permit the accumulation of at least the minimum full-time semester load of 12 credit hours, it is the College's desire to establish a "summer semester" to begin immediately after the close of the spring semester and run for fifteen weeks (90 teaching days).

Specifically, for 1974 the College seeks approval for a "summer semester" beginning on May 13 and ending on August 23 in which the College might present selected courses.

Two main benefits would accrue from such a program, one to the College and one to students. The utilization of clinical facilities during a "summer semester" would help reduce the crush in the clinical areas in the regular fall and spring semesters; this relief is desperately needed. Some students could complete the curriculum at mid-year rather than in May, completing ten semesters of the total curriculum in four and one-half calendar years instead of five, thereby allowing professional licensure six months earlier.

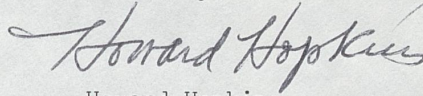


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Since the Registrar is charged with establishing the University Calendar three years in advance, the College of Pharmacy seeks approval of a "summer semester" as follows:

1974 - May 13 to August 23, inclusive.  
1975 - May 12 to August 22, inclusive.  
1976 - May 10 to August 20, inclusive.  
1977 - May 9 to August 19, inclusive.

Cordially,



Howard Hopkins  
Associate Dean

HH/dbm

cc: Dr. P. Bosomworth  
Dr. E. Ockerman  
Dean J. Swintosky

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

October 31, 1973

TO: University Senate

FROM: Senate Council

RE: AGENDA ITEM: University Senate Meeting  
November 12, 1973

The Senate Council recommends approval of the following Rules change: [Section I, 5.2, page 17]

. . . [Those] Faculty members eligible to serve as and to vote for the faculty members of the Board of Trustees shall be [the same as those eligible to be elected to the University Senate.] those in both the University System and the Community College System who have an actual or equivalent rank of assistant professor or higher and have full-time academic assignments in one or more of the areas of teaching, research, libraries, and counseling. The roster of such eligible faculty members shall be prepared and certified in the same manner as for elections to the University Senate or the Senate of the Community College System. Faculty members of the Board shall be eligible for re-election.

Third Paragraph:

Elections shall be by secret ballot and shall be conducted by the secretary of the University Senate from rosters prepared and certified as specified above.

[NOTE: The bracketed portion should be deleted. The underlined portion is the proposed new verbiage.]

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Background: This request was forwarded from the Senate Council of the Community College System in order to provide its faculty with an opportunity to vote for and to serve as faculty members of the

Page 2  
Senate Agenda Item  
October 31, 1973

of the Board of Trustees.

The Senate Council approved this request, believing that it is only fair and proper that the Community College faculty participate in the Board of Trustees' election because the chosen faculty members represent both the University and the Community College System.

If approved, this Rules change will be effective for the Board elections in the Fall, 1974.

/cet

Mrs. Kathryn W. Shelburne  
Director of Scheduling  
05 Administration Annex  
Campus

302 c-p

Kitty

UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

October 26, 1973

TO: Members, University Senate  
FROM: Senate Council Office  
RE: AGENDA ITEM: University Senate Meeting  
November 12, 1973

The College of Education, the Undergraduate Council and the Senate Council recommend and submit for your approval the following proposed policy for admission to professional teacher preparation programs:

ADMISSIONS POLICY:

(1) UNIVERSITY OF KENTUCKY STUDENT ADMISSION

A student who has completed the freshman and sophomore years and EDP 202 must also apply and be admitted to a Professional Teacher Education Program. The enrollment level of a Teacher Education Program is dependent upon the availability of resources for implementation of quality instruction, and the number of students admitted will be limited by these considerations. Students will be admitted to a Teacher Education Program on the basis of their University cumulative grade point average and other criteria indicating potential for becoming successful Education Professionals (e. g., grades in key courses, references, interviews, residency, and child-related activities such as nursery school, FTA, tutoring, and scouts). Specific admissions criteria will be established by the program faculty with the approval of the College faculty.

[continued]

Page 2

University Senate Agenda Item: Selective Admissions, Education  
October 26, 1973

(2) ADMISSION FROM THE UNIVERSITY COMMUNITY COLLEGES  
OR OTHER INSTITUTIONS

A student who is admitted to the University from another institution or who changes from a community college to the Lexington campus must also apply and be admitted to a Teacher Education Program. In addition to meeting the University's requirements for admission from another institution, transfer students must complete their freshman and sophomore years and EDP 202; community college students seeking admission to a teacher Education Program will be considered on the basis of their cumulative college grade point average and the other criteria as described in (1) University of Kentucky Student Admission.

\*\*\*\*\*

BACKGROUND:

In a period of limited resources for the support of educational programs the allocation of those resources to problems which command the highest level of educational priority becomes critical. It is to that end that the College of Education proposes a change in the policy of admission to upper division, undergraduate professional teacher preparation programs. Under present Senate regulations substantially any student who has maintained the grade point average necessary to remain in good standing within the University (2.0) must be admitted to any preparation program he or she desires in the College of Education. Such a policy is severely restricting to the production of educational professionals of the quality needed in the public schools and to the allocation of College resources to the areas of greatest educational need in the state and nation.

Although the number of undergraduates enrolled in the College of Education has declined markedly in the past two years, increases in the number of students from other colleges taking education courses and increases in graduate enrollment have caused a modest increase in class enrollments. It is anticipated that class enrollments may decline slightly in the years ahead, but that no significant increase in the availability of professional personal resources can be anticipated. Further, enrollment decreases have not been uniform across training programs. Indeed, programs in which the capacity of the College has been exceeded and in which there is

a surplus of teachers have increased in enrollment. While the College of Education faculty does not believe that the limitation of admissions and restriction of career choice solely on the basis of supply and demand factors are justifiable, the expansion of existing programs at the expense of serving other critical needs is certainly difficult to justify. However, the alternative to program expansion is a compromise of quality of preparation so long as admissions policy is unrestrictive.

The College of Education seeks this policy adoption in order that the quality of preparation can be improved and so that allocation of resources may be made upon the basis of educational needs of the state. We believe that this change is justified for the following reasons.

1. Unrestricted admission to all teacher preparation programs is neither compatible with the production of teachers of the quality needed by public schools of the state nor consistent with the standard of excellence which should characterize the University of Kentucky.

Viewed in long range terms, improvement in the quality of teachers for the elementary and secondary school classrooms of Kentucky is likely to be the most significant way to improve the general education level of the state's population and the quality of the student body subsequently enrolling at the University of Kentucky. If higher standards are applied to the admission and retention of candidates for teacher preparation, a positive step toward this end will have been taken. If then, with a more carefully selected student body, present resources can be more effectively applied to their academic and professional development, a second increment is likely to be added to the process. Still a third benefit can be derived through the expanded assignment of existing college resources to the in-service or continuing education of new teachers in their first assignments as well as to their more experienced elementary and secondary school colleagues. This action can cause us in long range terms to improve the quality of the broad base of students coming to us from the secondary schools of the Commonwealth and can enlarge the number of such individuals who can profit from and succeed in programs at the University. We of the College of Education reaffirm our commitment to the belief that those persons to whom we assign significant responsibility for the intellectual, social and moral development of our children be capable themselves of better than average performance in these areas.

2. Unrestricted admission to all teacher preparation programs is not compatible with the College meeting its service, development, demonstration, and dissemination responsibility to the public school system and other teacher training institutions of the state.

As an academic unit of the principal University of the Commonwealth of Kentucky, the College of Education shares responsibility for the planning and execution of research and service efforts that are of benefit to our citizens and their institutions. No other university or college in the Commonwealth has a similar charge and thus no other college of education in Kentucky bears the same responsibility for systematic inquiry into teaching and learning problems and for the development and testing of exemplary programs designed to improve educational practice. Acceptance of such a responsibility in no sense precludes the continued involvement of U. K. 's College of Education in both undergraduate and graduate training programs for teachers and educational specialists. It does mean, however, that resources of the College must be allocated and utilized in a manner which supports involvement in both roles with maximum effectiveness. It is the conviction of the faculty and administration of the College that in an era of limited resources we must find ways of applying those available to the areas of highest priority. Admission and retention policies which permit some degree of management of enrollment can make possible systematic experimentation in training programs and more effective dissemination of such efforts.

3. With unrestricted admissions, enrollment in some training programs has exceeded the absolute number of field and clinical placements available. Other preparation programs have exceeded the capacity of the College and cooperating agencies to provide field experiences of the desirable quality.

The importance of effective student teaching or clinical internship experiences is widely recognized in teacher education. For students preparing for secondary school teaching assignments in the regular subject areas, such field assignments represent almost 50 percent of the total credits allocated to professional preparation (12 out of 25 semester hours). If we are seriously committed to quality preparation, therefore, it is clear that we must give careful attention to the selection of field placements and to the training of public school personnel who supervise such work. When enrollment reaches the point that a secondary school with a staff numbering only slightly over a hundred has nearly three-quarters of its faculty engaged in providing such field experience, one can properly question the selectivity which is possible. Rather than operating under the assumption that the number of students assignable is dependent only upon the number of elementary and secondary classrooms within reasonable geographic proximity we wish instead to utilize those which can contribute most to the preparation of teacher scholars.

While the limitations of appropriate clinical and field opportunities are more serious in certain teaching fields at present than others, we feel that it is important to establish a framework within which the total program of teacher preparation can be coordinated. Since the plan commits us to working with students in the consideration of alternative teaching preparation fields as well as considering other college or other institutional alternatives should they be turned down for admission in a particular program, ability to control admissions levels in each program is critical.

4. The criterion currently specified for admission to teacher education takes into account only grade point standing to the exclusion of other relevant variables. Further, under the current admissions criterion differences among preparation programs and the requisite capabilities implied by those differences are not considered.

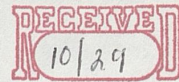
Evidence of academic excellence should be required for admission and retention in teacher education programs and for recommendation for the initial certification as a teacher. Obviously grade point average cannot be the sole factor in judging a candidate's adequacy for a career in teaching, but it does seem reasonable that persons charged with intellectual development responsibilities in others should themselves be skilled in intellectual processes. The evidence of this basic skill that is currently required is certainly minimal and it is anticipated that the level may in time be raised for some programs.

While criteria for admission to the fifteen undergraduate preparation programs in the College will vary, among those which are considered appropriate are:

- a. Grades in key courses as well as overall grade point average.
- b. A high level of both oral and written communications skills-- both as an originator and a receiver of communications.
- c. Ability to accept persons of different background, experiences, values, and characteristics.
- d. Evidence of self-initiated involvement in child or youth oriented activities with an educational dimension.
- e. Evidence of a healthy, flexible, and stable psychological condition free of excessive need for dependency relationships.
- f. Evidence that the student has examined other career alternatives with a clear understanding of the demands and limitations of such a career.

/cet





UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL  
10 ADMINISTRATION BUILDING

October 22, 1973

TO: Members, University Senate  
FROM: Senate Council  
RE: AGENDA ITEM: University Senate Meeting  
November 12, 1973

RECOMMENDATION: The Senate Council recommends termination of the six-week summer session, thereby abolishing such sessions for this summer and for all summers for which calendars have been approved.

RATIONALE: On October 11, 1971, the Senate approved a six-week summer term for the summer sessions 1972 and 1973 and authorized the Vice-President for Academic Affairs to review these sessions and recommend their abolition or continuance. Vice-President Cochran has requested the termination of the six-week summer term.

In supporting this recommendation, Dr. Ockerman, the Dean of Admissions and Registrar, has pointed out that these sessions were originally adopted to allow public school teachers to enroll without having to take courses during their own school term. Because the public schools now end prior to the beginning of the University's regular eight-week summer session, the original argument for the six-week session is no longer valid.

Dr. Ockerman has provided these enrollment figures:

	<u>1972</u>	<u>1973</u>
Total Eight-Week Enrollment . . . . .	5,135	5,430
Total Six-Week Enrollment . . . . .	643	324
Six-Week Students Not Enrolled in Eight-Week Session . . . . .	154	138

He has stated that the four and eight-week summer sessions plus the large number of workshops and short courses are sufficient to provide for student demand. His views are shared by the Deans, no one of whom has requested continuation of the six-week session.

/cet

RECOMMENDATION: The Senate Council recommends termination of the six-week summer session, ~~effective this summer, 1972~~ thereby abolishing such sessions for this summer and ~~for~~ for all summers ~~in which~~ for which calendars have been approved.

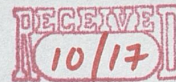
On October 11, 1971,  
RATIONALE: The Senate approved a six-week summer term for the summer and authorized sessions 1972 and 1973 ~~and authorized the Vice-President for~~ to Academic Affairs ~~to~~ review these sessions and recommend their abolition or continuance. Vice-President Cochran has requested their termination of the six-week summer term.

In supporting this recommendation, Dr. Ockerman, the Dean of Admissions and Registrar, has pointed out that these sessions were originally adopted to allow public school teachers to enroll without having to take courses during their ~~own~~ own school term. Because the public schools ~~now~~ now end ~~at~~ prior to the beginning of the University's regular eight-week summer session, the original argument for the six-week sessions is no longer valid.

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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

October 15, 1973

MEMORANDUM

TO : Dr. Mike Adelstein

FROM: Bert Ockerman *Bert*

Please excuse the delay in replying to your memorandum concerning the Six Week Summer term. Too many things are in the mill for me to keep up.

The Six Week term was an ill conceived and almost impossible to implement effectively type proposal. You may remember that when the proposal was presented to the Senate the only rationale offered was that it would allow public school teachers to take Summer work without conflicting with the end of the school year. That argument is no longer valid since all public schools now end no later than the first week in June.

In 1972 the total enrollment was 643, but actually this represented only 154 students not in the Eight Week term. In 1973 only 324 students enrolled while only 138 were not in the Eight Week term. In 1973 42 course/sections were offered but since 18 were the Independent Study/Residence Credit variety only 24 course/sections were really offered.

Room scheduling, time allocation, fees assessment, and faculty utilization are unusually complicated by offering the Six Week term.

I am convinced after working with the Summer Session for three years that with the Four Week and Eight Week terms, a variety of Workshops, and a large number of Short Courses we have a structure that is completely adequate for the present time.

I do not have a single request from the Deans to continue the Six Week term.

If I can provide additional information, I will be glad to do so.

EWO:b

Absences from Senate Meeting December 10, 1973

Staley F. Adams\*  
 Lawrence A. Allen  
 Charles E. Barnhart *John Barwell\**  
 Robert P. Belin\*  
 Ben W. Black  
 Harry M. Bohannon\*  
 Peter P. Bosomworth\*  
 Robert N. Bostrom\*  
 Charles L. Brindel\*  
*Thomas Connelly* Raymond H. Cox  
 James E. Criswell\*  
 Vincent Davis\*  
 Wayne H. Davis\*  
 John A. Deacon\*  
 John L. Duhring  
 Claude Farley\*  
 James Flegle  
 Juanita Fleming\*  
 Lawrence E. Forgy  
 R. Fletcher Gabbard\*  
 Art Gallaher\*  
 John G. Gattozzi\*  
 Jack B. Hall  
 Joseph Hamburg  
 Holman Hamilton *\*ate*  
 Thomas Hansbrough  
 George W. Hardy  
 Damon Harrison\*  
 S. Zafar Hasan\*  
 Virgil W. Hays\*  
 Ron Hill  
 Raymond R. Hornback  
 Charles W. Hultman\*  
 Raymon D. Johnson\*  
 William S. Jordan\*  
 John J. Just\*  
 Irving F. Kanner  
 E. Barrie Kenney\*  
 James B. Kincheloe\*  
 Robert L. Lester\*  
 Arthur Lieber

Cynthia Link  
 James W. Little\*  
 Paul Mandelstam\*  
 William L. Matthews  
 Marion E. McKenna\*  
 Michael P. McQuillen\*  
 Alvin L. Morris\*  
 Robert C. Noble\*  
 Jacqueline A. Noonan\*  
 Blaine F. Parker\*  
 Paul F. Parker\*  
 Harold F. Parks\*  
 James A. Prestridge  
 Donald A. Ringe\*  
 Wimberly C. Royster\*  
 D. Milton Shuffett  
 Otis A. Singletary\*  
 David Smith  
 Robert H. Spedding\*  
 Susan Sprague  
 William J. Stober\*  
 Andy Strickland\*  
 Paul A. Thornton\*  
 Relmond P. VanDaniker\*  
 Jacinto J. Vazquez\*  
 Wayne Waller  
 Daniel L. Weiss\*  
 Rebecca Whitis\*  
 Paul A. Willis  
 Constance P. Wilson\*  
 William W. Winternitz\*  
 Ernest F. Witte\*  
 Robert G. Zumwinkle\*

Present	144+1
Absent*	47+1+1
Absent	31-1-1-1-1
	<u>221</u>
	3 purged (not replaced)
	<u>224 Total Senate</u>

ATTENDANCE SHEET  
December 10, 1973

↓ Dolores Jewell, Pol Sci

↓ Harry V. Barnard

↓ P. O. Evans

↓ Herbert Bruce

↓ Colman H. Burnett

↓ Lewis W. Cochran

↓ Vernon Musselman

↓ Joan G. Pival

↓ H. H. Binger

↓ Arthur F. Fulaker

↓ Frank V. Colton

↓ R. S. Benton

↓ J. B. Curtz

↓ Elizabeth B. Howard

↓ Elizabeth R. Croffelder

↓ J. A. Bryant

↓ Earl L. Stull

↓ Lyle Beck

↓ Clifford Smith

↓ Charles F. Haywood

↓ C. H. Amenshine

↓ Stephen G. Winkler (Winkler)

↓ M. J. Fallahay (Fallahay)

↓ Bill Shanks

↓ J. W. Gladden

↓ P. P. Silberstein

↓ Bruce H. Wessley

↓ Gene G. Hamrick

↓ Peter Skelland

↓ T. R. Robe

↓ Didiuch

↓ Virginia La Charité

↓ John C. Rex

↓ Peter R. Rudnick

↓ Sam Brown

↓ T. Walden

↓ L. Clark Keating

↓ Michael McArd

↓ Mary Evelyn Minter

↓ Sara H. Leech

↓ Harold D. Griffin, Jr.

- ✓ Eugene M. Huff
- ✓ Jane M. Emannul
- ✓ Thomas W. Brehm
- ✓ Paul C. Grand
- ✓ David L. Williams, SS.
- ✓ Robert J. Clement SS.
- ~~\_\_\_\_\_~~
- ✓ Edw Denmark
- ✓ S. Siachun
- ✓ Robert Yeager
- ✓ Louis Biehs
- ✓ Marjorie S. Stewart
- ✓ Jack Kish
- ✓ Ag Hiatt
- ✓ Margaret E. Jones
- ✓ Herman L. Voss
- ✓ Aquil R. Reedy
- ✓ Jamie Close
- ✓ \_\_\_\_\_

- ✓ Alvin Goldman
- ✓ Wp Ward Crowe
- ✓ Roger W. Smith
- ✓ Ted J. Luffings
- ✓ R. M. Luggan
- ✓ J. C. Ogletree
- ✓ Paul D. Sears
- ✓ James W. Kemp
- ✓ Rudolph Schriels
- ✓ Thomas R. Ford
- ✓ Milton E. Yellin
- ✓ Carl Peter
- ✓ Jm L. Sander
- ✓ Ruth Morales not Senate member
- ✓ David L. Laimore
- ✓ Philip K. Berger
- ✓ Ken W. Smith signed twice
- ✓ David Spack

OVER

- ↓ Patrick DeLuca DeLuca
- ↓ Carolyn McKinney
- ↓ Will Gates III
- ↓ Thomas M. Olszewsky
- ↓ Stanley Ware <sup>Ware</sup>
- ↓ O'Neal Weeks
- ↓ Richard E. Giff
- ↓ Nancy Holland - Med
- ↓ Leonard Tipton
- ↓ Z. Govindarajulu

ATTENDANCE SHEET  
December 10, 1973

~~Ken [unclear] (Kerr)~~

✓ S. Sidney Ulmer

✓ D E Bender

✓ H. H. Bailey

✓ Jerry M. Baskin

✓ W. H. Stickinger

✓ John M. Byard

✓ Willis G. Sutton

✓ Robert W. Rudel

✓ Margaret L. Mason

✓ Betty Jane Dollave

✓ Vincent P. Duenich

✓ D. H. Quitt

✓ B. L. [unclear]

✓ John Lindell

✓ Frank Beck

✓ Anthony [unclear]

✓ W. W. Torpey

OVER

✓ Charles T. Conner

✓ W. F. Wagner

✓ Donald E. Sands

✓ William C. Tompston Jr

✓ Bill Moody

✓ Jess Meil

✓ Arvid Sorenson

✓ Kenneth Wright

✓ Lou [unclear]

✓ C. J. Cremer

✓ Don R. Kirkendall

✓ Mark Lee

✓ William H. Peters

✓ Lodie K. Williamson

✓ Paul Orend

✓ B. C. Pass

✓ G. Boerner

✓ [unclear]



↓ Norman F. Bellups (planning)

↓ J. Z. CSAKY

↓ Iron Zolnerb.

↓ Garnett L. Biedford (Ag.)

↓ M. N. Kvitovitch (Diner)

↓ Fredo Zelima

Freda Zelima

ATTENDANCE SHEET  
December 10, 1973

- ↓ Alfred Crabb
- ↓ Susan McEury
- ↓ J. E. Funk
- ↓ Wm K. Plucknett
- ↓ Harold Traurig
- ↓ Paul Eskin
- ↓ Michael Freeman
- ↓ Frank J. Rizzo
- ↓ Al Levy
- ↓ M.T. McElhenny
- ↓ John Strachan
- ↓ Joseph V. Swintrosky
- ↓ J. Walker
- ↓ William F. Kenkel
- ↓ John L. Butler
- ↓ Robert Keechne

- ✓ Michael Adelstein  
HBA
- ✓ Elbert W. Ackerman  
HBA
- ✓ Donald Iney HBA

VISITORS  
December

Ron Mitchell (kernel)

Mike Bewley

Daniel S. Arnold

Wm. M. D. Longfield

Margaret Morgan

Bruce J. Hamman (kernel)

Artie G. (U. Am. P. etc)

Bill Sewell

John King

Morris Scheraga

David Munn