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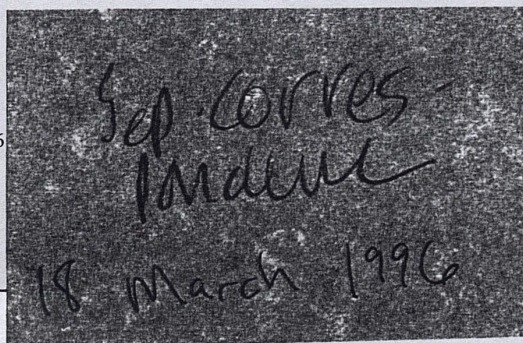
TO: Members, University Senate

The University Senate will meet in regular session on Monday, March 18, 1996, at 3:00 PM in room 115 of the Nursing Building (CON/HSLC).

AGENDA:

1. Minutes
2. Chair's Announcements
3. Resolutions
4. Retention and Graduation Report, Follow-up Survey on Non-Returning Students: Louis J. Swift, Dean of Undergraduate Studies and Director, University Studies, and Roseann R. Hogan, Director, Planning and Assessment, Lexington Campus.
5. **Action Items:**
  - a. Proposed change in University Senate Rules, Section IV - 4.3.3 to add a statement to that section concerning repeated registration in a course. (Originally circulated under date of 30 January 1996. Circulated again with amendment from the floor on 29 February 1996.)
  - b. Honorary Degree Presentation: Dr. Daniel R. Reedy, Dean, The Graduate School
  - c. Proposed changes in University Senate Rules - Section V - 5.3.3.3 College of Medicine student promotion rules (circulated under date of 1 March 1996).
  - d. Proposal to amend University Senate Rules, Section V - Grades and Marking Systems - to establish a plus/minus grading system for the College of Arts and Sciences (circulated under date of 2 March 1996).
  - e. Proposal to amend University Senate Rules - Section IV Admission to Non-Certification Undergraduate Program (circulated under date of 3 March 1996).

US Agenda: 2.12.96



Betty Huff  
Secretary

## MINUTES OF THE UNIVERSITY SENATE, MARCH 18, 1996

The University Senate met in regular session at 3:00 p.m., Monday, March 18, 1996, in Room 115 of the Nursing Health Sciences Building.

Professor Gretchen LaGodna, Chairperson of the Senate Council, presided.

Members absent were: M. Mukhtar Ali, Gary Anglin, Patrick Arnold, Benny Ray Bailey, John Ballantine, Michael Bardo, Vasant Bhapkar, Ben Bogia\*, Douglas Boyd, Fitzgerald Bramwell, Bill Brassine, Carolyn Brock, Joseph Burch, Mary Burke\*, Allan Butterfield, Johnny Cailleteau, Joan Callahan, Ben Carr, Edward Carter, Shea Chaney, Eric Christianson\*, Jordan Cohen, Jean Cooper\*, Scott Coovert, Raymond Cox, Carla Craycraft, Frederick DeBeer\*, Susan deCarvalho, David Elliott\*, Robert Farquhar, Juanita Fleming\*, Richard Furst, Beatrice Gaunder, Philip Greasley\*, Kirby Hancock, Issam Harik, Monica Harris, S. Zafar Hasan, James Holsinger, Rick Hoyle\*, Edward Jennings\*, Stuart Keller\*, Pamela Kidd, Craig Koontz, Thomas Lester, G.T. Lineberry\*, C. Oran Little, Jeff Lowe, Daniel Mason\*, Douglas Michael\*, David Mohny, Roy Moore, Maurice Morrison, Donald Mullineaux, David Nash\*, Phyllis Nash\*, Wolfgang Natter, Anthony Newberry, Michael Neitzel\*, William O'Connor, Clayton Paul\*, Clyde Poc\*, Tom Pratt, Shirley Raines, Karl Raitz, Amy Razor, Thomas Robinson, John Rogers\*, Michael Rohmiller, Charles Russo, Scott Safford, David Shipley, Todd Shock, Richard Smith, Sheldon Steiner, William Stober\*, David Stockham, Michael Thomlin, Michael Uyhelji, Retia Walker\*, Craig Wallace, Charles Wethington\*, Chad Willet, Carolyn Williams, Eugene Williams, Emery Wilson\*, Mary Witt, William Witt, Linda Worley.

The minutes of December 11, 1995 have been distributed. There were no corrections to the minutes and they were approved as circulated.

Chairperson Gretchen LaGodna made the following announcements:

Professor Loys Mather has been reelected to the Board of Trustees. Professor Mather was given a round of applause. Professor LaGodna thanked all the outstanding candidates that were on the ballot.

Professor Lee Edgerton has accepted the request of the Senate Council and the President to serve a second term as the University Academic Ombud.

Continuing update on the retirement recommendations that were put forth by the Senate Ad Hoc Retirement Committee. Professor LaGodna met with Myra Johnson who is the Associate Director of Human Resources for Employee Benefits. HRS has taken a number of very positive steps toward the recommendations that were made. After talking they decided it would be a very productive idea if HRS and the Senate Council cosponsored some open forums for faculty. Three open forums have been set up to discuss current issues and future changes in retirement planning and benefits. Every

\* Absence Explained

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faculty member will be getting a flyer. The dates for the forums are: April 3, 1996, April 8, 1996, and April 11, 1996. There are three separate times; two are late in the afternoon, one is over the noon hour. One is scheduled in the medical center end of the campus and the other two are on the other end of the campus. These are going to be important forums; I urge you to attend one of them. It will give you a chance to have some input into the benefits area.

Dr. Powell and Dr. Mather, as the Board of Trustees representatives and Professor Dennis Officer as a representative from the Ad Hoc Retirement Committee, and myself met with the President to discuss progress on the major recommendation that came out of that committee, which was for the phased-in retirement plan. The President reaffirmed his intent to respond to that issue by the end of the semester.

The Senate Council endorsed the Green Lights Program, sponsored by Students for an Energy Efficient Environment.

The Senate Council also sent recommendations for faculty appointments to the Senate Advisory Committees, Area Academic Advisory Committees, the University Appeals Board, and Student Media Board to the President.

Chairperson LaGodna recognized Professor Robert Rapp from the College of Pharmacy to present the following memorial resolution in honor of Professor Michael Gosland who died on February 26, 1996.

Michael P. Gosland  
Pharm.D.  
1962-1996

Dr. Michael Gosland received a B.S. in Biology in 1984 and his Doctor of Pharmacy degree in 1987 graduating Summa Cum Laude, both from the University of the Pacific in Stockton, California. He then completed a Pharmacy Practice Residency at the Veterans Administration Medical Center in Palo Alto, California and a three year post-doctoral fellowship in the Division of Oncology and Clinical Pharmacology at the Stanford University School of Medicine.

Dr. Gosland joined the faculty of the College of Pharmacy and the College of Medicine in 1991 as Assistant Professor in the Division of Pharmacy Practice and Science. He was appointed as Assistant Professor in the Division of Hematology/Oncology in the Department of Medicine in 1993, and promoted to Associate Professor in the Colleges of Pharmacy and Medicine in 1995. Dr. Gosland was also the Clinical Specialist in Oncology in the Department of Pharmacy at University Hospital and a member of the University of Kentucky Graduate Faculty.

In a small amount of time on the University of Kentucky faculty, Dr. Gosland touched the lives of many faculty throughout the Medical Center which is a tribute to his wonderful

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ability to collaborate in a wide variety of research projects involving cancer drug therapy. He was an outstanding and empathetic teacher of both pharmacy and medical students. He was the primary preceptor for the Pharmacy Practice Specialty Residency in Oncology Practice. As a clinician, Dr. Gosland worked with physicians, pharmacists, nurses, and house staff officers to give the best possible safe and effective drug therapy to Markey Cancer Center in-patients and out-patients. During the past five years at the University of Kentucky, Dr. Gosland developed an outstanding reputation for his research on the multi-drug-resistant cancer gene and ways to reverse this resistance. He was very well known for his work on the pharmacokinetics and pharmacodynamics of anti-cancer agents and a well-trained laboratory researcher who eagerly shared his views and his visions with other younger and older faculty members in the Medical Center. Dr. Gosland had already published over 20 papers in the scientific and professional literature by the time of his death. He was a highly sought after lecturer and he presented many times at state, national and international meetings in the field of oncology.

Dr. Gosland and his wife Wendy are the parents of 3 children, Meagan Kathleen, age 11, Katherine Elise, age 4, and John Philip, age 2. They enjoyed their life to the fullest in the Crosswoods Subdivision in Jessamine County and they were members of the South Elkhorn Christian Church on Harrodsburg Road.

Dr. Gosland will be both remembered and missed by his wife and children, his colleagues, and all his many friends in Lexington and throughout the country.

A fund for the College Education of the Gosland children has been established. Contributions may be sent to Dr. Robert P. Rapp, Chair, Division of Pharmacy Practice & Science, Room C-114, University Hospital, 800 Rose St., Lexington, KY 40536. Checks should be made out to the "Gosland Children's Fund".

Professor Rapp asked that the resolution be made a part of the minutes and that a copy be sent to his family.

The Chair asked that the Senate rise for a moment of silence.

Chairperson LaGodna recognized Dr. Roseann Hogan and Dr. Louis Swift for the presentation of the Retention and Graduation Report, Follow-up Survey on Non-Returning Students.

Dean Lou Swift and Dr. Roseann Hogan, Director of Assessment and Planning for the Lexington Campus, presented a report on undergraduate retention at the University of Kentucky. The report focused on a survey of non-returning students which was conducted in the spring of 1995, but it also included findings on Freshman to Sophomore retention rates and graduation rates over the last decade. Dr. Hogan provided detailed data on the reasons which students gave for leaving the University, the impressions students had of their experience on campus, and the aspirations they entertained for continuing their education. Some attention was paid to students' perceptions of advising, their academic work habits while attending the university, and the amount of time devoted

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to jobs on or off campus. It was clear that respondents to the survey believed that greater attention to advising, more feedback on academic performance, and more personalized attention from faculty are items which the University needs to address.

The report evoked a spirited discussion among the senators.

The charts used for the presentation are attached to the minutes.

**AGENDA ITEM I: Proposal to amend University Senate Rules, Section IV,4.3.3 - Repeated Registration in a Course.**

Proposal: [Add sentence that is bold]

4.3.3 Repeated Registration in a Course

The Chair of a department may refuse to allow a student to register in a course a third time, including correspondence. **A withdrawal from the course shall not be counted as a registration for these purposes.**

Background and Rationale:

The proposal was initiated by the Academic Ombud. It was sent to the Admissions and Academic Standards Committee for their review. It was revised in Committee and sent back to the Senate Council where it was further amended.

The recommendation is based on the general principles that withdrawal from a course prior to the official withdrawal deadline does not and should not penalize the withdrawing students. Withdrawals after the official deadline are permitted only for non-academic reasons and, therefore, should not penalize the student. Refusal by a Chair to allow a student who has previously withdrawn from a course to register in the course for a third time is inconsistent with these general principles.

Implementation Date: Summer, 1996

Note: If approved, the proposal will be codified by the Rules Committee

Chairperson LaGodna stated this item was continued from the February meeting. The amendment that was introduced by Professor Blues was being discussed when the meeting was adjourned due to a lack of quorum. Professor LaGodna asked if there was further discussion on the amendment which reads "if the student can demonstrate that the withdrawal was for urgent non-academic reasons." There was no discussion on the amendment. The amendment passed in a voice vote. There was no discussion on the amended motion. The motion passed in a voice vote and reads as follows:

The Chair of a department may refuse to allow a student to register in a course a third time, including correspondence. **A withdrawal from the course shall not be counted as a**

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**registration for these purposes if the student can demonstrate that the withdrawal was for urgent non-academic reasons.**

The Chair stated the next item was a sensitive issue. When honorary degree nominees are discussed they are recommended nominees only, the Senate is advisory to the President and Board of Trustees where these nominees are approved. In addition to the Senate's recommendation going forward, the nominees themselves have to agree to this, therefore there are a lot of reasons why it is critical not to make public who the nominees are at this point in time. Keep in mind it is very important while the Senate discusses who the nominees are that their names are not publicized and do not leave this body. The Chair asked if there were any reporters present that they leave the room during the discussion. Professor LaGodna then recognized Dean Daniel Reedy from the Graduate School for the presentation of the list of candidates for Honorary Degrees. Dr. Reedy stated the recommendations came from the Honorary Degrees Committee and had been approved by the Graduate Faculty. Dr. Reedy read biographical information on the nominees for the Senate's consideration.

The motion to accept the degree candidates for recommendation to the President passed in an unanimous voice vote.

**AGENDA ITEM 2:** Proposal to amend University Senate Rules - Section V - 5.1.2.3 & 5.3.3.3 College of Medicine student promotion rules.

Proposal: (Add bold, underlined sections; delete items in brackets]

**5.3.3.3 College of Medicine (US: 3/10/86):**

**A Assessment of Student Learning**

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

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

**Assessment Criteria**

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1. Student work is assessed by the faculty through the assignment of grades upon completion of all required courses and clerkships. Basic science grades are based upon such measures as written and oral examinations, laboratory practicals, and case write-ups. In the clinical years, grades are accompanied by detailed descriptive comments reflecting the instructors' impressions of the student's knowledge, attitudes, and technical skills.
2. Departmental faculty determine the level of student competence in the course or clerkship for which they are responsible. Within two weeks of the termination of each course, every department shall submit to the Office of Education a grade, and where possible, written comments on each student's performance. The Office of Education will provide every student a copy of this grade sheet within three weeks of the termination of the course.
3. Because of advanced academic pursuit in a biomedical discipline, some students may wish to bypass a particular first or second year course. With permission of the course director and the SPPC, a student may sit for an "opt-out" examination. The course director will determine the appropriate level of performance for bypass privileges.
4. Students will be required to pass a written comprehensive, standardized basic science examination prior to promotion to the third year and a written comprehensive, standardized clinical examination prior to graduation. Students may sit for three consecutive administrations of each examination in the attempt to achieve a passing score. During the interval between repeated attempts to pass the examinations students are in a non-promotional category. If unsuccessful after the third attempt, the student will be dismissed from the College.
5. Students will be required to pass a Clinical Performance Examination (CPX) prior to graduation. Students who do not pass the initial examination will be required to participate in remediation activities and pass a retest.

#### **B Promotion and Retention Criteria**

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

1. At regular intervals the SPPC will review the academic record of each student and make specific recommendations addressing promotion, remediation, or dismissal. Beyond these recommendation, potential actions include but are not limited to the adjustment of academic load, repetition of curriculum segments, and participation in counseling sessions.
2. **Promotion** to sequential semesters or years in the curriculum is contingent upon attaining the expected level of performance as prescribed by the faculty of the College of Medicine. Students attaining a GPA of 3.7 or higher in their current academic year will be promoted to

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the subsequent year **With Distinction**. This accomplishment will be noted in their academic records and on their transcripts.

Commencement honors of High Distinction and Distinction will be awarded at graduation for students who attain the appropriate GPA, i.e., 3.7 for High Distinction, 3.5-3.69 for Distinction.

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

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

5. A student receiving a grade of "U" or "E" has performed at an unacceptable level. To redress the grade, the SPPC will review both the student's academic record and the compensating recommendations of the department that assigned the mark. The SPPC will determine a plan of action which may include remediation, repetition of all or a portion of the course, clerkship, or curriculum year, or dismissal from the College.
6. A **probation category** encompasses those students who post a GPA of less than 2.5 for any academic year and those students who receive "U" or "E" grades. Students promoted on probation must improve their academic performance in the subsequent academic year or risk dismissal.
7. **Dismissal** from the College **will** result when students have an annually calculated cumulative GPA of less than 2.0; receive two or more "E" grades; receive three or more "U" grades; receive a "U" or "E" grade while on academic probation; or fail either of the comprehensive standardized examinations on three consecutive attempts. At the discretion of the SPPC and the Dean, students **may** be dismissed if they receive two "U" grades.

### **C Leaves of Absence**

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



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availability of space in required courses. The following three categories of leave may be sanctioned by the SPPC and approved by the Dean:

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

#### 5.1.2.3 College of Medicine (US: 3/10/86)

- A Represents exceptionally high achievement in performance. It is valued at four (4) quality points for each credit hour.
- B Represents the expected level of achievement or performance in each course. This grade reflects student competence in all areas of course requirements. It is valued at three (3) quality points for each credit hour.
- C Represents marginal performance. It is valued at two (2) quality points for each credit hour.

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- E Represents failure or unacceptable performance in a course. It is valued at zero (0) quality points for each credit hour.
- P Represents a passing grade in a course taken on a pass-fail basis. It is not used in quality point calculations.
- W Denotes withdrawal from the College or from an elective course. 'W' must be approved or recommended by the Student Progress and Promotion Committee. Withdrawal from a required course is not permitted, except when a student withdraws from the College. A student may withdraw from an elective and the 'W' will remain on the record.
- U Represents unsatisfactory performance in a specified area of course requirements. It is given instead of an 'E' grade when evidence exists that the student might earn a ['C' ] **passing** grade upon completion of make-up work. In the interim the 'U' will be valued at one quality point for each credit hour. **The temporary grade must be made-up** [A 'U' grade must be replaced by a 'C' or 'E' grade] before the student can be promoted to the next year. The quality point calculation will then be the average of the 'U' and the ['C' or 'E' grade] **the grade given after the make-up.**

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**Rationale:**

In the proposed paragraph on page two (bold, underlined), the exam is designed to assess the student's development of procedural skills and other proficiencies necessary for the provision of appropriate patient care which are not generally measured by written examinations such as USMLE. The CPX will be administered after the third year of the medical curriculum. Students who do not pass the examination will be required to participate in remediation activities and be retested. This promotion rule would be implemented with the Class of 1999. This request also requires a clarification in the wording of the current rules (see also page 2, section 4). Thus, it is recommended that the word "written" be added to the appropriate sentences.

The proposed paragraph on page three (bold, underlined) is needed to retain the College of Medicine commencement honors since the University Senate decided to change commencement honors to a Magna, Summa, and Cum Laude designation.

The changes on page 5 (definition of the "U" grade) are proposed because the old definition restricted the grade after make-up work to a "C". With multidimensional evaluation systems, faculty requested the ability to assign an unsatisfactory grade when a single dimension was not at a passing level, but wanted the ability to then assign a grade that reflected the student's performance as the average of all the evaluation components.

The proposals have been reviewed and approved by the Senate's Committee on Admissions and Academic Standards. They proposed one revision which the College of Medicine accepted. The proposal as revised was approved by the University Senate Council.

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Proposed Implementation: Class of 1999

Note: If approved the proposal will be codified by the Rules Committee

Chairperson LaGodna recognized Professor Jan Schach, chair-elect of the Senate Council for introduction of the item. Professor Schach reviewed the background of the proposal and stated the proposals had been reviewed and approved by the Senate Committee on Admissions and Academic Standards as well as the Senate Council, she moved approval on behalf of the Senate Council.

Professor Jesse Weil (Physics and Astronomy) asked if on page two, item four the examinations meant the first one or the second one or if it should be plural and apply to both? Sue Fosson (College of Medicine) stated it was either and it should be read each examination. Professor Weil asked that examination was being talked about on page three, item three. Ms. Fosson stated both and the word should be plural.. Professor Weil said the bold faced incertion on page 2 seemed to be the same as item number four. Ms. Fosson said it was not the same examination and it was determined to make the bold faced insertion item five. Professor Weil stated that on page five on the bottom line promotion rule seemed to conflict with page two where it says the CPX exam is required for graduation but not for promotion. Ms. Fosson stated all the rules were considered promotion rules including graduation. It was determined to remove the term promotion.

The question was called. The College of Medicine rule changes as amended passed in an unanimous voice vote.

**AGENDA ITEM 3:** Proposal to amend University Senate Rules, Section V - Grades and Marking systems - to establish a plus/minus grading system for the College of Arts and Sciences

**Background**

During the 1994-95 academic year, the Admissions and Academic Standards Committee considered a College of A&S proposal to establish a plus/minus grading system for undergraduate students in that college. After deliberations, the committee recommended that the change be instituted on a university-wide basis rather than in just the College of Arts & Sciences. Plus/minus grading is already in use in the colleges of Law, Fine Arts, and Architecture, and the Landscape Architecture program.

At the April 10, 1995 Senate meeting a general discussion was held. Debate ensued regarding instituting the plus/minus system for all University undergraduate students, as well as solely in the College of A&S. No clear consensus was achieved.

At the October 9, 1995; Senate meeting, the proposal was again discussed, and the following concerns raised:

1. Issues of equity if system is not university-wide

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2. If there were no designated A+ grade, the best students may be less likely to earn 4.0s. (This concern was confirmed by experience of Shippensburg University of PA., who adopted a +/- grading system in 1992.)
3. Weakest students may be more likely to fall below 2.0 GPAs.

The Senate returned the proposal to the Senate Council for further study.

In response to the Senate's directive, the Senate Council sought additional input by sending the proposal to the deans of undergraduate colleges, asking that faculty councils or comparable groups review it. The request specifically asked that they consider the advisability of a University-wide plus/minus system for all undergraduate students. The memo invited student input from the colleges as well. A separate request was made to the Student Government Association.

The Senate Council then reconsidered the proposal at its 19 and 26 February meetings, taking into consideration the following input:

- Discussion at previous Senate meetings
- SGA's October 1995 petitions and January 1996 *Kernel* survey
- Internet assessment of other universities' experiences
- Responses from 10 UK Colleges
- Research-based data from Dr. Tom Guskey and Dr. Roscann Hogan

While the Senate Council acknowledged that those UK units which currently use such a system are satisfied, it concluded that there was no compelling rationale to recommend instituting such a system university-wide. The Council believed, however, that the original proposal forwarded by the College of A&S should be brought back to the floor of the full Senate for vote.

The Senate Council therefore forwards the following proposal.

Proposal: Add to Section V - 5.1.2.4 the bolded area below

1.0 Grades and Marking Systems

**College of Arts & Sciences**

**The following grades are given with the respective point value indicated.**

	<b>B+</b>	<b>3.3</b>	<b>C+</b>	<b>2.3</b>	<b>D+</b>	<b>1.3</b>	<b>E</b>	<b>0</b>
<b>A</b>	<b>4.0</b>	<b>B</b>	<b>3.0</b>	<b>C</b>	<b>2.0</b>	<b>D</b>	<b>1.0</b>	
<b>A-</b>	<b>3.7</b>	<b>B-</b>	<b>2.7</b>	<b>C-</b>	<b>1.7</b>	<b>D-</b>	<b>0.7</b>	

The use of the plus/minus system does not change any college or university grade point average requirements, nor the method by which grade point averages are computed, nor the interpretations of other grades awarded, such as F, I, P, W, & S. (US: 9/20/93)

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For all studio work in the College of Architecture, the minimum passing grade from level to level in the studio sequence shall be a grade of "C" (US: 5/2/78, US: 9/20/93)

All students enrolled in courses using the plus/minus grading system will have the appropriate point value calculated into their grade point average regardless of their College of origin.

Rationale:

A +/- grading system would provide more precise and accurate evaluation of student performance. The distinctions are seen as especially helpful in courses that carry a large number of credit hours. Other colleges which have +/- grading systems have been satisfied with the process.

Implementation Date: Fall, 1996

Note: If approved, the proposal will be sent to the Rules Committee for codification.

Professor Jan Schach introduced the item and reviewed the background. She moved approval on behalf of the Senate Council.

Professor Lou Swift asked if this was permissive or obligatory legislation? Does a professor in the College of Arts and Sciences have to use the plus/minus system or can they choose to the system if the college decides to do that? Chairperson LaGodna said that question had been raised a lot. Her understanding of how it would be handled was at this time a professor is not obligated to assign grades in every category. If an individual faculty member chooses not to use the plus/minus system, they would be able to do that.

Professor Lee Edgerton (Academic Ombud) said his understanding of the proposal was that a student taking Arts and Sciences courses regardless of their college of origin would get a +/- grade in that course on their transcript, he asked how the transcript would read to someone outside reading it, would it indicate that the student is in college that does not recognize +/-, a student in his college would not be taking courses that got +/-, would someone reading the transcript know that individual received a B without the option of a B+/B-? Chairperson LaGodna stated that the way it was currently written does not say that it would be indicated on the transcript. Betty Huff (University Registrar) stated that the grade legend would be put on the back of the transcript, and a statement that says not all courses and not all colleges necessarily follow the +/- grading system.

Professor Enid Waldhart (Communications and Information Studies) asked Professor Schach to further explain what she meant by the colleges did not give a response. Professor Schach said they asked each college to respond to the university wide proposal through their faculty groups. The students also responded by way of the Kernel and the Student Government Association. The responses were mixed from college to college. The student survey was against, but the numbers were low. They did not get a strong sense one way or the other.

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Professor Tom Blues (English) wanted to report on Professor Tom Guskey's comment on +/- grading systems to the Senate Council. He said three things that the Research on Grading revealed; one is that +/- grading does not make any significant difference in grading, second that +/- grading is just as subjective as non +/- grading, and thirdly there was no difference in the complaints. His overall conclusion was that in effect it doesn't make any difference. Professor LaGodna said one of the things that the Senate Council concluded after talking with Professor Guskey that there may be a great need for grading to be examined in general in many ways in the University, but that creating a +/- system did not necessarily address the problems in inequitable grading or grading methods.

Motion to stop debate passed in a show of hands.

The proposal passed in a show of hands.

AGENDA ITEM 4: Proposal to amend University Senate Rules - Section IV - Admission to Non-Certification Undergraduate Program, College of Education

**Proposal:**

Students will meet a 2.5 GPA overall and in each academic specialization (major, minor, and support) at the end of their first 60 hours. They will be admitted to advanced standing and counseled by the academic specialist advisor. Application for a degree in the College of Education for the secondary education major will require an appropriate admission to advanced standing and verification of a 2.5 GPA overall and in each academic specialization (major, minor, and support).

**Background:**

In the late Fall, 1994 (December 24, 1994), the Senate Council approved a new undergraduate program in the College of Education. That program, a secondary education (non-certification) program, will eventually replace the current undergraduate teacher certification program.

When the proposed program was circulated to the Senate for final approval, objections were raised by faculty in the College of Arts and Sciences as well as by the Dean of the Graduate School. Those objections have been resolved and the program is ready to be offered.

The College of Education has asked that the program not be implemented until a selective admissions standard is approved and in place. The admissions statement they have proposed follows below, to be added to Section IV, University Senate Rules.

The statement has been reviewed and modified by the Admissions and Academic Standards Committee. The College of Education accepted the Committee's modifications, and the Senate Council recommends it to the Senate.

Minutes, University Senate, March 18, 1996

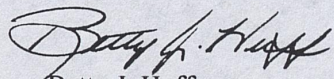
Implementation: Fall, 1996

Note: If approved, the proposal will be forwarded to the Rules Committee for codification

Chairperson LaGodna recognized Professor Schach for that last agenda item. Professor Schach introduced the item and reviewed the background. She recommended approval on behalf of the Senate Council.

After several questions that could not be answered it was decided to put the item on the agenda for the April meeting.

The meeting was adjourned at 4:48 PM.



Betty J. Huff  
Secretary, University Senate

UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM  
SURVEY OF NON-RETURNING STUDENTS  
FALL 1993 TO FALL 1994

University of Kentucky Lexington Campus  
Planning and Assessment  
206 Gillis Building  
Lexington, Kentucky 40506-0033  
(606) 257-1633



**TABLE A**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**RETENTION AND GRADUATION RATES**

Entering Freshmen Cohort	Retention Rates				Cumulative Graduation Rates		
	Freshmen Year Spring 1	Sophomore Year Fall 2	Junior Year Fall 3	Senior Year Fall 4	4 Years	5 Years	6 Years
1984	90.0%	76.7%	67.6%	63.0%	20.5%	43.0%	48.9%
1985	91.4	76.3	68.2	62.3	18.9	40.9	48.7
1986	90.2	74.8	65.2	60.8	21.1	41.4	50.0
1987	92.6	77.4	69.0	62.6	18.1	42.7	50.5
1988	90.7	75.9	65.7	59.7	18.1	39.8	48.5
1989	91.8	76.7	66.1	59.8	17.3	38.9	47.3
1990	91.7	77.0	66.2	60.4	16.9	38.9	
1991	89.9	76.2	65.3	60.0	13.8		
1992	90.5	76.8	65.6	59.8			
1993	92.0	78.9	68.5				
1994	90.5	77.8					
Means 1984-94	91.0%	76.8%	66.7%	60.9%	18.1%	40.8%	49.0%

Source: Reten3.JOB

**TABLE B**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**FALL TO FALL RETENTION AND GRADUATION RATES**  
**OF AFRICAN-AMERICAN ENTERING FRESHMEN**

AFRICAN-AMERICAN Entering Freshmen Cohort	Retention Rates			Cumulative Graduation Rates		
	Sophomore Year Fall 2	Junior Year Fall 3	Senior Year Fall 4	4 Years	5 Years	6 Years
1984	80.5%	74.4%	64.6%	14.6%	39.0%	40.2%
1985	77.9	68.6	57.0	12.8	32.6	37.2
1986	66.7	42.1	42.1	3.5	21.1	28.1
1987	76.1	59.8	62.0	7.6	27.2	39.1
1988	74.2	60.6	56.1	13.6	31.8	37.9
1989	73.0	59.0	46.7	10.7	23.8	29.5
1990	82.7	73.1	64.7	8.3	25.6	
1991	69.5	56.8	52.6	5.8		
1992	68.8	52.9	49.0			
1993	72.1	54.3				
1994	71.9					
Means 1984-94	73.9%	60.2%	55.0%	9.6%	28.7%	35.3%

Source: Reten3.JOB

**TABLE C**  
**UNIVERSITY OF KENTUCKY AND BENCHMARK INSTITUTIONS**  
**COMPARISON OF SIX-YEAR GRADUATION RATES\***  
**OF ENTERING FRESHMEN COHORTS 1988-89 AND 1987-88**

INSTITUTION	ENTERING FRESHMEN COHORT	
	1987-88	1988-89
University of Virginia	92%	91%
University of North Carolina - Chapel Hill	83	85
University of Illinois - Urbana-Champaign	80	80
Virginia Polytechnic Institute	73	74
Indiana University - Bloomington	67	70
Purdue University	69	70
North Carolina State University	64	68
Ohio State University	59	61
University of Missouri - Columbia	58	60
University of Tennessee - Knoxville	51	56
West Virginia University	55	55
University of Kentucky	50*	50*

Source: 1995 and 1994 Division I Graduation Rates Reports (*The Chronicle of Higher Education*, July 7, 1995)

\*Six-year graduation rate as of Summer 1994 according to Kentucky Council on Higher Education. This number is 50.5% for 1987 and 48.5% for 1988 according to internal statistics.

TABLE 1  
 UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM  
 SURVEY OF NON-RETURNING STUDENTS  
 FALL 1993 TO FALL 1994  
 REASONS FOR LEAVING UK

I left UK because I...	PERCENT RESPONDING VERY IMPORTANT	
	African Americans	Other
transferred to another university	35.1%	54.9%
felt UK was too large and impersonal	11.4	21.7
did not have enough money to continue	32.4	19.5
wanted to be closer to my family and/or friends	27.8	17.6
had personal or family problems or illness	22.2	17.5
felt people were unfriendly	8.8	13.7
did not like living in Lexington	20.0	13.4
am "stopping out" for a time before returning to UK	20.0	13.1
was unsure what I wanted to major in	11.1	12.4
could not get the classes I wanted	14.3	11.5
decided to pursue a major UK does not offer	2.9	10.3

TABLE 1 (CONTINUED)  
 UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM  
 SURVEY OF NON-RETURNING STUDENTS  
 FALL 1993 TO FALL 1994  
 REASONS FOR LEAVING UK (CONTINUED)

I left UK because I...	PERCENT RESPONDING VERY IMPORTANT	
	African Americans	Other
did not receive the grades I anticipated	29.7	9.2
found my classes to be poorly taught	11.4	9.2
did not develop a supportive group of friends/classmates	8.1	8.8
decided to get a job	22.2	7.4
did not have good study habits	30.6	7.0
felt people like me did not belong	22.9	6.5
accomplished what I had intended	5.6	5.7
spent too much time on extracurricular/social activities	13.9	3.7
didn't feel prepared to face the academic challenge at UK	14.3	3.7
felt some of the courses were too difficult	25.8	3.7
felt classes were not challenging	2.9	3.7

**TABLE 2**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**REASONS FOR LEAVING UK BY YEAR OF ENTRY**  
**NON-AFRICAN AMERICAN STUDENTS**

I left UK because I...	Percent Responding Very Important		
	Entered UK in 1991 or before (Jr.-Sr.)	Entered UK in 1992 (Soph.)	Entered UK in 1993 (Freshman)
transferred to another university	33.4%	58.0%	61.5%
did not have enough money to continue	17.8	16.0	23.3
decided to get a job	13.0	6.2	5.4
felt UK was too large and impersonal	13.1	16.3	29.1
felt people were unfriendly	4.4	10.2	19.8
felt classes were not challenging	4.4	4.2	1.8
had personal or family problems or illness	28.9	18.4	13.9
was unsure what I wanted to major in	4.5	16.3	13.1
did not like living in Lexington	4.5	20.4	13.3
could not get the classes I wanted	15.2	10.2	9.7
found my classes to be poorly taught	4.3	10.0	9.7
felt people like me did not belong	2.2	6.1	8.9
accomplished what I had intended	8.7	6.5	3.6

**TABLE 2 (CONTINUED)**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**REASONS FOR LEAVING UK BY YEAR OF ENTRY**  
**NON-AFRICAN AMERICAN STUDENTS (CONTINUED)**

I left UK because I...	Percent Responding Very Important		
	Entered UK in 1991 or before (Jr.-Sr.)	Entered UK in 1992 (Soph.)	Entered UK in 1993 (Freshman)
wanted to be closer to my family and/or friends	11.1	16.3	21.9
am "stopping out" for a time before returning to UK	26.7	10.4	8.8
didn't feel properly prepared to face the academic challenge at UK	2.2	4.1	4.4
spent too much time on extracurricular/social activities	2.2	4.2	3.5
did not develop a supportive group of friends and/or classmates	4.4	14.3	8.8
did not receive the grades I anticipated	6.7	10.0	9.7
did not have good study habits	8.9	8.2	5.4
felt some of the courses were too difficult	2.2	4.1	4.5
decided to pursue a major UK does not offer	6.7	18.4	7.2

**TABLE 3**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**PLANS AND EDUCATIONAL GOALS**

COLLEGE TRANSFERRED TO	PERCENT RESPONDING	
	African American	Other
A UK Community College	14.7%	12.2%
Eastern Kentucky University	2.4	9.2
University of Louisville	14.7	5.6
Northern Kentucky University	0.0	3.1
Western Kentucky University	0.0	2.6
Other Kentucky universities	2.4	11.7
Ohio universities	0.0	12.2
Other	9.6	16.4
Total transferred to another institution	43.8	73.0
None	56.2	27.0
<b>TOTAL</b>	<b>100.0</b>	<b>100.0</b>



**TABLE 4**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**

COLLEGE TRANSFERRED TO	PREDICTED TRANSFERS FROM UK IN FUTURE*	PREDICTED FALL 1994 TRANSFERS FROM UK*	ACTUAL NUMBER TRANSFERRING FROM UK IN FALL 1994**
JK Community College System	145	181	208
Kentucky four-year public institutions:			
Eastern Kentucky University	233	137	95
Kentucky State University	0	0	7
Morehead State University	30	22	14
Murray State University	73	46	7
Northern Kentucky University	43	46	23
University of Louisville	131	83	88
Western Kentucky University	58	39	45
Total Kentucky public institutions	568	373	279
Total Kentucky private institutions	101	105	160
Total out-of-state	583	424	

Predicted numbers based on extrapolation of responses to survey of non-returning students (transferring very important" reason for leaving UK and number currently attending another institution).

Source: Actual enrollment at Kentucky institutions reported in CHE enrollment report #42, Fall 1994.

TABLE 5  
 UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM  
 SURVEY OF NON-RETURNING STUDENTS  
 FALL 1993 TO FALL 1994  
 EVALUATION OF CLASSES AT UK

How students felt about classes at UK	PERCENT RESPONDING AGREE OR STRONGLY AGREE	
	African American	Other
Most faculty prepared carefully for their courses.	92.1%	90.8%
Grading practices were appropriate and fair.	92.5	87.1
Most of my teachers were available outside of class to help students.	87.5	80.1
Most teaching assistants were good teachers.	75.0	73.0
Some of my classes were too large.	75.6	68.9
Classes were characterized by mutual respect between students and professors.	82.5	65.8
Faculty in my major were helpful in academic advising.	65.0	56.8
Faculty in my major were genuinely interested in the welfare of students.	62.5	55.7
I received helpful feedback from faculty on my academic progress.	47.5	49.6
Too many of my classes were taught by graduate students.	32.5	30.4

**TABLE 6**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**COMPARISON OF RESULTS FROM 1995 SURVEY OF NON-**  
**RETURNING STUDENTS AND 1994 GRADUATING SENIOR SURVEY**  
**EVALUATION OF PRINCIPAL ADVISOR**

My advisor...	PERCENT RESPONDING AGREE OR STRONGLY AGREE		
	1995 Survey of Non- Returning Students		1994 Graduating Senior Survey
	African American	Other	
provided me with accurate information	70.0%	66.3%	78.4%
reviewed my academic record before giving advice	65.8	61.5	71.9
was accessible when I needed help	64.1	53.5	77.6
spent sufficient time with me	50.0	45.9	77.0
was someone I would recommend to other students	59.0	42.0	67.4
showed an interest in me personally	48.8	40.7	65.3

**TABLE 7**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**EVALUATION OF PRINCIPAL ADVISOR BY YEAR OF ENTRY**  
**NON-AFRICAN AMERICAN STUDENTS**

My advisor...	Percent Responding Agree or Strongly Agree		
	Entered UK in 1991 or before (Jr.-Sr.)	Entered UK in 1992 (Soph.)	Entered UK in 1993 (Freshman)
provided me with accurate information	60.9%	66.0%	70.1%
reviewed my academic record before giving advice	61.7	60.9	63.5
showed an interest in me personally	40.0	44.0	38.8
spent sufficient time with me	42.6	49.0	47.0
was accessible when I needed help	54.8	50.0	55.0
was someone I would recommend to other students	38.6	36.6	45.3

**TABLE 8**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**ACTIVITIES WHILE AT UK**

ACTIVITIES WHILE AT UK	PERCENT RESPONDING	
	African American	Other
Did you work for pay while you attended UK?		
No	40.5%	48.0%
1 to 10 hours weekly	14.3	7.4
11 to 15 hours weekly	4.8	9.1
16 to 25 hours weekly	21.4	18.2
26 to 35 hours weekly	11.9	11.7
36 or more hours weekly	7.1	5.6

**TABLE 9**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**COMPARISON OF RESULTS FROM 1995 NON-RETURNING STUDENTS**  
**AND 1994 GRADUATING SENIOR SURVEYS**  
**FALL 1993 TO FALL 1994**  
**ACTIVITIES WHILE AT UK BY YEAR OF ENTRY**  
**NON-AFRICAN AMERICAN STUDENTS**

ACTIVITIES WHILE AT UK	PERCENT RESPONDING			
	1995 Non-Returning Students Survey			1994 Graduating Senior Survey
	Entered UK in 1991 or before (Jr.-Sr.)	Entered UK in 1992 (Soph.)	Entered UK in 1993 (Freshman)	
<b>Did you work for pay while you attended UK?</b>				
No	29.4%	51.0%	58.9%	21.8%
1 to 10 hours weekly	11.8	7.8	4.3	13.2
11 to 15 hours weekly	5.9	3.9	13.7	16.5
16 to 25 hours weekly	25.5	15.7	13.7	27.7
26 to 35 hours weekly	19.6	17.7	5.1	13.1
36 or more hours weekly	7.8	3.9	4.3	7.7

**TABLE 10**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**PLANS AND EDUCATIONAL GOALS**

PLANS AND EDUCATIONAL GOALS IN UPCOMING YEAR	PERCENT RESPONDING	
	African American	Other
Enroll in another college	35.0%	35.6%
Obtain a job and enroll in college	32.5	22.7
Work full-time or part-time	27.5	17.6
Undecided	2.5	2.8
Care for a home and/or family	0.0	1.9
Other	2.5	19.4

**TABLE 11**  
**UNIVERSITY OF KENTUCKY UNIVERSITY SYSTEM**  
**SURVEY OF NON-RETURNING STUDENTS**  
**FALL 1993 TO FALL 1994**  
**EVALUATION OF EXPERIENCES AT UK BY YEAR OF ENTRY**  
**NON-AFRICAN AMERICAN STUDENTS**

EVALUATION OF EXPERIENCES AT UK	Percent Responding Yes		
	Entered UK in 1991 or before	Entered UK in 1992	Entered UK in 1993
I would recommend UK to a friend.	85.4%	77.1%	57.4%
I plan to re-enroll at UK sometime in the future.	55.3	36.4	27.2



Frank Stanger  
Special Collections & Archives  
110 King Library North  
CAMPUS -0039



*file*

APR 01 1996

University Registrar

Funkhouser Building  
Lexington, Kentucky 40506-0054  
FAX: 606-257-7160

March 25, 1996

Ms. Wendy Gosland  
225 Baywood  
Nicholasville, KY 40356

Dear Ms. Gosland:

At the meeting of the University Senate on March 18, 1996, Professor Robert Rapp, College of Pharmacy, read the enclosed Memorial Resolution on the death of Dr. Michael Gosland. Professor Rapp requested that the Resolution be made a part of the minutes of that meeting and that a copy be sent to you.

We express our sympathy to you and the family in the loss of Dr. Gosland.

Sincerely,

Betty J. Huff  
University Registrar and  
Secretary, University Senate

Enclosure

cc: Gretchen LaGodna, Chairperson  
Senate Council

Michael P. Gosland  
Pharm.D.  
1962-1996

Dr. Michael Gosland received a B.S. in Biology in 1984 and his Doctor of Pharmacy degree in 1987 graduating Summa Cum Laude, both from the University of the Pacific in Stockton, California. He then completed a Pharmacy Practice Residency at the Veterans Administration Medical Center in Palo Alto, California and a three year post-doctoral fellowship in the Division of Oncology and Clinical Pharmacology at the Stanford University School of Medicine.

Dr. Gosland joined the faculty of the College of Pharmacy and the College of Medicine in 1991 as Assistant Professor in the Division of Pharmacy Practice and Science. He was appointed as Assistant Professor in the Division of Hematology/Oncology in the Department of Medicine in 1993, and promoted to Associate Professor in the Colleges of Pharmacy and Medicine in 1995. Dr. Gosland was also the Clinical Specialist in Oncology in the Department of Pharmacy at University Hospital and a member of the University of Kentucky Graduate Faculty.

In a small amount of time on the University of Kentucky faculty, Dr. Gosland touched the lives of many faculty throughout the Medical Center which is a tribute to his wonderful ability to collaborate in a wide variety of research projects involving cancer drug therapy. He was an outstanding and empathetic teacher of both pharmacy and medical students. He was the primary preceptor for the Pharmacy Practice Specialty Residency in Oncology Practice. As a clinician, Dr. Gosland worked with physicians, pharmacists, nurses, and house staff officers to give the best possible safe and effective drug therapy to Markey Cancer Center in-patients and out-patients. During the past five years at the University of Kentucky, Dr. Gosland developed an outstanding reputation for his research on the multi-drug-resistant cancer gene and ways to reverse this resistance. He was very well known for his work on the pharmacokinetics and pharmacodynamics of anti-cancer agents and a well-trained laboratory researcher who eagerly shared his views and his visions with other younger and older faculty members in the Medical Center. Dr. Gosland had already published over 20 papers in the scientific and professional literature by the time of his death. He was a highly sought after lecturer and he presented many times at state, national and international meetings in the field of oncology.

Dr. Gosland and his wife Wendy are the parents of 3 children, Meagan Kathleen, age 11, Katherine Elise, age 4, and John Philip, age 2. They enjoyed their life to the fullest in the Crosswoods Subdivision in Jessamine County and they were members of the South Elkhorn Christian Church on Harrodsburg Road.

Dr. Gosland will be both remembered and missed by his wife and children, his colleagues, and all his many friends in Lexington and throughout the country.

A fund for the College Education of the Gosland children has been established. Contributions may be sent to Dr. Robert P. Rapp, Chair, Division of Pharmacy Practice & Science, Room C-114, University Hospital, 800 Rose St., Lexington, KY 40536. Checks should be made out to the "Gosland Children's Fund".

29 February 1996

TO: Members, Senate Senate

FROM: University Senate Council

RE: **AGENDA ITEM:** University Senate Meeting, Monday, March 18, 1996.  
Proposal to amend University Senate Rules, Section IV, 4.3.3 - Repeated Registration in a Course.

Proposal: [Add sentence that is bold]

4.3.3 Repeated Registration in a Course

The Chair of a department may refuse to allow a student to register in a course a third time, including correspondence. **A withdrawal from the course shall not be counted as a registration for these purposes.**

Background and Rationale:

The proposal was initiated by the Academic Ombud. It was sent to the Admissions and Academic Standards Committee for their review. It was revised in Committee and sent back to the Senate Council where it was further amended.

The recommendation is based on the general principles that withdrawal from a course prior to the official withdrawal deadline does not and should not penalize the withdrawing students. Withdrawals after the official deadline are permitted only for non-academic reasons and, therefore, should not penalize the student. Refusal by a Chair to allow a student who has previously withdrawn from a course to register in the course for a third time is inconsistent with these general principles.

Implementation Date: Summer, 1996

Note: If approved, the proposal will be codified by the Rules Committee.

US Agenda File: WSEN1

February 12, 1996

It is proposed that the change to Senate Rule 4.3.3 be amended so that the rule would read as follows.

#### 4.3.3 Repeated Registration in a Course

The Chair of a department may refuse to allow a student to register in a course a third time, including correspondence. A withdrawal from the course shall not be counted as a registration for these purposes *if the student can demonstrate that the withdrawal was for nonacademic reasons.*

*urgent*

A very quick check of our records in electrical engineering shows at least one student who has registered six times (five W's and one D) for EE 280. This is a course that is always oversubscribed. We cannot afford the luxury of having spaces in such courses taken up by students who are testing the water and then withdrawing if it appears that they will receive a poor grade in the course. The quality of the engineer we are producing in such instances is also of great concern. Would you like to board a plane with your family if you knew that this student had a hand in designing the in-flight control system?

The College of Engineering does not wish to penalize a student who must withdraw from a class because he or she was hit by a bus while crossing Rose Street. However, we do have a limited number of spaces in our introductory courses. There is significant demand for these offerings from both UK and transfer students and it is unfair to have spaces taken up by chronic repeaters. We cannot simply increase section sizes as it is an accreditation requirement that engineering design must be taught in a manner that allows individual attention to each student. Furthermore, resources to increase the number of sections are not available. This is supported by the fact that our undergraduate enrollment has increased by 64% over the most recent five year period while our faculty size has decreased by 9.5% (excluding the effects of bringing Computer Science into the College).

In order to maintain the quality of our programs and to insure that our resources are allocated equitably, it is important that the proposed amendment be included in this proposal. As a side issue, it would also provide us with the opportunity to reinforce characteristics such as commitment, persistence and tenacity instead of encouraging a quitter's attitude. It would seem that these are qualities that we would like to see in all of our graduates.

1 March 1996

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 18, 1996. Proposal to amend University Senate Rules - Section V - 5.1.2.3 & 5.3.3.3 College of Medicine student promotion rules.

Proposal: (Add bold, underlined sections; delete items in brackets]

**5.3.3.3 College of Medicine (US: 3/10/86):**

**A Assessment of Student Learning**

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

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

**Assessment Criteria**

1. Student work is assessed by the faculty through the assignment of grades upon completion of all required courses and clerkships. Basic science grades are based upon such measures as written and oral examinations,

laboratory practicals, and case write-ups. In the clinical years, grades are accompanied by detailed descriptive comments reflecting the instructors' impressions of the student's knowledge, attitudes, and technical skills.

2. Departmental faculty determine the level of student competence in the course or clerkship for which they are responsible. Within two weeks of the termination of each course, every department shall submit to the Office of Education a grade, and where possible, written comments on each student's performance. The Office of Education will provide every student a copy of this grade sheet within three weeks of the termination of the course.
3. Because of advanced academic pursuit in a biomedical discipline, some students may wish to bypass a particular first or second year course. With permission of the course director and the SPPC, a student may sit for an "opt-out" examination. The course director will determine the appropriate level of performance for bypass privileges.
4. Students will be required to pass a **written** comprehensive, standardized basic science examination prior to promotion to the third year and a **written** comprehensive, standardized clinical examination prior to graduation. Students may sit for three consecutive administrations of the examination in the attempt to achieve a passing score. During the interval between repeated attempts to pass the examinations students are in a non-promotional category. If unsuccessful after the third attempt, the student will be dismissed from the College.

**Students will be required to pass a Clinical Performance Examination (CPX) prior to graduation. Students who do not pass the initial examination will be required to participate in remediation activities and pass a retest.**

#### **B Promotion and Retention Criteria**

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

1. At regular intervals the SPPC will review the academic record of each student and make specific recommendations addressing promotion, remediation, or dismissal. Beyond these recommendation, potential actions include but are not limited to the adjustment of academic load, repetition of curriculum segments, and participation in counseling sessions.

2. **Promotion** to sequential semesters or years in the curriculum is contingent upon attaining the expected level of performance as prescribed by the faculty of the College of Medicine. Students attaining a GPA of 3.7 or higher in their current academic year will be promoted to the subsequent year **With Distinction**. This accomplishment will be noted in their academic records and on their transcripts.

**Commencement honors of High Distinction and Distinction will be awarded at graduation for students who attain the appropriate GPA, i.e., 3.7 for High Distinction, 3.5-3.69 for Distinction.**

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

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

5. A student receiving a grade of "U" or "E" has performed at an unacceptable level. To redress the grade, the SPPC will review both the student's academic record and the compensating recommendations of the department that assigned the mark. The SPPC will determine a plan of action which may include remediation, repetition of all or a portion of the course, clerkship, or curriculum year, or dismissal from the College.
6. A **probation category** encompasses those students who post a GPA of less than 2.5 for any academic year and those students who receive "U" or "E" grades. Students promoted on probation must improve their academic performance in the subsequent academic year or risk dismissal.
7. **Dismissal** from the College **will** result when students have an annually calculated cumulative GPA of less than 2.0; receive two or more "E" grades; receive three or more "U" grades; receive a "U" or "E" grade while on academic probation; or fail either of the comprehensive standardized



examinations on three consecutive attempts. At the discretion of the SPPC and the Dean, students **may** be dismissed if they receive two "U" grades.

### **C Leaves of Absence**

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

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

Further, a supporting statement from an attending physician must be filed with the Office of Education prior to returning to class.

**5.1.2.3 College of Medicine (US: 3/10/86)**

- A Represents exceptionally high achievement in performance. It is valued at four (4) quality points for each credit hour.
- B Represents the expected level of achievement or performance in each course. This grade reflects student competence in all areas of course requirements. It is valued at three (3) quality points for each credit hour.
- C Represents marginal performance. It is valued at two (2) quality points for each credit hour.
- E Represents failure or unacceptable performance in a course. It is valued at zero (0) quality points for each credit hour.
- P Represents a passing grade in a course taken on a pass-fail basis. It is not used in quality point calculations.
- W Denotes withdrawal from the College or from an elective course. 'W' must be approved or recommended by the Student Progress and Promotion Committee. Withdrawal from a required course is not permitted, except when a student withdraws from the College. A student may withdraw from an elective and the 'W' will remain on the record.
- U Represents unsatisfactory performance in a specified area of course requirements. It is given instead of an 'E' grade when evidence exists that the student might earn a ['C' ] **passing** grade upon completion of make-up work. In the interim the 'U' will be valued at one quality point for each credit hour. **The temporary grade must be made-up** [A 'U' grade must be replaced by a 'C' or 'E' grade] before the student can be promoted to the next year. The quality point calculation will then be the average of the 'U' and the ['C' or 'E' grade] **the grade given after the make-up.**

\*\*\*\*\*

Rationale:

In the proposed paragraph on page two (bold, underlined), the exam is designed to assess the student's development of procedural skills and other proficiencies necessary for the provision of appropriate patient care which are not generally measured by written examinations such as USMLE. The CPX will be administered after the third year of the medical curriculum. Students who do not pass the examination will be required to participate in remediation activities and be retested. This promotion rule would be

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US Agenda Item: College of Medicine Promotion Rules

1 March 1996

implemented with the Class of 1999. This request also requires a clarification in the wording of the current rules (see also page 2, section 4). Thus, it is recommended that the word "written" be added to the appropriate sentences.

The proposed paragraph on page three (bold, underlined) is needed to retain the College of Medicine commencement honors since the University Senate decided to change commencement honors to a Magna, Summa, and Cum Laude designation.

The changes on page 5 (definition of the "U" grade) are proposed because the old definition restricted the grade after make-up work to a "C". With multidimensional evaluation systems, faculty requested the ability to assign an unsatisfactory grade when a single dimension was not at a passing level, but wanted the ability to then assign a grade that reflected the student's performance as the average of all the evaluation components.

The proposals have been reviewed and approved by the Senate's Committee on Admissions and Academic Standards. They proposed one revision which the College of Medicine accepted. The proposal as revised was approved by the University Senate Council.

Proposed Implementation: Class of 1999

Note: If approved the proposal will be codified by the Rules Committee

US Agenda Item: 3.18.96

FEB 02 1996

467 Anderson Hall  
University of Kentucky  
Lexington, Kentucky 40506-0046  
Phone: (606) 257-2857  
FAX: (606) 257-8057

February 2, 1996

MEMORANDUM

TO: Dr. Gretchen LaGodna, Chair  
Senate Council

FROM: T. R. Tauchert, Chair *TRT*  
Admissions and Academic Standards Committee

#634

SUBJECT: Proposed revision of College of Medicine's student promotion rules

The Admissions and Academic Standards Committee considered the College of Medicine's proposal for revision of medical student promotion rules. Ms. S. Fosson, Assistant Dean for Student Affairs of the College, attended the meeting to explain the proposed changes and to answer questions. The major changes entail: (i) a requirement that students pass a clinical performance exam; (ii) requirements for the award of commencement honors of "High Distinction" and "Distinction"; and (iii) definition of the "U" grade.

Concerning item (ii) above, the proposal states "Commencement honors of HIGH DISTINCTION and DISTINCTION will be awarded at graduation for students who attain the appropriate GPA". However "the appropriate GPA" is not defined in the Senate Rules, as circulated with the proposal. Sue Fosson noted that GPAs required for commencement honors are spelled out in the College Bulletin ( 3.7 for High Distinction, 3.5-3.69 for Distinction), and that this information should be added to the proposal.

The Committee agreed unanimously that the proposed revisions are appropriate (providing the information on appropriate GPAs is added), and recommends approval of the proposal.

for next  
Senate Comm. mtg.  
approved

Prepare for  
U. Senate

DEC 05 1995

Office of the Chancellor

Lexington, Kentucky 40536-0284  
(606) 323-5126

December 1, 1995

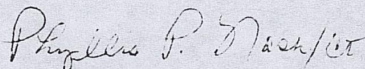
Dr. Gretchen E. LaGodna, Chair  
University Senate Council  
10 Administration Building  
CAMPUS 0032

Dear Dr. LaGodna:

At its meeting on November 28, 1995, the Academic Council for the Medical Center approved, and recommends approval by the Senate Council, for a request from the College of Medicine to revise their Medical Student Promotion Rules.

Thank you for your attention to this matter.

Sincerely,



Phyllis P. Nash, Ed.D.  
Vice Chancellor for Academic and Student Affairs

PPN:co

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attachments

c: Dr. Emery A. Wilson  
Ms. Sue Fosson  
Ms. Jackie Briscoe  
Ms. Jacquie Hager  
Ms. Cindy Todd

2 March 1996

MEMORANDUM

TO: Members University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 18, 1996.  
Proposal to amend University Senate Rules, Section V - Grades and  
Marking systems - to establish a plus/minus grading system for the  
College of Arts and Sciences

**Background**

During the 1994-1995 academic year, the Admissions and Academic Standards Committee considered a College of A&S proposal to establish a plus/minus grading system for undergraduate students in that college. After deliberations, the committee recommended that the change be instituted on a university-wide basis rather than in just the College of Arts & Sciences. Plus/minus grading is already in use in the colleges of Law, Fine Arts, Architecture and the Landscape Architecture program.

At the April 10, 1995 Senate meeting a general discussion was held. Debate ensued regarding instituting the plus/minus system for all University undergraduate students, as well as solely in the College of A&S. No clear consensus was achieved.

At the October 9, 1995, Senate meeting, the proposal was again discussed, and the following concerns raised:

1. Issues of equity if system is not university-wide
2. If there were no designated A+ grade, the best students may be less likely to earn 4.0s. (This concern was confirmed by experience of Shippensburg University of PA., who adopted a +/- grading system in 1992.)
3. Weakest students may be more likely to fall below 2.0 GPAs.

The Senate returned the proposal to the Senate Council for further study.

In response to the Senate's directive, the Senate Council sought additional input by sending the proposal to the deans of undergraduate colleges, asking that faculty councils or comparable groups

review it. The request specifically asked that they consider the advisability of a University-wide plus/minus system for all undergraduate students. The memo invited student input from the colleges as well. A separate request was made to the Student Government Association.

The Senate Council then reconsidered the proposal at its 19 and 26 February meetings, taking into consideration the following input:

- ◆ Discussion at previous Senate meetings
- ◆ SGA's October 1995 petitions and January 1996 *Kernel* survey
- ◆ Internet assessment of other universities' experiences
- ◆ Responses from 10 UK Colleges
- ◆ Research-based data from Dr. Tom Guskey and Dr. Roseann Hogan

While the Senate Council acknowledged that those UK units which currently use such a system are satisfied, it concluded that there was no compelling rationale to recommend instituting such a system university-wide. The Council believed, however, that the original proposal forwarded by the College of A&S should be brought back to the floor of the full Senate for vote.

The Senate Council therefore forwards the following proposal.

\*\*\*\*\*

Proposal: [Add to Section V - 5.1.2.4 the bold sections below]

1.0

Grades and Marking Systems

College of Arts & Sciences

**The following grades are given with the respective point value indicated**

		<b>B+ 3.3</b>	<b>C+ 2.3</b>	<b>D+ 1.3</b>	<b>E=0</b>
<b>A</b>	<b>4.0</b>	<b>B 3.0</b>	<b>C 2.0</b>	<b>D 1.0</b>	
<b>A-</b>	<b>3.7</b>	<b>B- 2.7</b>	<b>C- 1.7</b>	<b>D- 0.7</b>	

The use of the plus-minus system does not change any college or university grade point average requirements, nor the method by which grade point averages are computed, nor the interpretations of other grades awarded, such as F, I, P, W, & S. (US: 9/20/93)

For all studio work in the College of Architecture, the minimum passing grade from level to level in the studio sequence shall be a grade of "C". (US:5/2/78; US: 9/20/93)

All students enrolled in courses using the plus/minus grading system will have the appropriate point value calculated into their grade point average regardless of their College of origin.

Page 3  
US Agenda Item: +/- Grading, A&S  
2 March 1996

Rationale:

A +/- grading system would provide more precise and accurate evaluation of student performance. The distinctions are seen as especially helpful in courses that carry a large number of credit hours. Other colleges which have +/- grading systems have been satisfied with the process.

Implementation Date: Fall, 1996

Note: If approved, the proposal will be sent to the Rules Committee for codification.

US Agenda file: 1995-1996



3 March 1996

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, March 18, 1996. Proposal to amend University Senate Rules - Section IV - Admission to Non-Certification Undergraduate Program, College of Education

**Proposal:**

Students will meet a 2.5 GPA overall and in each academic specialization (major, minor, and support) at the end of their first 60 hours. They will be admitted to advanced standing and counseled by the academic specialist advisor. Application for a degree in the College of Education for the secondary education major will require an appropriate admission to advanced standing and verification of a 2.5 GPA overall and in each academic specialization (major, minor, and support).

**Background:**

In the late Fall, 1994 (December 24, 1994), the Senate Council approved a new undergraduate program in the College of Education. That program, a secondary education (non-certification) program, will eventually replace the current undergraduate teacher certification program.

When the proposed program was circulated to the Senate for final approval, objections were raised by faculty in the College of Arts and Sciences as well as by the Dean of the Graduate School. Those objections have been resolved and the program is ready to be offered.

Page 2

US Agenda Item: Admissions Standards, Non-Certification Program  
3 March 1996

The College of Education has asked that the program not be implemented until a selective admissions standard is approved and in place. The admissions statement they have proposed follows below, to be added to Section IV, University Senate Rules.

The statement has been reviewed and modified by the Admissions and Academic Standards Committee. The College of Education accepted the Committee's modifications, and the Senate Council recommends it to the Senate.

Implementation: Fall, 1996

Note: If approved, the proposal will be forwarded to the Rules Committee for codification

US Agenda Item: 1995-1996