

## MINUTES OF THE UNIVERSITY SENATE, MARCH 6, 2000

The University Senate met in regular session at 3:00 p.m., March 6, 2000 in the Auditorium of the W. T. Young Library.

Members absent were: Behruz Abadi\*, Wael Ahmed, Anna Allen, Ali Amoli, Leon Assael, Suketu Bhavsar, Jeffrey Bieber\*, Lars Bjork, Deborah Blades\*, Rachel Bomberger, Fitzgerald Bramwell, Joseph Burch, Laretta Byars, Ben Carr, Edward Carter, Keisha Carter, Robert Dahlstrom\*, Fred Danner, George DeBin, Susan DeCarvalho\*, Henri DeHahn, Marc DeJesus, Vincent Fields, Richard Furst, Eugene Gaetke, Amber Gatlin, Jimmy Glenn, Jonathan Golding, Larry Grabau\*, Howard Grotch, Steven Haist, David Hamilton, Patrick Herring, Kay Hoffman, James Holsinger, Mike Inman, Ling Hwey Jeng, Chad Jeske, David Johnson, Edward Kasarskis, James Kerley\*, Richard Kermode, Thomas Lester, Jane Lindle\*, C. Oran Little, William Lubawy, William Maloney, Patrick McGrath\*, David Mohny, Robert Molzon, Phyllis Nash\*, Nathan Neltner, William O'Connor, Miles Osland, James Parker, Doug Poe, Thomas Pope, Shirley Raines, Luke Riddle, Thomas Robinson, Elizabeth Rompf, Ramona Rush, Robert Shay, Kelley Shields, Steven Skinner\*, David Sloan, John Stempel, David Stockham, Thomas Troland, Andrea Valenteo, Henry Vasconez, Retia Walker\*, Monica Wertzler, Charles Wethington\*, Carolyn Williams, Eugene Williams, Emery Wilson.

Chairperson Moore called the meeting to order and welcomed everyone to the meeting.

The Chair recognized George Herring to give a presentation on the Futures Committee Report.

Professor Herring made the following remarks:

Thanks Roy for permitting me to talk to the Senate today. And I would also like to thank publicly the members of the Futures Committee. I suppose that "enjoyable committee" may sound like the ultimate oxymoron, but this committee was composed of an unusually talented group of faculty, staff, and students from all across our campus, and I thoroughly enjoyed working with them over the last year.

For a variety of reasons (and, as you might guess, with a huge sense of personal relief), I am very happy to inform you that our report has been completed. Copies are available here today.

You will not find anything in the report that will surprise you. Much of it may even seem self-evident, even obvious. But there are times, I think, and circumstances, when it is very important to state what is to us obvious.

You will find no surprises here because we drew much of what we wrote from ideas submitted to us last fall by faculty, students, and staff. We were delighted at the volume of the response to our survey and the thoughtfulness of the ideas. We found a genuine concern and a broad consensus across campus on the most urgent issues that face us. We believe that our report accurately reflects the views of the university community. We hope that it will be useful to the presidential search committee and to the board of trustees in the vital task that lies ahead.

What I would like to do this afternoon is to sum up for you what I believe are the most important points of the report.

The first--entirely obvious is the importance of the decision that lies ahead of us: "The selection of a new president who will take office in 2001 is the most important decision the present Board of Trustees will make."

\* Absence Explained

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The second is closely related to, and to a large degree dependent on, the first. The University of Kentucky now has a splendid -- maybe even unique -- opportunity to upgrade its programs and elevate its stature. Many good things have been accomplished in recent years. State government has committed itself to improving higher education in the Commonwealth. High goals have been set for us. Whether they are achieved or not will depend to a large degree upon the leadership that is soon to be chosen for the University.

We address in our report the mandate of "top twenty by 2020," emphasizing that, whatever the measuring stick, we have a long way to go, and that current top-20 schools will not stand still while we try to join them. But we appreciate the confidence shown in us by the General Assembly in setting such lofty goals, and we welcome the challenge.

We seek to develop a vision for the university (and in doing so, I think, we came to understand how difficult and important this is). The essence of that vision is for the University of Kentucky to develop the sort of top-quality programs that will attract the best undergraduate, graduate, and professional students from here in Kentucky, the nation; and indeed the world, and will enable us to compete with such prestigious neighboring institutions as Virginia, North Carolina, Indiana, Ohio State, and Illinois. We must fulfill our traditional land grant mission by developing innovative new programs that serve important needs across the commonwealth. We aspire to be a good citizen in the community, working with the city of Lexington to solve mutual problems and providing the intellectual and cultural leadership that will improve the quality of life for all citizens.

We examine how this vision can be accomplished and find the keys in faculty and students:

(1) The first, again obvious, step is to build a world-class faculty, and we discussed at some length what must be done to accomplish this.

(2) The second is to attract a diverse and talented student body, and we also suggest some ways to do this.

(3) We emphasize the urgency of upgrading our infrastructure by developing state of the art laboratories for scientists, studios for artists and musicians, and better classrooms for all of us engaged in the day-to-day work of pedagogy.

(4) Inevitably, given our goals and needs, we note the urgency of increasing the university's funding base. Traditionally, we have had such gaps and shortfalls that when one program is funded, another must be cut. Even now, when there is talk of top twenty and efforts are being made to upgrade our status, we face significant and frustrating budget cuts. We cannot achieve top-rank status without adequate funding. We cannot elevate our position among public research universities without substantial increases in financial resources.

(5) We also call for streamlining the university's administrative structure. There is widespread agreement across the campus that the existing system of chancellors and vice-presidents has resulted in a top-heavy and cumbersome administrative structure that does not place adequate power (especially budget authority) in the hands of leaders of academic programs. It has produced overlapping responsibilities and duplication of effort. It has divided rather than united the campus.

An open, inclusive atmosphere is also necessary to produce the climate in which our vision can be realized. Communication and trust among all constituencies within the institution are essential. The top-down system needs to be modified in favor of one that assigns greater responsibility to and encourages greater initiative from academic units. New leaders must find new ways to empower and mobilize the entire campus to work together to achieve agreed upon goals.

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The key to doing all this, of course, is leadership, and the report seeks to establish a profile of the type of person that is needed to do what must be done.

We emphasize, first and foremost, the importance of a strong academic background. We feel most passionately that the special needs of this university at this time demand a person with impeccable academic credentials: the terminal degree in his or her field; teaching and research experience at the college or university level; a record of scholarly accomplishment and even distinction; high-level administrative experience; most important, a clear appreciation of and commitment to academic values.

The person we seek should have administrative or academic experience at a leading institution of higher learning, ideally a top-twenty institution.

He or she should have a proven record as a builder, someone who has played a leading role in moving another institution in the direction we want to go, and a demonstrated commitment to a diverse faculty and student body.

In terms of personality and leadership style, the person we seek should have the ability to inspire, and energize a diverse group of people to work toward shared goals.

He or she should have the ability to identify, select and work with strong and talented people, the vision to articulate where we want to go, and the ability to promote that vision to the university community and the people of Kentucky.

Our new president must have the political instincts and savvy to understand and navigate the often turbulent waters of Kentucky politics, and the courage to take on difficult challenges, and, where necessary, implement fundamental changes.

Professor Hugh Graham of Vanderbilt University, an expert in these matters, emphasized in a talk here in December that the two indispensable ingredients for academic leadership were a commitment to academic values and political skill, and we endorse these conclusions.

We conclude with a section titled "Process is Important," the thrust of which is that the way a president is selected is crucial to the success of that person and the institution. A properly run search is essential not only to secure the best possible person but also to legitimize that person's leadership.

We emphasize in that regard, first, the essentiality of a truly national search, to cast the widest possible net for qualified candidates.

We stress also the importance of an open search in which the entire university community is invited to suggest possible candidates, given the chance to meet with finalists brought to campus, and encouraged to share their views about the candidates in a meaningful way.

This kind of search process will maintain the credibility of the institution and its new leadership. It should not only produce an outstanding leader but also leave members of the university community knowing they had a voice in the selection.

We conclude, as we began, by emphasizing the urgency of the task ahead. The University of Kentucky is at an especially critical point in its 135-year history. Whether as an institution it is frustrated in its quest for excellence or achieves the stature that is within reach will depend to a considerable degree on the person chosen to be its next president.

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On behalf of the Futures Committee, I would like to thank the Senate Council for the opportunity to do this work. We hope that, in some small way, this report will contribute to the selection of a person who can provide the leadership we need to achieve the goals we seek.

Professor Herring was given a round of applause.

Chairperson Moore asked for Professor Herring and the rest of the Futures Committee to stand so they could be thanked for the tremendous job they did. After you read the report you will see they spent many long hours at a very challenging task to tell us what we need in a future president and also the challenges that face that individual. (See Attached I for full report.)

The committee was given a round of applause.

Chairperson Moore recognized Lexington Campus Chancellor Elisabeth Zinser to introduce the next speaker.

Chancellor Zinser made the following remarks:

Thank you Professor Moore and colleagues of the Senate. I appreciate the opportunity to come here and introduce this subject as well as the presenter. Vice-Chancellor Raines and I are very proud of the developments in undergraduate education, very committed to the developments in undergraduate education taking place. As is President Wethington. I did not want to miss the opportunity to be here at least to make an introduction. Vice-Chancellor Raines and I would have been fighting over this opportunity, but she is in Washington D.C. today assisting with the identification and selection of the National Teacher of the year award. I thought I would share that with you because that is a wonderful tribute to her and to this university -- that she is serving in that capacity today. I bring my comments on her behalf as well.

I would like to take just a moment to comment on the excitement about what we have just heard in Professor Herring's comments. Why shouldn't we all be looking for someone who can both walk on water and on bluegrass in a University who has the high aspirations that we have and the promise that we enjoy. I feel the need on the wake of that presentation to make that observation. Thank you for your work.

In terms of this Institution putting in context this presentation today, I want to comment that we are as a University playing a significant role with many other research universities in this nation in bringing undergraduate education to a whole new level in a research university. We are doing so in many ways and you are going to hear some highlights of the highest priorities and the action plans in just a moment from our Dean of Undergraduate Studies, Phil Kraemer. I want to at least draw attention to the fact that our Association of American Universities (AAU) membership in which we aspire to be a part before too long, has come out with a new statement about the expectations of its members. I think that is one of many signals that our research universities across this nation are looking to research universities for substantial growth, development and innovation in the area of undergraduate education. We also see a number of examples where in the process of joining these efforts, Lou Swift, our former dean of undergraduate studies, brought us into the limelight in many ways, one of which is having the opportunity coming up in about a year to have the National Undergraduate Research Conference on this campus. More recently Dean Kraemer has brought us into the limelight by having us join with the National Student Exchange Program, which will be beginning probably within nine months or a year. We will begin to see some activity at UK in that venture. Those are just examples. But others include the preparing of future faculty program that Linda Worley and following Linda Worley, Jan Schach had been providing leadership to, and this University is clearly standing in a very strong national position in that regard.

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New activities are coming up which I have shared recently with Phil Kraemer, and I think that he will probably be asking you to participate in a couple of activities, one in North Carolina and one in Stony Brook. Those are just by way of placing in perspective on a national scene that our development in undergraduate education is most important to our students here on this campus but also important in helping to achieve the aspirations in national and international stature as a major research university of top rank.

I want to particularly comment that Dean Lou Swift, as you all know, provided extraordinary leadership with a wide range of faculty, students, and staff in developing the report of the President's Initiative on Undergraduate Education, and we are very grateful to him for that. On the wake of that report we have made some additional investments in undergraduate initiatives, not nearly to the extent that we want and intend to place in the future. But we have made some. We have a number of new projects underway, and again I could offer many examples but one of the most recent ones is the PEW Grant process in order to acquire some significant funding to make the Chemistry 109 course one of the most modern using the great new technologies that we have. We have succeeded thus far in what is the last before the final round in those applications.

Beyond those kinds of initiatives, and there are many that we have had overtime, what is important is to recognize that these initiatives and we have had many, have not necessarily fit within a framework, a coherent framework of priorities and action plans for our enhancement of undergraduate education. That is what we now have, and that is what you are going to hear the highlights of in the presentation that Phil Kraemer is going to bring in a few moments.

You will have a chance to interact with him hopefully a bit today, but then on the wake of this presentation you will have a chance to get involved and share your ideas about this action plan. It was presented to the President's Staff a couple of weeks ago and was so well received by the President and everyone around the table that Phil was immediately invited to go to the Board of Trustees meeting tomorrow and make this presentation there and engage the Board of Trustees in a deeper understanding of where we are presently and where we need to go in undergraduate education. We are very excited about the presentation. We are very cognizant, as are you, of the challenges and constraints we face in making progress in this and other areas. On the other hand, we owe a great deal of gratitude to those who have provided leadership to date in developing this action plan and to the Senate. This body has already taken some steps in terms of making some academic policy decisions that are important in this effort. One of which is the new rule that students must declare a major by the time they have finished 60 credit hours. That is one of a number of things you have done to help us in this endeavor. Today you will be considering some changes in the USP requirement which we believe are just a step in the right direction of additional changes over time.

I want to acknowledge students as well. I do not know if there are students here today, but there probably are and should be because they are members of this group, and our students and Student Affairs area have provided some good efforts in this regard.

Let me move to introducing Dr. Phil Kramer. I think that you all know him. He came to this University in 1989 and has served in a number of leadership capacities in the Department of Psychology. He began as department chair, for about three years and then moved on into the undergraduate deanship. I can't help but note that we are all recognizing that two of our deans come from Psychology. Everyone knows that. I will draw attention to it and say that one must watch out for that department. We are very pleased that department has bred a couple of very fine deans, our graduate dean and our undergraduate dean. You probably know that Phil Kraemer came from the University of Western Ontario, where he received his Ph.D. in 1982. He has been with this University for a significant period of time. Most importantly, this gentleman has had some wonderful experiences not only in research and scholarship and

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in working with graduate students and with undergraduate students in research and he comes with a personal understanding of the work of which he is about. He has already demonstrated an extraordinary agility to lead and great promise in what he is doing as undergraduate dean. I am going to turn this over to him with great applause to him and also to the efforts that have been made so far. I must ask your forgiveness in my leaving because the President and I are right now involved in hearing a presentation from our architects on the expansion of our Seaton Center, which I might add is an extremely exciting program -- an extremely exciting physical facility with all kinds of activity opportunities that I think that you will find yourselves and your students enjoying in a couple of years. I want to get back to that presentation with the architects and leave you to hear a presentation I have heard at least five times, and I know that you are in for a real treat. Thank you again for letting me introduce it.

Chancellor Zinser was given a round of applause.

Dean Phil Kraemer made the following remarks:

The President's Initiative on Undergraduate Education offered a number of provocative recommendations for improving the undergraduate experience at UK. Most of those recommendations, as well as some additional ideas, have been integrated into a coherent, focused, realistic action plan. This plan is intended to advance the quality of the undergraduate experience in ways that are consistent with the University's Top-20 aspiration. The action plan is based on four guiding principles: (1) a focus on first-year retention; (2) an emphasis on innovation; (3) actions that create stronger lineages between learning, research, and student life on campus; and (4) a commitment to build on existing strength.

The framework for the action plan consists of four parts. First, we need to create a context for success. We need to address problems and issues that left unattended will undermine the success of the entire plan. For example, we need to address course bottlenecks. Courses must be offered regularly, sufficient sections must be available, and these sections must be widely distributed across schedule times so that students can get the courses they need to complete their degree programs in a timely fashion. We have already made significant progress in this area, and we expect to have this problem solved in the near future. We must also pursue a comprehensive evaluation of USP, and we must be prepared to modify and revise the program to whatever extent necessary in order to provide a quality general education curriculum appropriate for a Research I University. Equally important, we must continue our steady progress in upgrading our classrooms and in providing state-of-the-art computer facilities for instruction.

The second component of the action plan is intended to engage first-year students more effectively in the university experience. The goal here is for students to connect to the University in stronger more meaningful ways. As a consequence, retention rates and graduation rates should improve dramatically. UK currently lags significantly behind the 19 benchmarks in these measures that negatively impact UK's overall reputation and ranking. By providing a quality first-year experience for every student, we will improve retention and graduation rates and also increase student motivation, inspiration, satisfaction and preparation for success.

Each student will have a choice from among several first-year experiences. Some will choose UK-101, which is a traditional university orientation course. This program began with 4 sections in 1989, and will include 47 sections by 2000 that will serve nearly 1000 first-year students. Not only do students express high regard for this course, but it also has a significant impact on retention. There is a 5% difference in the first-year retention rates for students who take UK-101 relative to students who do not. A second option for students will be Discovery Seminars. The idea here is to have leading UK scholars present lively seminars to first-year students in classes limited to 25 or fewer students. Topics for these seminars reflect the research or scholarly interests of the faculty and represent issues and problems that students find stimulating and attractive. Students are inspired by the content and pedagogy of these seminars, but they also appreciate the opportunity to interact with faculty in a very positive fashion. UK

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will offer 15 seminars in Fall 2000, and the goal is to increase the number of these seminars to at least 40 by 2002.

Increasing undergraduate participation in research is a third kind of first-year experience available to students at UK. We currently have pockets of success where students work directly and closely with faculty, graduate students, and post-doctoral scholars as members of collaborative research teams. These research projects provide undergraduates excellent learning opportunities that stimulate and inspire students in ways that can not be achieved in the classroom. Equally important, faculty find these experiences to be among the most exciting and rewarding teaching experiences. To enhance undergraduate research as a first-year experience, we propose the University Research Program; a collaborative project sponsored by the Vice President for Research and Graduate Studies and the Office of Undergraduate Studies. This program, which is similar to that at the University of Michigan, will allow first-year students an opportunity to work on research projects under the sponsorship of faculty across the University. In addition to hands-on research experience, students will attend a 1-hr/week seminar designed to enhance study skills, orient students to the University, and introduce basic concepts of research. We also propose enhanced funding of the Undergraduate Research and Creativity Program, which supports independent research and creativity projects of undergraduates during the fall and spring semesters as well as during the summer. Finally, we propose that funds be available to support student travel to national and regional conferences in order to present their projects. These opportunities enhance student credentials and improve UK's national reputation for educational excellence.

The fourth first-year experience option involves the concept of a living/learning community. Students often find large research universities to be intimidating and resist assimilation. A very effective way to circumvent this problem is to provide opportunities for students to engage with smaller communities that have an academic dimension. The most effective method for achieving this goal is to link residence life with the academic experience. UK currently has several successful living/learning communities, and the action plan calls for the development of at least one large program and four small programs by 2002. In addition, we will promote more academic related activities within residence halls. For example, residence halls can be used for classes, advising, and office space for faculty, graduate students, and advisors.

The Third part of the action plan focuses on improving teaching and learning. One way to do this is to encourage redesign of some course and programs. Another strategy is to pursue the advantages of modern teaching-learning technologies where appropriate. Equally important is the continued improvement in the on-the-job training of our graduate teaching assistants. Rewarding departments for documented teaching success and curriculum innovation can also promote greater commitment to the noble enterprise of teaching. Lastly, we need to maintain and expand successful programs that improve student learning especially in difficult courses. For example, we need to expand the successful Excel program which is now applied in math, chemistry, and biology.

The fourth part of the action plan is the Academic Recovery Program. Too many of our capable students are unsuccessful during their first semester. These students are often those who succeeded in high school and have the ability to succeed in university, but are unable to make the transition. Our plan is to (1) identify these students early in the fall semester and intervene in order to prevent academic probation, and (2) provide a comprehensive, aggressive academic recovery program for those students who are placed on academic probation during the spring semester. As a further prevention, we need to improve the advising process for all of our students.

We believe that by implementing this plan, UK can dramatically improve the quality of the undergraduate experience in ways that allow more students to successfully complete their education and become life long learners. When UK aspires to become like such laudable institutions as the Universities of Michigan, Washington, Wisconsin, Illinois and Penn State, we are committed to pursuing excellence in all of our missions. Of particular importance is the realization that our benchmarks have achieved their

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status because they have found ways to create excellence in undergraduate education while also becoming renown for research and graduate education. Quality undergraduate education is the cornerstone of all successful research universities, and our action plan is designed to exploit the reciprocal connections between undergraduate education, research, and graduate education. Based on the pervasive strength we now feature at UK, we are confident that this action plan can be successfully implemented, and as a result we will be able to make great strides toward our ambition to become the next great university.

Professor Kraemer was given a round of applause.

The Chair recognized Professor Lee Meyer, Chair-elect of the Senate Council to present two resolutions.

Professor Meyer said that the Senate Council had recently passed two resolutions concerning the President's actions regarding reorganization at the administrative level. I will present both resolutions at the same time because we have a response from President Wethington to both resolutions. We will then discuss them one by one.

#### **ACTION ITEM 1**

If approved, the resolutions below will be forwarded to the President with a request that he forward them to the members of the Board of Trustees.

##### Resolution:

In the event of a vacancy in the Lexington Campus Chancellor position, to sustain faculty morale and as a matter of courtesy and professionalism toward the next President, we recommend the appointment of an interim Lexington Campus Chancellor.

This will allow the new President to make the final selection of this person who will be such an important player in the President's new initiatives for the University.

Adopted by the University Senate Council  
2.21.00

##### Resolution:

That the President reconsider his decision to create another vice presidency to avoid the further proliferation of high ranking administrators before any consideration of administrative restructuring.

Adopted by the University Senate Council  
2.21.00

Alan Kaplan (Medicine) asked the thinking of the Council in not including in the resolution that the candidate not be a position for the chancellor or the president. Frequently, when institutions make interim appointments under conditions like that they limit those interim appointments such that the individual will not be a candidate for the position.

Chairperson Moore said that as he recalled that was discussed, and the Council considered that to not be an important part of the resolution. It was discussed and the decision was not to include it.

Brad Canon (Political Science) said that they felt that it would be just adding on and they wanted a very strong central resolution saying they wanted an interim chancellor.



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David Durant (English) said that if the President appointed a temporary person, the new president would have control.

Professor Kaplan said that it still gives someone that would be appointed a substantial advantage even in an open search.

Resolution 1 passed in an unanimous show of hands.

Bill Fortune (Law) said that they should note that Resolution 2 was not unanimous.

Professor Kaplan said that in a sense he felt it diluted the first amendment. He agreed with what was intended and felt that was correct. They should vote against it to strengthen the impact of the first resolution, which is important in respect to their future.

Professor Fortune said he believed that was the sentiment of the four people, including himself, who voted against the resolution.

The Chair said it was passed before the announcement was made about the combining of the two positions.

Professor Durant said that they needed to suggest to the President that there are enough vice-presidents, and this is not the way to create another vice-presidency.

The second resolution passed in a show of hands: 43 for and 22 opposed.

Chairperson Moore recognized Professor Meyer for introduction of the next item. Professor Meyer said that Recommendation 1 of the proposal was recommended by the Senate Council for approval. Recommendation 2 is not being presented today. Recommendation 3 was rejected by the Senate Council but, based on recommendation from the University Studies Committee, it was on the agenda.

**ACTION ITEM 2** - Proposal to consider two recommendations in the general education program (USP)

Background:

The recommendations below were developed by the University Studies Program Committee in the Spring of 1999, and were placed on the University Senate agenda for discussion only on October 11, 1999. In that discussion, no clear consensus was reached on any of the three recommendations.

In subsequent meetings, the Senate Council continued the discussion. Late in the fall semester, two of the three recommendations were acted on by the Senate Council, but for continuity, it was suggested by the Undergraduate Dean that the third recommendation (on the cross-disciplinary area) be resolved before any action was taken, and that the revisions be forwarded to the Senate as a package. The Senate Council and University Studies Committee have continued a dialogue on the cross-disciplinary recommendation without resolution. For expediency and upon the recommendation of the Undergraduate Dean, the two recommendations are brought to the Senate for consideration. **Recommendation 1** is recommended by the Senate Council for approval. **Recommendation 2** is not before the Senate. **Recommendation 3** was rejected by the Senate Council but at the request of the University Studies Committee is on the agenda for Senate consideration.

Excerpts from the USP Report and Two Recommendations:

For more than a year and a half the USP Committee has been studying possible revisions in the general education program here at the University of Kentucky. During the fall and early spring terms of this academic year, the committee met regularly and considered each of the requirements. In several

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cases we invited relevant departments to discuss the rationale for a particular component of the USP and the nature of the courses included within that component. In other cases we investigated what is being done at other institutions in order to broaden our perspective and gather ideas for possible changes in University Studies.

It goes without saying that our discussions were spirited and lengthy, our viewpoints very diverse, and our path to consensus marked with many detours. The committee examined each requirement, considered possible revisions, and made its best judgment in light of academic quality, current and potential resources, and the prospect of obtaining endorsement from the faculty and students across campus. After many weeks of debate, we were able to arrive at a consensus regarding ways to simplify and improve University Studies in some areas; in others we thought it best to retain the present structure, at least for the immediate future.

With respect to the **Basic Skills** requirement in writing and speaking, we are aware of concurrent developments which are related to our deliberations. The Committee on the President's Initiative on Undergraduate Education proposes an integrated approach to helping students develop their written and oral communication skills through coordinated offerings in these areas. We applaud this effort, and only wish to encourage that there be no decrease in the amount of attention devoted to instruction in writing and speaking English.

With respect to the **Foreign Language** requirement, we see no need at present to suggest changes. Both because a large portion of our entering students satisfy this requirement through the secondary schools and because the international dimension of undergraduate education will increase over the years, we believe that a retreat from this requirement is inimical to the best interests of undergraduates.

With respect to changes in both the **Basic Skills** requirement and the **Inference** requirement in mathematics, the Task Force chaired by Dr. William Bush and Dr. Donald Sands will be making recommendations by the end of the spring term. We look forward to this development, and we think it premature to suggest revisions in these areas of University Studies until the report of the Task Force has been submitted and carefully studied. However, since the skills acquired in the areas of Basic Skills and in Inference are very useful for subsequent study, the Committee recommends that students be strongly encouraged to satisfy these requirements within the first two years of instruction.

With respect to the **Disciplinary** requirement, the **Cross-Disciplinary** requirement and the **Cross-Cultural** requirement, we believe that substantial changes are in order. What follows is a series of recommendations together with a supporting rationale for each proposal.

**Recommendation 1:** Change the disciplinary requirements in humanities and natural sciences to allow students to satisfy this portion of University Studies by taking any two courses on the current list in humanities and natural sciences. Thus, an undergraduate might take, for example, one course in literature and one in history for the humanities requirement, and one course in chemistry and one in biology for the natural science requirement. Students will retain the option of taking two courses within the same discipline if they so choose.

**Rationale.**

Several considerations argue in favor of this change.

- a. The selection of USP courses in the social science category currently follows the recommended pattern for humanities and natural sciences. In fact, students satisfying the social science requirement must select courses from different departments.

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- b. The change would make our requirements in humanities and social sciences consonant with the stipulations of the Statewide Transfer Agreement. Currently, for example, students at Eastern who take a biology course and a chemistry course and thereby satisfy the natural science requirement at Eastern have satisfied the natural science requirement in the USP if they transfer to UK. Consequently, students who are presently enrolled at UK (i.e., native students and transfers) are fulfilling the same USP requirements in different ways.
- c. Students taking an initial course in a particular discipline may find the discipline not at all to their liking or not at all suited to their talents. Under the current rules, they must take another course in the same discipline to satisfy the disciplinary area in USP. This tack seems not to be the best one for helping undergraduates appreciate the value of humanities or natural sciences.
- d. The availability of courses in the disciplinary requirement has been a problem. Students sometimes have been forced to delay taking the second course in the sequence after completing the first. This problem has created difficulties for some students in their effort to move toward graduation in a timely manner.
- e. In some disciplines it is not uncommon for students to take the two courses out of order, thereby losing much of the advantage of the sequencing.
- f. Some committee members have argued that breaking up the sequence in humanities and natural sciences actually offers students greater breadth of experience than does the current system. Under the present system undergraduates become acquainted with only one discipline; under the proposed change they would have experience in two.

In order to make the recommended change more beneficial to undergraduates, particularly non-majors, the committee encourages departments to make their USP offerings as self-contained as possible. In this way individuals choosing to take only one course in a particular area will obtain a more coherent understanding of the discipline.

**Recommendation 2:** Not under consideration

**Recommendation 3:** Expand the definition of the **Cross-Cultural** requirement to include courses which focus on diversity within the United States.

**Rationale.**

It has been demonstrated that the Cross-Cultural requirement has broadened our undergraduates' appreciation of people and cultures different from their own. At the same time, the committee is convinced that students have much to gain from examining in a critical way the many diverse aspects of American culture. On that account, we propose that courses which reflect those differences be included in this component of the USP. We recommend that diversity be defined in terms of the University's non-discrimination policy as enunciated in the University of Kentucky *Bulletin* and that the USP committee follow this policy in reviewing new courses to be included in this part of University Studies.

The committee debated the prospect of using one of the proposed electives in University Studies to add a second required cross-cultural course (focusing on the United States) to the existing non-western and third world requirement. Not knowing whether this change would significantly add to the problem of "bottleneck courses" (i.e., courses which pose difficulties for students because of inadequate sections), we opted first to expand the list of acceptable offerings within the current Cross-Cultural requirement in hopes that over time it might be possible to incorporate within general

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education six hours of cross-cultural studies, including one required course focused on non-western or third-world cultures and another focused on cultural diversity within the United States.

Implementation: Fall Semester, 2000

Notes: If approved, the relevant sections in the Senate Rules will be codified by the Rules Committee.

Recommendation 1 of the proposal passed in a show of hands.

The Chair said that the recommendation of the Council was that Recommendation 3 not be approved, but the proposal was that it be approved. Therefore, it required a second. There was a second.

George Blandford (Engineering) said that as we read the rationale, it seemed that the University Studies Committee was planning to increase the number of USP hours from three to six, and that required a rationale for expanding that list.

Phil Kramer said that the simple rationale was to provide other ways for students to complete the cross cultural requirements. It is not an expansion. This came out of last year's committee, and this is the language that they were using at the time. The proposal is simply, at this point, to allow students to get credit for the cross cultural requirement by taking one course. The hopes of the USP Committee of two years ago is irrelevant.

Bill Fortune (Law) asked Professor Kraemer how he felt about the recommendation.

Phil Kraemer said that he was neutral. Some of this year's committee members are concerned that this violates the principle of the cross cultural requirement, which explicitly states that students are to have contact with another culture. That is the purest reason. If you look at the purpose of any contact with another culture, it is clear that we do not necessarily want to produce cultural knowledge in our students. But there is virtue in knowing about another culture. One learns about one's self - diversity and respect for cultural differences. In that spirit, the idea of intercultural diversity seems to be equivalent to the goals of cross-cultural diversity. But if you are a purest, it is not the same as exposing students to another culture. This would be exposing students to issues and problems within this culture.

Enid Waldhart (Communications and Information Studies) said that her concern was the definition of what is cross-cultural and what is diverse which is lacking here. Without a clear definition of what was included here, it seems it is not a very helpful proposal.

Joe Anthony (Lexington Community College) said that the cross culture goal was not to increase cultural diversity awareness within the United States. It violates the essence of the requirement to go inside the United States. It is across the boundaries there.

Kaveh Tagavi (Engineering) said that cross culture was very clear. Apparently, it did not include diversity. If they want to include diversity, just change the definition to diversity.

Sadia Zoubir-Shaw (French) asked what the rationale was for switching from cross cultural, narrowing the boundaries and bringing it to different cultures within the United States.

Phil Kraemer said that it was an effort to simplify the USP in the sense of allowing more courses for students to satisfy the requirements. He stated that he did not disagree with anything that he had heard. If they are going to focus on a review of all of USP, within that effort there may be room to consider some of these issues.

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Joachim Knuf (Communications and Information Studies) asked whether the way this was defined, students could take for cross cultural credit courses that deal with populations that do or do not have veterans status, with people who have some definition through ADA.

John Piccoro (Pharmacy) asked if there were any proposed courses.

Phil Kraemer said that there were not.

Ruth Beatty (Biological Sciences) said that the idea was that departments send courses and the USP committee would review them. It would still require that within the courses people have to be appreciating the diversity of the culture.

The question was called. The vote to end debate passed in a show of hands.

Recommendation 3 failed in a show of hands.

Chairperson Moore recognized Professor Lee Meyer for introduction of the next item. Professor Meyer reviewed the missions and goals of the item and said the Senate Council recommended approval.

**ACTION ITEM 3** - Proposal to establish a Graduate Center for Nutritional Sciences. If approved, the proposal will be forwarded to the administration for appropriate action.

Proposal for a Graduate Center for Nutritional Sciences:

Attached is a proposal to establish a Graduate Center for Nutritional Sciences as a multidisciplinary, degree-granting graduate center. This recommendation has been proposed in various forums at the University for several years. The background summarized in the attachment makes clear the need to augment the University's research and graduate education missions in the area of nutrition.

All affected units support the proposal. It has been reviewed and unanimously approved by the Senate's Committee on Academic Organization and Structure and is recommended to the Senate by the Senate Council.

Proposal - Attachment II

Mike Nietzel (Dean - Graduate School) said that the recommendation is a culmination of about 8 years. It had input from the 1993 Periodic Review of the Ph.D. Program in Nutritional Science, and that was the same recommendation to establish a center, which was reiterated in the most recent review of the Multidisciplinary Ph.D. program in Nutritional Science. This moves the Ph.D. Program to Graduate Center status, which permits the appointment of faculty in the center and the consolidation of two master's programs into one Ph.D. program, which continues to be administered through the center. The Ph.D. program came into existence in 1989. It did amazingly well with limited resources in large measure because of the steadfast work of Linda Chen, who has been the part-time director throughout the history of the program. I want to recognize her because of the really fine work she did on behalf of that program.

Professor Chen was given a round of applause.

She was budgeted as a halftime director doing a full-time job. Many faculty in Agriculture, Allied Health, Human Environmental Science and the College of Medicine contributed either formal DOE time or donated their time to the program to be sure it was successful as far as the education of graduate students. This allows this program to take an important step forward. It provides funding for a full-time director. We have four outstanding candidates for that directorship that will begin to interview in the next

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month. It provides money for faculty lines and also space in the new Allied Health Building for the research labs. It is a really important time for the University to be able to forge some new resources and move them into this program.

The proposal passed in a unanimous show of hands.

The Chair recognized Professor Meyer for introduction of item 4. Professor Meyer reviewed the missions and goals of the item and recommended approval on behalf of the Senate Council.

**ACTION ITEM 4** - Proposal to establish a multidisciplinary research center: Center for Oral Health Research. If approved, the proposal will be forwarded to the administration for appropriate action.

Proposal to Establish a Center for Oral Health Research:

A multidisciplinary research center is an educational unit established for the administration of multidisciplinary programs that are primarily research in nature. Such centers may also have a clinical and/or service role. Attached is a proposal to establish a multidisciplinary research Center for Oral Health Research in the Medical Center. The Center will serve as a highly visible entity within the Medical Center, recognized as the focal point for oral health research activities. As such, it will function as a clearinghouse for coordinating and publicizing oral health research initiatives. Detailed information is contained in the proposal.

All affected units support the proposal. It has been reviewed and unanimously approved by the Senate's Committee on Academic Organization and Structure and is recommended to the Senate by the Senate Council.

See Attachment III

The proposal passed in a unanimous show of hands.

Chairperson Moore recognized Professor Meyer for introduction of the next item. Professor Meyer said that the Lexington Community College Transition Committee had worked on this for a couple of years with the objective of blending and harmonizing the regulations and rules between LCC and Lexington Campus. This proposal is the recommendations of that adhoc committee. There is also an errata sheet, and unless there are any objections, the proposal as amended by the errata sheet will be considered. The errata makes no substantive changes. It just clarifies some points. Following page 32 of the whole proposal, the errata sheet says to delete the entire Section VI. See Attachment V.

**ACTION ITEM 5** - LCC Transition Team Rules Changes.

Background:

The ad hoc Senate Committee on the Lexington Community College transition recommends the following changes in the University Senate Rules to make them apply both to the main campus and to Lexington Community College. If approved, these changes would delete sections IV, V, and VI of the Lexington Community College Rules which were added as an addenda to the Senate Rules on April 7, 1998.

**Proposals [add bolded sections; delete portions marked with strikeovers]**

**2.1.0 UNIVERSITY CALENDAR**

**2.1.1 POLICY GUIDELINES**

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- A The academic year shall consist of two semesters each including 15 weeks and a minimum of an eight-week summer session with the Fall Semester beginning in time to permit completion prior to the Christmas holidays.
- B The eight-week summer session will be scheduled so that classes begin in early June. (US: 3/20/95)
- C An additional four-week summer term between the close of Spring Semester and the opening of the eight-week summer term shall be provided.
- D National holidays occurring during the period when classes are normally in session which shall be treated as academic holidays are Labor Day, Thanksgiving Day, Martin Luther King Birthday, Memorial Day, Independence Day and Election Day in presidential years. When Independence Day falls on Saturday or Sunday the preceding Friday or the following Monday shall be an academic holiday. (US: 4/25/88)
- E The Friday and Saturday after Thanksgiving Day shall be declared academic holidays.
- F The tenth week of the spring semester shall be utilized each year as the spring vacation period. (US: 4/25/88)
- G All grades shall be due in the Registrar's Office three (3) days after the final examination is administered. (See Section V., 1.6.)
- H Due to special scheduling problems in the Colleges of Medicine, Dentistry and Law, special calendars may be adopted for these Colleges. They shall prepare calendars at least three years in advance, forwarding them to the Registrar to be presented to the University Senate Council, along with the University calendar, for approval. Such calendars shall conform with the University calendar as nearly as possible.
- I The College of Pharmacy shall offer a 15-week summer semester.
- J The first Friday of October is designated as a mid-term reading day. No classes will be held. (US: 12/11/95)
- K. Two alternate six-week sessions may be provided. The first alternate six-week session would begin approximately at the same time as the four-week session; the end of the second six-week session would coincide as closely as possible to the end of the eight-week summer session.**

Rationale: Lexington Community College now has 6 week sessions, which it wishes to retain. UK may want to take advantage of this variant, as well.

### 3.1.3 REMEDIAL COURSES

All remedial courses created by the University Senate shall be designated with the letter R following the course designation and number. No course designated with an R shall receive credit towards a ~~bachelor's~~ degree at the University of Kentucky. (US: 3/7/88)

Rationale: To include Associate as well as Bachelor's degrees.

### 3.2.0 PROCEDURES FOR PROCESSING ACADEMIC PROGRAMS AND CHANGES

Procedures for processing Academic Program Proposals and Changes in Existing Academic Programs (US: 11/14/88)

For the purpose of these *Rules*, academic programs are defined as the requirements leading to a degree. The initiation of academic programs and changes in existing academic programs shall be processed as described below.

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- B The College faculty makes its recommendations to the Dean **or the LCC President** who signs the proposal and forwards it to the Council(s) of the Senate, supplying the information required, and at the same time circulating a description of these recommendations to the Deans, Department Chairsmen ~~men~~ **or Division Heads** and members of the University Senate. In the case of Deans and Department Chairsmen ~~men~~ **or Division Heads**, these notices shall be posted in a central location where all faculty may see and have opportunity to raise objections in the allotted time.
1. All programs recommended by the colleges of the Medical Center shall be forwarded to the ACMC for action first.
  2. All programs or changes in programs leading to the undergraduate or professional degree (except those in the College of Law or the colleges of the Medical Center) shall be forwarded to the Undergraduate Council first.
  3. All new graduate programs or changes in graduate programs (except for the colleges of the Medical Center) shall be forwarded to the Graduate Council for action first.
  4. **All programs or changes in programs leading to an Associate Degree at Lexington Community College shall be forwarded first to the Lexington Community College Academic Council for action.**

Final responsibility for the approval of new courses, changes in courses and dropping of courses, shall be vested in the appropriate Councils as follows:

1. The Undergraduate Council will make the final decision on all new courses or changes in courses numbered 001-499 (**except for courses designed exclusively for Lexington Community College with Lexington Community College prefixes but** including 400G-499G), subject to appeal to the Senate through the Senate Council. The Undergraduate Council will have courses numbered 500-599 routed to it in the usual manner, but will recommend only on these and forward them to the Graduate Council for consideration (see paragraph j. below). In addition, it will make the final decision on all courses numbered 800-999 originating outside the colleges of the Medical Center and the College of Law, subject to appeal to the Senate through the Senate Council.

**4. The Lexington Community College Academic Council will make the final decision on courses numbered 001-299 designed exclusively for Lexington Community College with Lexington Community College prefixes.**

[renumber subsequent paragraphs]

### **3.3.1 REMOVAL OF COURSES FROM BULLETIN: PURGING COURSES (RC: 11/14/88)**

If a course has not been taught in the classroom, by extension or correspondence, within a four-year period, the Registrar shall remove the description of the course from the University *Bulletin*. A course so removed from the *Bulletin* shall remain in the University course file for an additional four years (unless the college requests its removal). During the additional four year period, the college may offer the course and, if it is taught, the Registrar shall restore its description to the University *Bulletin*. If it is not taught within the four year period, the course shall be removed from the University course file. (US: 2/10/86)

...

- \* Even if a course has not been offered on the main campus for four years, it will remain in the *Bulletin* if it has been taught during that period at **Lexington Community College** ~~one or more of the community colleges~~. (SC: 2/10/88)



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#### **4.1.0 APPLICATION FOR ADMISSION AND READMISSION**

All applicants meeting the appropriate academic requirements shall be considered equally for admission to the University or to any college or academic program regardless of race, color, religion, sex, marital status or national origin. (US:2/14/77) All applicants for admission to the University, and all University students who have not been enrolled for one or more semesters, must submit to the Admissions Office an official application for admission and supporting documents as described below:

B This requirement shall not apply to University students taking summer work elsewhere who are enrolled in the University for the preceding spring and following fall semesters, except that these students must submit to the Registrar's Office official transcripts of such summer work; ~~nor shall it apply to University students enrolling only in one or more sessions of consecutive summers.~~

#### **F Transfer Students**

Students at other colleges or universities, including ~~UK~~ **Lexington Community Colleges** will be permitted to transfer to the University of Kentucky if they meet one of the following criteria:

##### **4.2.1.2 Admission to Advanced Standing**

A ~~Admission of University of Kentucky Lexington Community College Students--(See also Section X, USR)~~ Grades, credits, quality points and academic status from courses taken in the ~~University of Kentucky~~ **Lexington Community College** shall be transferred when the Community College student enrolls in the University System. The applicability of any given courses not offered in the University System towards a University degree shall be determined by the Dean of the College in which the student enrolls.

#### **4.2.6 RULES RELATING TO ADMISSION TO LEXINGTON COMMUNITY COLLEGE**

[Note: The following section will be renumbered when codified.]

##### **1.0 Admission or Readmission**

**All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to Lexington Community College or to any academic program thereof regardless of race, color, religion, sex, marital status, beliefs, national origin, age, sexual orientation, or mental or physical disability.**

**For admission to the college, an applicant must file an application for admission and submit a completed entering student survey. Applicants subject to the precollege curriculum must also submit a high school transcript and, if applicable, a passing GED official score report. Degree-seeking students who are excluded from the precollege curriculum requirements are those twenty-five (25) years of age or older prior to the first day of classes, those entering the community college with 24 or more semester credit hours applicable toward a degree with a grade point average (GPA) of at least 2.0 on a 4.0 scale, and active duty military personnel, their spouses and dependents. Health forms may be required of all students, and other supporting documents may be required under the provisions of IV 2.0. These documents must be submitted prior to the first day of classes of the semester, intersession or summer session for which the student plans to enroll. The President of Lexington Community College, with the approval of the Chancellor for the Lexington Campus, may establish an earlier date. Except for non-resident aliens, the President of the College may waive the requirement that supporting documents be filed prior to the first day of classes.**

**Every non-resident alien applicant whose native language is other than English is required to take the Test of English as a Foreign Language (TOEFL) prior to approval for admission. A score of 500 or higher on the TOEFL or an average score of 81 or higher in English Language Skills on the Michigan Test is required for admission, provided that either is obtained within the previous 18 months prior to the first day of classes of the semester for which the applicant is applying. Resident**

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aliens may be requested to take the TOEFL or Michigan Test for guidance purposes. A non-resident alien must also submit the results of the American College Test (ACT), the Career-Planning Program (CPP), Computerized Placement Test (CPT), Advising Student Success Equity Technology (ASSET), or the Computer-Adaptive Placement Assessment and Support Services System (COMPASS) in accordance with the policies of the Council on Postsecondary Education.

A former student who has been enrolled at another college since his or her last enrollment at the community college, except as a transient, shall apply for readmission as a student with previous college work and shall be subject to regulations and deadlines set forth in the above paragraphs.

### **1.1 Readmission After Two or More Years (Bankruptcy)**

- a. A student who has been admitted or readmitted after having remained out of both the Community College System and the University System for a period of two (2) or more years, and who has completed at least twelve (12) credit hours in courses numbered 100 or above with a grade point average of 2.0 or better after admission or readmission, may choose to have none of the course work attempted in the Community College System and the University System prior to the interruption included in the computation of the student's grade point average. The calculation of the grade point average after the student declares bankruptcy begins with the semester of admission or readmission.
- b. A student who has elected not to count past work in the computation of his or her grade point average will continue to receive credit for those courses, selected by the student, in which credit was earned with a grade of A, B, C, D, or P, prior to admission or readmission without including those grades in the computation of the student's grade point average.

## **2.0 Admission Requirements**

### **2.1 Admission to Lexington Community College**

#### **2.11 Admission as a First-Time Freshman**

**2.111 Resident students:** Kentucky residents who have not previously attended college are eligible for admission to Lexington Community College with degree status provided they have graduated from high school, secured the GED certificate or are eligible to take the GED and:

- a. they file an application for admission by the proper deadline;
- b. they submit the results of the ACT, the CPP, ASSET, COMPASS, or CPT in accordance with the policies of the Council on Postsecondary Education.

A high school transcript or passing GED official score report may be required.

#### **Precollege Curriculum**

Degree-seeking students who are subject to the precollege curriculum requirements must correct any deficiencies prior to completing twenty-four (24) credit hours of degree credit at the community college. A degree-seeking student failing to correct deficiencies shall be prohibited from enrolling in additional degree credit courses until the deficiencies have been corrected. Students scoring at or above the 60th percentile on the mathematics or English portions of the ACT, or approved equivalent scores on the GED, CPP, CPT, SAT, ASSET, or COMPASS tests, shall be considered as having demonstrated proficiency in the respective subject. Students who have earned a GED subject

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score at the 60th percentile or above meet the precollege curriculum requirement for that subject area. Students matriculating from a non-accredited high school shall have their transcripts reviewed under the same criteria as other students entering under the precollege curriculum policy.

A waiver of a required precollege curriculum course may be justified if a handicapping condition and its impact on completing the course in question is verified by the college president (or designee) and if another course in a closely related area is substituted for the course that cannot be completed.

The precollege curriculum requirements as they appear in the "Guidelines for Undergraduate Admission to the State-Supported Institutions of Higher Education in Kentucky" (13 KAR 2:020, Section 4) are as follows:

English	4 Units	English I, II, III, and IV
Mathematics	3 Units	Algebra I, Algebra II, Geometry or Integrated Math I, Integrated Math II, Integrated Math III or Any three course combination of Algebra I and II, Geometry and Integrated Math I, II, III as long as the course sequence reflects an increasing level of complexity.
Science	2 Units	Biology I, and Chemistry I or Physics I or Principles of Technology (At least one (1) of the science courses must be a laboratory course.)
Social Studies	2 Units	World Civilization, and U.S. History or AP American History

11 Units out of 20 Total Units

#### **2.112 Non-Resident Students**

Applicants who are not residents of the Commonwealth of Kentucky must meet the conditions set forth for the admission of resident applicants, except that they are not required to meet the World Civilization requirement of the precollege curriculum. In addition, they must obtain the approval of the President of the community college and meet at least one of the following conditions in order to be admitted:

- a. graduate in the top 50 percent of their high school class;
- b. score in the 50th percentile (composite) or above for all students taking the ACT nationally;
- c. demonstrate through other accepted measures the ability to pursue the college academic program without substantial remedial aid.

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**2.113 High School Students**

**2.1131 Waiver of Condition of High School Graduation**

The condition of graduation from high school may be waived for a student currently enrolled in high school subject to the following guidelines:

1. The applicant must have completed the junior year of high school with a B average or better.
2. The applicant must submit the following:
  - a. Application form
  - b. ACT scores
  - c. Written recommendations from the high school principal and a guidance counselor including certification of the eligibility requirements listed in 2.1131 (1).
3. The maximum number of courses that may be completed by a high school student under Section IV, 2.1131 is two (2) in any term.
4. Exceptions to these guidelines must be approved by the Community College President (or designee) and documented in the student's record.

**2.1132 Dual Credit Guidelines (Council on Postsecondary Education, January 11, 1988)**

**1. Definition.**

Dual credit exists when both a high school and a college/university award credit to a high school student for the same course taught on a high school campus.

**2. Admissions Standards**

- a. Recommendation of high school subject area teacher or other appropriate high school official.
- b. Certification by high school guidance counselor that student is pursuing the pre-college curriculum.
- c. Dual Credit enrollment is restricted to high school seniors.
- d. A composite ACT score that exceeds the national mean and a minimum score at the 60th percentile (national) on the discipline area of the ACT and a minimum of 3.25 high school grade point standing on all courses completed at the 9th grade level and higher.

or

A composite ACT score that exceeds the national mean and a minimum score at the 70th percentile (national) on the discipline area of the ACT and a minimum of 3.0 high school grade point standing on all courses completed at the 9th grade level and higher.

- e. SAT scores may be substituted for the ACT as shown below:

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1. A total SAT score above the national mean to be computed by adding the national mean scores on the verbal and math components of the SAT. (To be substituted for the ACT composite score.)

**OR**

2. A minimum score of the 70th percentile (national) on the verbal subscore of the SAT to enroll in dual credit courses in English (or one of the language arts) or a minimum score of the 70th percentile (national) on the math subscore of the SAT to enroll in dual credit courses in math and sciences. (To be substituted for the ACT area scores.)
3. The maximum number of dual credit courses that may be completed by a high school student is four, with no more than two courses in a single discipline.

#### **2.1133 Maximum Course Load for High School Students**

High school students may take no more than two (2) credit courses, including dual-credit, in any regular fall, spring or summer term.

#### **2.12 Admission of Students with Previous College Work**

An applicant with previous college work seeking admission with degree status must submit an official transcript(s) of all previous college work. A transfer student also is subject to the precollege curriculum requirements unless at least one of the following criteria is met:

- a. The student is twenty-five (25) years of age or older prior to the first day of classes;
- b. The student is entering the community college with 24 or more semester credit hours applicable toward a degree with a grade point average (GPA) of at least 2.0 on a 4.0 scale.

A waiver of a required precollege curriculum course may be justified if a handicapping condition and its impact on completing the course in question is verified by the college President (or designee) and if another course in a closely related area is substituted for the course that cannot be completed.

A transfer student who is subject to the precollege curriculum must submit a high school transcript and, if applicable, a passing GED official score report, and must correct any precollege curriculum deficiencies within the first twenty-four (24) credit hours of degree credit taken at the community college.

Grades, credits, quality points and academic status from courses taken at other community colleges in the University of Kentucky Community College System or the University System are transferred when the student enrolls.

Degree credit work taken at a fully accredited college or university outside of the University of Kentucky is recognized credit hour for credit hour. Quarter hours are recognized as two-thirds (2/3) of a semester hour. In order to be classified as fully accredited, a college or university must be a member of a regional accrediting association. Advance standing from a nonaccredited college or university may be

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obtained by special subject examinations or may be validated by completion of twelve (12) credit hours, excluding courses numbered less than 100, with a grade point of at least 2.0. Coursework from a nonaccredited institution will not satisfy general education block transfer certification requirements.

The President of Lexington Community College is authorized to establish with fully accredited colleges and universities a reciprocal agreement whereby grades received as well as credit earned at a previous institution shall be recognized by the Lexington Community College.

**2.121 Admission of Second Chance Students**

If an applicant for admission from outside the Community College System has less than a C average in all previous college work, the applicant may be considered for admission on probation provided the applicant:

- a. has been out of college for at least one semester, or
- b. will succeed in the opinion of the President of the College.

**2.13 Admission as a Non-Degree Student**

Persons who desire instruction without wishing to become degree candidates may be admitted as non-degree students. Non-degree students are exempt from the precollege curriculum requirements; however, such students must present satisfactory evidence that they are prepared to take the work desired. Before enrolling in a particular course, such a student must obtain the permission of the instructor and the President of the College. The degree-seeking status of students declaring themselves as "non-degree" will be subject to review and reclassification by the Dean of Student Affairs (or designee) in accordance with policies established at each individual college.

Non-degree students may become degree students after meeting regular admission requirements; however, work taken as a non-degree student will not in itself qualify a person for admission as a degree student. Credit in degree courses earned before a student meets admission requirements will be counted toward a degree.

**2.14 Admission as a Transient Student**

A student may be admitted as a transient or visiting student. Such students are not subject to the precollege curriculum requirements; however, the student's parent college must certify that the student is eligible to enroll at that institution. Admission as a transient or visiting student is good only for the semester or session for which the student applies.

**2.2 Admission to and Retention in Technical Programs**

Admission to the College does not guarantee admission to any Associate in Applied Science Degree program. Admission to these degree programs is dependent upon the availability of resources for implementation of quality instruction, and the number of students admitted may be limited by these considerations. If, due to the availability of resources, it becomes necessary for the President to limit enrollment, the following procedures will apply:

1. Guidelines for the limitation of enrollment will be prepared by the program coordinator in consultation with the faculty of the program and once established shall be periodically reviewed.
  - a. Guidelines shall contain a clear, concise statement of all special tests, examinations, and requirements that are used in the selection process along with an identification of the minimum acceptable score on any such tests, examinations and requirements.

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- b. Guidelines shall contain a clear, concise statement of priorities assigned to any of the above items in selecting students for admission to a program.
        - c. If an admissions committee is used in the selection of students for admission to a program, the composition of the admissions committee shall be specified in the guidelines. Such a committee shall be advisory to the President of the College or the President's designee.
        - d. If a program has no special requirements other than those for admission to the college, this should be so stated.
2. Upon approval of the proposed guidelines by the faculty of the division and of the college, the guidelines have been submitted to the Senate of the University System through the Rules Committee for approval:
3. In no event shall the establishment of admission guidelines for the limitation of enrollment be viewed as an attempt to eliminate from consideration students who are educationally not prepared for admission. It shall be the responsibility of the college to counsel and assist such students in the elimination of such deficiencies so as to qualify for entrance into a program.
4. College retention guidelines or any special requirements which would limit continuation in the program of students such as the minimum grade of "C" in certain courses currently used in the Nursing, Nuclear Medicine Technology, Dental Hygiene, Radiography, and Respiratory Care programs shall be clearly identified and a rationale for such requirements shall be provided at the time the proposal is initially submitted to the Program Development Committee. For programs which have already been approved by the Community College Council, such special requirements or additions must have approval, prior to implementation, by the Rules Committee. (See V, 4.21)
5. Each student must show evidence that he or she has professional liability insurance (in an amount to be determined by Lexington Community College) when he or she enrolls in any health related program course requiring patient/client contact.
6. An occupational program with special admission guidelines may reserve a designated number of admission slots to serve qualified students from outside the normal service area to serve the Commonwealth. If a sufficient number of qualified applicants does not apply, the college may fill these slots from the service area. Since the purpose of this rule is to serve the manpower needs of the underserved areas of Kentucky, a statement of intent to return to the home community will be required.
7. After admission and prior to enrollment in an allied health, environmental science or nursing program, each student must show evidence that he/she:
  - a. has received Hepatitis B vaccination, or
  - b. is in the process of receiving the Hepatitis B vaccine series.A signed declination form must be submitted if a student chooses not to receive the Hepatitis B vaccination.

## **2.21 Dental Hygiene Program**

### **2.211 System Guidelines**

Enrollment in the Dental Hygiene Program may be limited because of available resources within the community and the college.

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**Technical Standards**

**Our health care delivery can be characterized as the application of specific knowledge to skillful performance. Therefore, in order to be considered for admission or to be retained in the program after admission. all applicants should possess:**

- 1. Sufficient visual acuity, such as is needed in the preparation and administration of therapeutic agents and for the observation necessary for patient periodontal assessment as in taking vital signs.**
- 2. Sufficient auditory perception to interpret verbal communication from patients and members of the health team and to assess health needs of people through the use of monitoring devices such as the stethoscope.**
- 3. Sufficient gross and fine motor coordination to perform the delicate manual intraoral operations required of dental personnel, such as is needed in the scaling of teeth.**
- 4. Sufficient verbal and non-verbal communication skills (speech, reading, and writing), such as are needed in classroom and clinical settings to interact with patients and professional personnel.**
- 5. Sufficient intellectual and emotional functions to plan and implement care for individuals, such as are required in developing a dental hygiene treatment plan.**

**Selection of students for the program will be made by the President of the College or the President's designee after considering the recommendations of the Admissions Committee. Suggested membership for this committee is as follows:**

- Program Coordinator**
- Admission Officer**
- Division Chair**
- Dental Hygiene Faculty Member**
- Faculty Member At-Large**
- Counselor**

**Admission to the Dental Hygiene Program is open to all qualified students regardless of economic or social status, and without discrimination on the basis of race, color, sex, marital status, beliefs, age, national origin, sexual orientation, or mental or physical disability. Applicants must complete and submit the items listed below to the Admissions Office by March 1:**

- 1. Official high school transcript or GED results.**
- 2. ACT or CPP scores for all applicants.**
- 3. Lexington Community College Application.**
- 4. Transcripts of all post-secondary education.**
- 5. Dental experience form.**

**This date may be extended by a college due to unusual circumstances.**

**Preference:**

- 1. May be given to applicants with an "enhanced" ACT composite score of 19 or above or the equivalent on the CPP.**
- 2. May be given to students who achieve a GPA of 2.0 or better in post-secondary education or training.**
- 3. May be given to applicants with 24 hours of work and/or observation experience in a dental environment.**



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4. May be given to applicants who have completed, in the approved curriculum, anatomy and physiology, microbiology, and chemistry coursework with a grade of "C" or better.
5. Will be given to Kentucky residents.  
A conference with a dental hygiene faculty member is required prior to enrolling in the program.

#### Readmission

1. A student who withdraws from or earns a grade lower than a "C" in one of the approved science courses and/or in a dental hygiene course will be dropped from the dental hygiene program.
2. Applicants who wish to apply for readmission should do so prior to March 1, if planning to enroll for the summer/fall semester or October 1, if planning to enroll in the spring semester.
3. Readmission to the Dental Hygiene Program will be dependent upon available resources.
4. In order to be considered for readmission by the Admissions Committee, the applicant must:
  - a. Submit a written request to the Dental Hygiene Program Coordinator presenting evidence to justify readmission. This may include letters of recommendation from previous faculty/coordinator, additional course work, work experience, etc.
  - b. Meet current guidelines for admission to the college and the Dental Hygiene Program.
5. If more than three (3) years have elapsed since initial enrollment in the Program, the applicant will be counseled to enter appropriate dental hygiene courses.
6. A student may be readmitted to the Dental Hygiene Program a maximum of three times provided that he/she can furnish evidence of unusual circumstances, remedial study, or additional preparation.

#### Transfer

1. Applicants who wish to transfer from one Dental Hygiene Program to another, the latter being a program offered by the Community College System, must meet all admission requirements of the receiving institution, must apply at least two months prior to the expected date of enrollment, and must notify the Coordinator of the admitting program in writing, stating anticipated entry date, and reason for transfer.
2. Acceptance of any transfer student will be dependent upon available resources.

### 2.22 Dental Laboratory Technology Program

#### Technical Standards

Dental Laboratory Technicians fabricate custom-made prostheses designed to meet each patient's specific needs. Therefore, in order to be considered for admission or to be retained in the program after admission, all applicants must possess:

1. Sufficient visual acuity, such as is needed in the fabrication of small, highly-detailed dental prostheses.

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2. Sufficient gross and fine motor coordination to safely manipulate equipment required in the fabrication of dental prostheses.
3. Sufficient intellectual and emotional functions to develop and fabricate dental prostheses as prescribed by the dentist.
4. Sufficient verbal and non-verbal communication skills (speech, reading, and writing), such as are needed to interact with professional personnel.

#### Admission

Enrollment is limited because of available facilities, faculty and financial resources. Selection of students for the Dental Laboratory Program will be made by the President of the College or the President's designee after considering the recommendations of the Admissions Committee. Suggested membership for this committee would be as follows:

Division Chairperson  
Dental Laboratory Coordinator  
Dental Laboratory Faculty Member  
Counselor  
Admissions Officer  
General Education Faculty Member]

Admission to the Dental Laboratory Technology Program is open to all qualified students regardless of economic or social status, and without discrimination on the basis of race, color, sex, marital status, beliefs, age, national origin, sexual orientation, or mental or physical disability. Each applicant must submit the following data by March 1: (Qualified applicants may be considered and admitted prior to March 1, and, at the President's discretion, applicants may submit data and be considered for admission after March 1.)

1. Application for admission to L.C.C.
2. An official high school transcript or results of the GED.
3. Results of the ACT.
4. An official transcript of all post-secondary education attempted.
5. Results of a Dental Dexterity Assessment

#### Preference:

1. May be given to applicants who score 4 or above on a Dental Dexterity Assessment.
2. May be given to applicants with an "enhanced" ACT composite score of 19 or above.
3. Preference will be given to Kentucky residents.
4. May be given to applicants having a GPA of 2.0 or higher (4.0 scale) on all college work.

#### Readmission

1. A student who withdraws from or earns lower than a grade of C in a Dental Laboratory Technology course will be dropped from the Associate Degree Dental Laboratory Technology program.

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2. Applicants who wish to apply for readmission must do so two months prior to anticipated enrollment for the subsequent fall or spring semesters.
3. Readmission to the Dental Laboratory Technology program is dependent upon available resources.
4. In order to be considered for readmission the applicant must:
  - a. Submit a written request to the Dental Laboratory Technology Program Coordinator including information to justify readmission.
  - b. Submit a written recommendation from a faculty member of the program addressed to the Dental Laboratory Technology Admissions Committee supporting the student's readmission to the program.
  - c. Meet current guidelines for admission.

#### **2.23 Nuclear Medicine Technology**

Enrollment is limited because of available facilities, faculty, and financial resources.

##### **Technical Standards**

Nuclear Medicine involves the provision of direct care for individuals and is characterized by the application of verified knowledge in the skillful performance of nuclear medicine technology. Therefore, in order to be successful in the program, all applicants should possess:

1. Sufficient visual acuity such as needed in the accurate preparation and administration of radiopharmaceuticals and for the observation necessary for patient assessment and care.
2. Sufficient auditory perception to receive verbal communication from patients and members of the health care team and to assess health needs of people through the use of monitoring devices such as cardiac monitors, stethoscopes, intravenous infusion pumps, fire alarms, etc.
3. Sufficient gross and fine motor coordination to respond promptly and to implement the skills related to the performance of nuclear medicine technology, such as manipulating equipment, as well as positioning, transporting, and imaging patients.
4. Sufficient communication skills (speech, reading, writing) to interact with individuals and to communicate their needs promptly and effectively, as may be necessary in the patient's/client's interest.
5. Sufficient intellectual and emotional function to plan and implement care of individuals.

##### **Admission**

All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to the College or to any academic program thereof regardless of economic or social status, and will not discriminate on the basis of race, color, religion, sex, marital status, beliefs, age, national origin, sexual orientation, or mental or physical disability.

Selection of the students for the nuclear medicine technology program will be made by the President of the College or the President's designee after considering the recommendations of the admissions committee. Membership for this committee would be as follows:

Division Chairperson

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**Nuclear Medicine Technology Program Coordinator  
Nuclear Medicine Technology Faculty Member  
Counselor  
Admissions Officer  
General education faculty member**

**Each applicant must submit the following data by March 1 (at the President's discretion, qualified applicants may be considered after March 1):**

- 1. Application for admission to Lexington Community College.**
- 2. An official high school transcript or result of the GED.**
- 3. Results of the ACT (if less than 12 credits of college work have been completed. The courses must be numbered 100 or higher excluding remedial courses.).**
- 4. An official transcript of all post-secondary education attempted.**
- 5. Attendance at an advising conference or interview.**
- 6. Documentation of eight (8) clock hours of observation in a nuclear medicine department.**

**Preference:**

- 1. Will be given to Kentucky residents.**
- 2. May be given to qualified applicants with an "enhanced" ACT composite score of 19 or above, or with a 2.5 GPA or above (4.0 scale) on all college work consisting of at least 12 semester credit hours of courses numbered 100 or above in the approved curriculum.**
- 3. May be given to qualified applicants of under-represented student populations in accordance with equity policies of the University of Kentucky and Lexington Community College.**
- 4. May be given to qualified applicants who have completed the required mathematics course and the required biological and physical science courses or equivalent courses with a grade of C or better.]**

**Rolling Admission**

**An applicant may be admitted to the nuclear medicine technology program prior to the March 1 deadline if the following criteria are met:**

- 1. A complete application is submitted to the college by January 15.**
- 2. A GPA of 3.0 or better (4.0 scale) on 12 semester hours of college credit for courses numbered 100 or above applicable to the nuclear medicine technology curriculum.**
- 3. An "enhanced" ACT composite score of 21 or above.**
- 4. Completion of the required mathematics course and the biological science courses or equivalent courses is documented with a 3.0 or better (4.0 scale) for each course.**

**Enrollment**

**If not completed previous to admission to the nuclear medicine technology program, the student must complete the required mathematics and science courses that are prerequisite to the first NMT course with a grade of C or better.**

**Retention**

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**A student who withdraws from or earns lower than a grade of C in a course with the prefix NMT will not be permitted to continue in the nuclear medicine technology program.**

**A student must earn a grade of C or better in each required science course in the curriculum in order to remain enrolled in the program.**

#### **Readmission**

**The process regarding application for readmission to the nuclear medicine technology program is as follows:**

- 1. Students who wish to apply for readmission to the program must do so prior to March 1 if planning to enroll in the subsequent year.**
- 2. Readmission to the nuclear medicine technology program will be dependent upon available resources.**
- 3. In order to be considered for readmission by the program admissions committee, the student must:**
  - a. Update information in the admission office file prior to March 1;**
  - b. Submit a written request to the program coordinator including information to justify readmission; and]**
  - c. Submit a written recommendation from a faculty member of the program addressed to the program admissions committee supporting the student's readmission to the program.**
- 4. If three (3) years or more have elapsed since the initial enrollment in the program, the student must repeat the technical courses of the curriculum or successfully complete special examinations for those courses for which examinations are available.**
- 5. A student may be readmitted to the nuclear medicine technology program two times. The program admissions committee may recommend readmission a third time if a student can furnish evidence of unusual circumstances, remedial study or additional preparation.**
- 6. Application for readmission is not a guarantee of readmission to the program.]**

#### **2.24 Nursing Program**

**Enrollment in the Associate Degree Nursing Program may be limited because of available laboratory facilities in the community, as well as limited faculty and financial resources at the community college.**

#### **Technical Standards**

**Nursing at the technical level involves the provision of direct care for individuals and is characterized by the application of verified knowledge in the skillful performance of nursing functions. All students should possess:**

- 1. Sufficient visual acuity, such as is needed in preparation and administration of medications, and for the observation necessary for patient assessment and nursing care.**

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2. **Sufficient auditory perception to receive verbal communication from patients and members of the health team and to assess health needs of people through the use of monitoring devices such as cardiac monitors, stethoscopes, IV infusion pumps, Doptones, fire alarms, etc.**
3. **Sufficient gross and fine motor coordination to respond promptly and to implement the skills, including the manipulation of equipment, required in meeting health needs.**
4. **Sufficient communication skills (speech, reading, writing) to interact with individuals and to communicate their needs promptly and effectively, as may be necessary in the individual's interest.**
5. **Sufficient intellectual and emotional functions to plan and implement care for individuals.**

**Admission to the Associate Degree Nursing Program is open to all qualified students regardless of economic or social status, and without discrimination on the basis of race, color, sex, marital status, beliefs, age, national origin, sexual orientation or mental or physical disability (refer to Technical Standards Section). In addition to the other qualifications, the college will, in compliance with University regulations and in the manner and to the extent permitted by law, endeavor to recruit students who add to the diversity of the student population in the Associate Degree Nursing Program.**

**Selection of students for the Associate Degree Nursing Program will be made by the President of the College or the President's designee after considering the recommendations of an Admissions Committee which is to be appointed for this purpose. Membership on this committee shall be from the college as follows:**

**Admissions Officer  
Associate Degree Nursing Program Coordinator  
Two Associate Degree Nursing Faculty Members  
Three Members-At-Large, i.e., Development Studies Counselors,  
General Studies Faculty**

**Terms for the two Associate Degree Nursing faculty members and the three members-at-large are for two year terms and are to be staggered.**

**In order to be considered for admission to the Associate Degree Nursing program, each applicant must submit the following credentials for the fall semester class by March 1 and for the spring semester class, if applicable, by October 1 preceding the date the applicant plans to enroll. Exceptions to the March 1 and the July 1 dates can only be granted by the President of the College after consultation with the Associate Degree Nursing Program Coordinator.**

1. **Application for admission to the college.**
2. **Official high school transcript indicating that the applicant has or will complete an approved four-year high school course of study or a GED certificate.**
3. **Transcripts of all post-secondary education or training.**
4. **Results of the ACT or National League for Nursing Pre-Admission Examination RN (NLN)**

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**A pre-admission conference with the Coordinator or the Coordinator's designee is required prior to an applicant's consideration by the Associate Degree Nursing Admissions Committee.**

**Preference:**

- 1. May be given to candidates who demonstrate above average standing in high school or on the General Education Development Examination (GED).**
- 2. May be given to applicants with an "enhanced" ACT composite score of 22 or above or score at the 50<sup>th</sup> percentile or above on the NLN.**
- 3. May be given to applicants who have completed 12 or more credit hours in the approved curriculum with a cumulative GPA of 3.0 or better from any regionally accredited college.**
- 4. Will be given to Kentucky residents and applicants within the Community College service area.**

**Readmission**

- 1. In order to be considered for readmission by the Nursing Admissions Committee, the applicant:
  - a. Must submit a written request to the Nursing Coordinator.**
  - b. Must meet current guidelines for admission.**
  - c. May be required to have a Nursing faculty member submit a letter of recommendation.****
- 2. A student may be readmitted to the Associate Degree Nursing Program one time. The Nursing Admissions Committee may recommend readmission a second time, if a student furnishes sufficient evidence of remedial study, additional preparation or resolution of factors contributing to unsuccessful course completion.**
- 3. If more than three years have elapsed since initial enrollment in any registered Nursing program, an applicant must repeat all nursing courses.**

**Transfer**

- 1. Applicants who wish to transfer from one Community College System Nursing Program or other nursing programs must:
  - a. Meet all admission requirements of the receiving institution.**
  - b. notify the Coordinator of the Associate Degree Nursing Program in writing, stating anticipated entry date and reason for transfer, and**
  - c. have a faculty member from the program previously attended submit a letter of recommendation to the receiving institution.****
- 2. If more than three years have elapsed since initial enrollment in any registered Nursing program, an applicant must repeat all nursing courses.**

**2.25 Radiography Program**

**Enrollment in the Radiography program may be limited because of available laboratory facilities in the community, as well as limited faculty and financial resources.**

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**Technical Standards**

**Radiography involves the provision of direct care for individuals and is characterized by the application of verified knowledge in the skillful performance of radiological technical functions. Therefore, all applicants should possess:**

- 1. Sufficient visual acuity, such as is needed in the accurate preparation and administration of contrast media and for the observation necessary for patient assessment and nursing care.**
- 2. Sufficient auditory perception to receive verbal communication from patients and members of the health team and to assess health needs of people through the use of monitoring devices such as cardiac monitors, stethoscopes, intravenous infusion pumps, fire alarms, etc.**
- 3. Sufficient gross and fine motor coordination to respond promptly and to implement the skills, including the manipulation of equipment, positioning and lifting patients required in meeting health needs related to radiologic technology.**
- 4. Sufficient communication skills (speech, reading, writing) to interact with individuals and to communicate their needs promptly and effectively, as may be necessary in the patient's/client's interest.**
- 5. Sufficient intellectual and emotional functions to plan and implement care for individuals.**

**Selection of students for the program will be made by the President of the College or the President's designee after considering the recommendation of the Admissions Committee. Membership on this committee would be as follows:**

**Radiography Program Coordinator  
Radiography Faculty Member  
Division Chairperson  
Admissions Officer or Dean of Student Affairs  
Counselor**

**Each applicant must submit the following credentials by March 1 in order to be considered by the committee:**

- 1. Application for admission to the college.**
- 2. Official high school transcript indicating that the applicant has completed an approved 4-year high school curriculum or the GED Certificate.**
- 3. Transcripts of all post-secondary education or training.**
- 4. American College Test (ACT) or Career Planning Program (CPP) score reports.**
- 5. A statement verifying at least a four-hour observation/ work experience in a Radiology Department must be completed and returned to the community college records office.**

**Admission to the Radiography program is open to all qualified students regardless of economic or social status, and without discrimination on the basis of race, color, religion, sex, marital status, beliefs, age, national origin or physical or mental disability.**

**Preference:**



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1. May be given to applicants with an "enhanced" ACT composite score of 21 or above; or the low number of the estimated ACT composite range reported on the CPP of 19 or above.
2. May be given to applicants who have a cumulative GPA of 2.5 or better (4 point scale) in 12 hours of college credits applicable to the radiography program.
3. May be given to applicants who have completed the biological and physical sciences and mathematics courses listed in the radiography curriculum with a grade of "C" or better.
4. May be given to applicants who have satisfied the precollege curriculum.
5. Will be given to Kentucky residents.

An interview or pre-admission conference may be required prior to admission to the radiography program.

#### Readmission

1. A student who withdraws from or earns lower than a grade of C in any course with the prefix RAD will be dropped from the Radiography program.
2. The process regarding application for readmission to the program is as follows:
  - a. Students who wish to apply for readmission to the program must do so three (3) months prior to the expected date of enrollment.
  - b. Readmission to the Radiography program will be dependent on available resources.
  - c. In order to be considered for readmission by the Radiography Admissions Committee, the student must:
    - i) update information in the admission office file three (3) months prior to expected date of enrollment;
    - ii) submit a written request to the Radiography Program Coordinator including information to justify readmission; and
    - iii) submit a written recommendation from a faculty member of the program addressed to the Radiography Admissions Committee.
  - d. If three (3) years or more have elapsed since the initial enrollment in the program, the student must repeat the technical courses of the curriculum.
  - e. A student may be readmitted to the Radiography program two times. The Radiography Admission Committee may recommend readmission a third time, if a student can furnish evidence of unusual circumstances, remedial study or additional preparation.
  - f. Application is not a guarantee of readmission to the program.

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### Transfer

1. Applicants who wish to transfer from one Community College System Radiography Program or other radiography programs must:
  - a. Meet all admission requirements of the receiving institution.
  - b. Apply at least three months prior to the expected date of enrollment.
  - c. Notify the Coordinator of the Radiography Program in writing, stating anticipated entry date and reason for transfer.
  - d. Have a faculty member from the program previously attended submit a letter of recommendation to the receiving institution.
  - e. Submit an official transcript for evaluation by the admissions committee.
2. If more than three years have elapsed since initial enrollment in a radiography program, the entire sequence of radiography courses must be repeated.
3. Acceptance of any transfer student will be dependent upon available resources.

### Rolling Admissions

An applicant may be admitted to the radiography program prior to the March 1 deadline date if the following criteria are met:

1. Complete application is submitted to the college by January 15.
2. The applicant has a GPA of 3.0 or better on 12 hours of college credit applicable to the Radiography curriculum.
3. The ACT composite standard score or the low number of the range reported on the CPP is 21 or above.
4. The Applicant has successfully completed BSL 110 and BSL 111 or equivalent.

### 2.26 Respiratory Care Program

Enrollment in the Respiratory Care Program may be limited because of available facilities within the community and the college.

### Technical Standards

The respiratory therapist specializes in the application of scientific knowledge and theory to practical clinical problems of respiratory care as outlined in a description of the occupation found in the guidelines and essentials of the accredited educational program for the respiratory therapist. Therefore, in order to be successful in the program, a candidate should possess:

1. Sufficient tactile and visual acuity, such as is needed in the accurate monitoring of life support systems and for the observation necessary for patient assessment.
2. Sufficient auditory perception to receive verbal communication from patients and members of the health care team and to assess health needs of people through the

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- use of monitoring devices such as cardiac monitors, stethoscopes, inhalators and fire alarms, etc.
3. Sufficient gross and fine motor coordination to respond promptly and to implement respiratory therapy skills including the manipulation of equipment to meet health needs.
  4. Sufficient communication skills (verbal, non-verbal, and written) to interact with individuals and to communicate their needs promptly and effectively.
  5. Sufficient intellectual and emotional functions to plan and implement respiratory care.

Admission to the Respiratory Care Program is open to all qualified students regardless of economic or social status, and without discrimination on the basis of race, color, sex, marital status, beliefs, age, national origin, sexual orientation, or mental or physical disability. Selection of students for the Respiratory Care Program will be made by the President of Lexington Community College or the President's designee after considering the recommendations of the Admissions Committee. Suggested membership is:

1. Respiratory Care Program Coordinator
2. Admissions Officer
3. Counselor
4. Medical Director of Program
5. General Studies Faculty member
6. Respiratory Care Faculty Member

Each applicant must submit the following data no later than March 1:

1. Application for admission to L.C.C.
2. An official high school transcript or results of the Test of General Educational Development (GED).
3. Results of American College Test (ACT).
4. An official transcript of all post-secondary education attempted.
5. Statement of work experience pertaining to Respiratory Care Technology and/or observation in this area.
6. Attendance at a mandatory pre-admission conference

**Preference**

1. May be given to applicants who have a cumulative grade point average of 2.5 (4.0 scale) or better in 12 or more semester credit hours from any accredited college.
2. May be given to applicants with an "enhanced" ACT composite score of 21 or above.
3. May be given to applicants with health related work experience.
4. May be given to Kentucky residents.
5. Others meeting minimum criteria will be placed on an alternate list. Those applicants remaining on the alternate list must update their application to be eligible for the next class.

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**Rolling Admission**

Those applicants who have an enhanced composite ACT score of 24 and at least a cumulative grade point average of 3.0 (on a 4.0 scale) on 24 or more college hours may be informed of immediate admission. Admission will be contingent upon a conference with the Program Coordinator.

**Readmission**

1. Application for readmission should be made by the established college program deadline.
  2. Readmission to the Respiratory Care Program will be dependent on available resources.
  3. In order to be considered for readmission by the Respiratory Care Admissions Committee, the applicant must:
    - a. submit a written request to the program coordinator presenting evidence to justify readmission.
    - b. meet current admissions guidelines.
  4. If more than three (3) years have lapsed since initial enrollment in the program, the applicant must successfully complete available, special exams or repeat the Respiratory Care courses. The student will be evaluated and may be required to demonstrate competencies prior to re-entering clinical practice if a year or more has lapsed since their last formal clinical practice.
- Note: A student who withdraws from or earns lower than a grade of "C" in a Respiratory Care Course will be dropped from the Associate Degree Respiratory Care Program.

**5.1.0 GRADES AND MARKING SYSTEMS**

**5.1.0.1** By the last day of class before the midterm withdrawal date, all teachers must inform the undergraduate students in their courses of their current **progress grade** based on the criteria in the syllabus. (US: 2/14/94)

Rationale: to specify that this is not intended to invent a new, official, midterm grade.

**5.1.1 The Marking System**

...

**Z** Reenrollment recommended (development courses only). It has no value in computing grade point average.

**5.1.3 Explanation of Certain Grades**

**Z** The grade Z means that the student has made significant progress but needs and deserves more time to achieve a passing level. The student should re-enroll in the course in order to continue advancement to a level of competence set for the course. Re-enroll grades may be assigned only for development courses numbered 000-099.

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#### 5.1.4 COURSES TAKEN ON A PASS-FAIL BASIS

...

Courses taken on a Pass-Fail basis shall be limited to those considered as elective in the student's program and such other courses or types of courses as might be specifically approved by the Senate Council for a college or department. Prerequisites for such courses may be ignored at the student's own hazard. Students are expected to participate fully in these courses and to take all examinations as though they were enrolled on a regular basis. Students may ~~not~~ change from a pass-fail basis ~~nor~~ from a regular basis to a pass-fail basis ~~after the last day to drop a course without a grade in any given term.~~ **within three (3) weeks from the beginning of classes in the fall or spring semester (or a proportionate amount of time in the summer term or other courses of less than a full semester's duration).**

**A student may take only two elective courses on a pass fail basis at Lexington Community College.**

#### 5.1.5 AUDIT

Students who register for an audit do so for reasons other than fulfilling explicit requirements. They must come to individual agreements with the instructor as to what responsibilities they will be expected to perform. Normally, students who audit would be expected to do the readings and attend class; they may be required to enter more fully into the class work. In any case, they will receive no credit hours or grades. Any change from audit to credit or credit to audit by a student regularly enrolled in a college must be accomplished ~~by the last date to drop a course without a grade in any given term~~ **within three (3) weeks from the beginning of classes in the fall or spring semester (or a proportionate amount of time in the summer term or other courses of less than a full semester's duration).** No credit can be given for a class audited nor is a student permitted to take an examination for credit, except for the special examinations described in 5.2.1.2. A student who initially enrolls in a class as an auditor must attend at least 80% of the classes in the course (excluding excused absences). If a student changes her or his enrollment from credit to audit, s/he must attend at least 80% of the remaining classes (excluding excused absences). If an auditor fails to attend the requisite number of classes, the instructor may request that the Dean of the instructor's college award the grade of W for that course and the Dean shall report the grade to the Registrar. No instructor is authorized to admit anyone as an auditor to any of his/her classes unless the auditor has registered as such. (US:10/11/76; US: 12/10/90; US:9/20/93)

#### 5.1.7 CHANGING GRADES

An individual faculty member may change a mark once it has been reported to the Registrar's Office ~~only in the case of an error. Reports of all such grade changes shall be sent by forwarding~~ to the Registrar with a copy of the **grade change form. Reports of all grade changes are sent by the Registrar to the student and the Chair or Unit Head of the Department.** ~~to the dean of the college in which the instructor is assigned. The instructor may also recommend to his/her department chair the changing of a grade for any reason other than an error, and the grade shall be changed if the department chair approves. In every such approval, a report of the grade change shall be sent to the Registrar by the department chair with a copy to the instructor and dean of the college involved. There shall be only one grade change per student per course. No grade may be changed after the student has graduated from the University except in the case of the error provided for above.~~

Rationale: to obviate the unclear distinction between changing grades "in the case of an error" from those which are done for some reason "other than error."

#### 5.1.9 GRADE POINT AVERAGE

A. Grade point average is the ratio of the number of points gained to the number of credits attempted, W,P,S, F, CR, Z and I being ignored. (US: 3/9/98)

**5.1.8.2** Any student may withdraw from any class (except for those used to meet the Writing Requirement; see Section V., 5.4.3.1) during the withdrawal period which is defined as the period prior to and including the: (US: 2/12/82; US: 9/12/94)

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- a. end of the ninth week for fall or spring semester
- b. third day of the fifth week for eight week summer session
- c. second day of the third week for four week summer session.
- d. second day of the fourth week for six week summer classes**

**5.1.8.3 Except at Lexington Community College**, a student may withdraw from a class during the latter half of the term upon approval by the dean of the student's college of a petition certifying urgent non-academic reasons including but not limited to:

#### **Lexington Community College Withdrawal Policy**

**After the date of mid-term and through the last class of the semester, the Lexington Community College student may officially request the W grade, which may be given at the discretion of the instructor. Each instructor shall state on the syllabus the factors to be used in determining the assignment of a W grade during the discretionary period. An instructor shall not assign a student a W grade for a class unless the student has officially withdrawn from that class in a manner prescribed by the college.**

Rationale: Due to Lexington Community College's unique mission within the university, and open door admissions policy, a separate policy regarding student withdrawal from Lexington Community College courses is necessary. The faculty at Lexington Community College value their commitment to offer Lexington Community College students multiple opportunities to succeed even as they maintain quality standards in higher education. A key part of this strategy is the individual faculty member's decision to allow students to remain enrolled in a course beyond the UK midterm cut-off point for withdrawal. Each Lexington Community College syllabus delineates the individual faculty member's withdrawal policy for that class, including specific conditions which limit unrestricted withdrawal. Many Lexington Community College faculty currently choose to allow their students to withdraw after midterm in order to promote prolonged exposure to course content and teacher instruction which would help lead to eventual student mastery of the subject.

**5.2.1.1 Accelerated Programs** The College Board Level Examination Program Subject and General Examinations, the College Board Advanced Placement Examinations, the American College Testing Program Proficiency Examination Program Subject Examinations, and courses evaluated by the American Council on Education for which credit recommendations are made under the Program on Noncollegiate Sponsored Instruction and courses in the International Baccalaureate Program (Higher Level) are recognized as appropriate credit for meeting degree requirements. Colleges and/or departments in consultation with the Admissions and Registrar's Office shall determine and publish appropriate cut-off scores for the CLEP, AP, and PEP examinations. (US:9/13/82) Students with superior results from their International Baccalaureate Higher Level may be awarded up to six credits by the corresponding department of the University. Scores of 5, 6, and 7 normally are requisite. No AP or CLEP credit hours shall be letter graded. Rather, all such earned credit hours will be shown on the student's academic record as course credit (CR). (See also V - 5.1.4, Rules Committee Interpretation, 1/15/93) (US: 4/25/88; US: 3/9/98)

#### **A. Credit for External Experiences at Lexington Community College**

**The Lexington Community College acknowledges that valid collegiate-level learning experiences occur outside the traditional college setting and will assist a student in the recognition and application of such learning experiences and credit towards a degree or course of study. To this end, the following methods will be utilized (in addition to those described above for the entire university) :**

- (a) special examinations

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- (b) recognition of collegiate work completed through the United States Armed Forces Institute
- (c) recognition of service-related experiences at the collegiate-level as recommended by the Commission on Accreditation of Service Experiences;
- (d) recognition of certain proficiency exams administered by professional certification agencies such as the Certified Professional Secretary Examination;
- (e) American Institute of Banking Related Experiences;
- (f) course credit awarded by articulation agreements;
- (g) Program on non-collegiate sponsored instruction (PONSI).

**A student will be awarded credit for external experiences by the college President (or designee) only if the following criteria are met:**

- (a) the student enrolls and earns credit at Lexington Community College; and
- (b) the student has met precollege curriculum requirements.

#### **5.2.1.2 Credit by Special Examination**

F The student, with the department **or division** chair's consent, may take the special examination on a Pass-Fail basis, including any course not otherwise available under the Pass-Fail option. Credit derived in this manner shall not reduce the number of courses permitted under the Pass-Fail rules. (See Section V., 5.1.4)

#### **5.2.2 STUDENT LOAD**

With the exceptions noted below, the maximum load to be carried during any semester by any student in an undergraduate college (including residence and correspondence courses) shall be 19 credit hours. (US: 10/11/93)

Students may be enrolled in a maximum of nine credit hours of classes meeting concurrently during an eight-week summer session. For this purpose, a course meeting for a four-week period during the eight-week session must be counted double. Thus, a student may enroll in two consecutive four-week (three credit hour) classes plus one eight-week class, or as many as three eight week (three credit hour) classes. A student would not, however, be able to enroll in two four-week (three credit hour) classes meeting concurrently. **A student may be enrolled in a maximum of seven credit hours for a six week summer course.** (US: 10/11/93)

**5.2.4.2 Excused Absences:** (US: 11/11/85; 2/9/87) **Except at Lexington Community College** the following are defined as excused absences:

#### **Absence policy at Lexington Community College**

**A written statement of the attendance policy will be provided by the instructor during the first or second class meeting of the course. Attendance may or may not be required. Major religious holidays are excused absences. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the holiday and prior to the last day for adding a class. If attendance is required or serves as a criterion for a grade in a course, the number of excused absences shall not exceed that designated in the instructor's syllabus.**

**Trips for members or organizations (musical, oratorical, dramatics, etc.) and of classes and the absences resulting from such trips must be authorized by the President of the college if the trips result in the absence of students from regularly scheduled classes. Trips for participation in intercollegiate athletic events and the absence resulting for such trips must be authorized by the President of the college. In some appropriate manner, the faculty member in charge of an authorized trip shall notify instructors affected that the absence is authorized.**

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**The student shall be responsible for the work missed and, in advance of the excused absence, make arrangements to make up the work. The instructor shall, if feasible, give the student an opportunity to make up the work missed and shall not in any case arbitrarily penalize the student for the absence.**

**5.2.4.4 Unsatisfactory Scholarship and Attendance** A student who is doing unsatisfactory work or who is irregular in attendance (when required--see Section V., 5.2.4.1) in any course shall be reported to the **President of Lexington Community College for Lexington Community College students** or dean of the college in which the student is registered. The student shall be under the special supervision of his/her dean **or President of Lexington Community College**. If, after a suitable length of time, it becomes apparent that no improvement is being made, the dean **or President of Lexington Community College** may drop the student from the course, reporting the action to the Registrar and to the instructor. (See Section IV., 4.3.2 and Section V., 5.2.4.1)

**5.3.1.2 Academic Probation Policies (US: 3/20/95)**

- \* Four-week, **six-week** and eight-week summer sessions are considered one term. Thus, if a student enrolls for both the four-week and eight-week sessions, that shall be considered one term. If the student enrolls for only one session, whether it be the four-week or the eight-week term, that shall be considered one term. (RC: 12/4/95)

**5.3.1.3 Academic Suspension Policies (US: 3/20/95)**

B Students are subject to suspension without a preliminary probationary semester if their GPA is below 0.6 after their first term of full time enrollment in the University System. ~~This provision does not pertain to students who have transferred from the Community College System.~~

D. A student who is under academic suspension from the University may not enroll in any courses offered by the University of Kentucky, nor take any examination for University of Kentucky credit while on academic suspension. ~~or probation.~~

Rationale: The addition of probation goes against the current rules on that status, since students on probation may take exams.

**5.3.1.5 READMISSION AFTER TWO OR MORE YEARS (ACADEMIC BANKRUPTCY) (US: 10/11/93)**

A Undergraduate students who have been readmitted through the usual channels after an interruption of two or more years, and who have completed at least one semester or 12 hours **of courses at or above the 100 level** with a grade point standing of 2.0 or better after readmission may choose to have none of their previous University of Kentucky course work counted toward graduation and toward the computation of their grade point standings. (US:4/12/82)

B In addition, ~~the dean of the student's college may permit such~~ a readmitted student who has elected not to count past work **may opt**, to receive credit for selected courses without including those grades in the computation of the student's grade point standing. (US:4/12/82)

**6.1.7 ATTENDANCE AND PARTICIPATION DURING APPEAL**

Students shall have the right to attend classes, to pursue their academic programs, and to participate in University functions during the consideration of any appeal. (US:4/11/83)

Those students who ~~are enrolled in Medical Center Colleges and~~ have patient contact in clinical practicum courses will not be able to continue patient contact in the courses during an appeal, if the appeal relates to clinical competence in regard to performance. Insofar as practicable, such appeals shall be expedited. (US: 4/25/88)



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**Attendance and participation may be limited**

- a) **when outside agencies are used as part of the student's educational experience. In this situation, precedence will be given to the terms of any agreement(s) which have been negotiated between the University and the agency.**
- b) **when patient/client contact is involved in the student's educational experience. In this situation, only patient/client contact will be limited or excluded at the discretion of program faculty.**

Rationale: To include requisite Lexington Community College populations.

**6.2.0 THE ACADEMIC OMBUD**

The Academic Ombuds [is] are [the] those officers of the university charged with consideration of student grievances in connection with academic affairs. **There will be one Office of Academic Ombud Services for the University, with offices both in the Lexington Campus and the Lexington Community College campus Given the increased work load for the combined Ombud Services, there will be two half-time positions--one an Lexington Community College faculty member. These faculty will collaborate on issues of common concern and work in both office locations.**

Rationale: to insure cooperation.

**6.2.1.4 Statute of Limitations** The Academic Ombud is empowered to hear only those grievances directed to his or her attention within ~~365~~ **180** days subsequent to the conclusion of the academic term in which the problem occurred. However, the Ombud may agree to hear a grievance otherwise barred by the Statute of Limitations in those instances where (1) the Ombud believes that extreme hardship including but not limited to illness, injury, and serious financial or personal problems gave rise to the delay or (2) all parties to the dispute agree to proceed. (US:2/11/80)

Rationale: to follow the Lexington Community College shorter terms, since exceptions are allowed.

**6.2.1.5 Procedures** When the Academic Ombud determines that an issue merits his or her attention, the Ombud shall contact the parties involved to determine the background of the issue and areas of disagreement. With this information in hand, the Ombud shall seek to determine alternative means of achieving an equitable resolution and propose to the conflicting parties those solutions which appear to offer the greatest promise of mutual satisfaction. Normally the investigatory and ~~arbitration~~ **mediation** activities shall be conducted informally and need not involve confrontation of the conflicting parties. However, the more formal procedures and direct confrontation of the parties involved may be utilized if circumstances dictate that these will produce a more effective resolution.

If the ~~arbitration~~ **mediation** efforts are unsuccessful, the Academic Ombud shall refer the case to the University Appeals Board in writing if the complainant wishes to pursue the issue. At the request of the Appeals Board, the Ombud shall appear before it to offer testimony or shall prepare a written report of the case.

6.2.1.7 & 6.2.2 Change all instances of Ombud to **Ombuds**.

**6.2.3 SELECTION PROCEDURE**

A The Chair of the Senate Council, with the advice of the Senate Council members, shall appoint a Search Committee consisting of the following members: 1) ~~a faculty member of the Senate Council~~ **two faculty members**, 2) ~~two~~ **three** students, ~~one an undergraduate~~ **two undergraduates** and one a graduate or professional student, chosen by the Student Government Association; and, 3) a member designated by the President of the University who shall serve as Chair of the Search Committee. **Committee members shall be broadly representative of the University community.**

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Rationale: To allow wider representation on the search committee, probably drawn both from Lexington Community College and UK.

B The Search Committee shall solicit nominations for the Academic Ombud from students, faculty and administrators, **and shall, for each position, nominate no more than three to the President.**

~~C — Nominees shall be initially screened according to criteria set forth by the *Rules of the University Senate* and such other criteria as may be established by the University Senate and the Search Committee. The list of eligible candidates shall then be submitted for approval to the President of the University, the Senate Council and a Committee of the Student Assembly, not to exceed nine members, appointed by procedures designated by Assembly. Only those candidates approved by all three bodies shall be given further consideration for appointment to the office. Approved candidates who are willing to be considered for the post of Ombud may be interviewed by the Search Committee. From among the jointly approved candidates, the Search Committee shall recommend no more than three to the President.~~

D Should the office of Academic Ombud be vacated prior to the expiration of the normal term of office, a new appointment shall be made to fill the unexpired term using the same procedures as described above.

6.2.4 Change each instance of "the academic Ombud" to "**each Academic Ombud.**"

### 6.3.2 CHEATING

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work ~~which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.~~

Rationale: to reduce the number of definitional problems.

### 6.3.3 FALSIFICATION OR MISUSE OF ACADEMIC RECORDS (US: 3/20/89)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, **including the omission of information**, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Rationale: to follow the present, slightly more encompassing Lexington Community College rules

6.4.0-6.4.11 Replace:

Department Chair	with	Chair
Dean	with	Dean of the college or President of Lexington Community College
University Registrar	with	Registrar

\*\*\*\*\*

### 6.5.2 COMPOSITION OF THE UNIVERSITY APPEALS BOARD

The University Appeals Board shall consist of ~~ten members; three full-time students and six faculty members~~ **a pool of eighteen faculty and nine students**, and a Hearing Officer who shall be the chair. ~~In addition, there shall be three student alternates and six faculty alternates who shall~~

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~~be selected on the same basis and with the same requirements as the regular members. All members of the Appeals Board and/or their alternates shall be expected to meet within 48 hours after notice from the chair.~~

Rationale: slightly to enlarge the pool by including the alternates on the board, so as to make setting up appeal boards a bit easier

**6.5.2.2 The Student Membership** The student membership shall consist of **a four** graduate or professional students, **a four** male undergraduate students and **a four** female undergraduate students. The undergraduate students must be ~~either~~ **sophomores**, juniors or seniors in good academic standing and the graduate or professional students must have been in residence at least one year and be in good standing in their respective colleges. They shall be appointed to one-year terms, subject to reappointment. Their terms shall begin September 1 and end August 31. Members **shall be broadly representative of the University community, including the Medical Center, Lexington Community College, and the main campus**, and shall be chosen by the President of the University from the recommendations of the legislative branch of the Student Government Association.

**6.5.2.3 The Faculty Membership** The faculty members shall be appointed to staggered three-year terms by the President of the University upon the recommendation of the University Senate Council. All terms shall begin on September 1 and end on August 31.

**6.5.2.2 The Student Membership** The student membership shall consist of **a four** graduate or professional students, **a four** male undergraduate students and **a four** female undergraduate students. The undergraduate students must be ~~either~~ **sophomores**, juniors or seniors in good academic standing and the graduate or professional students must have been in residence at least one year and be in good standing in their respective colleges. They shall be appointed to one-year terms, subject to reappointment. Their terms shall begin September 1 and end August 31. Members **shall be broadly representative of the University community, including the Medical Center, Lexington Community College, and the main campus**, and shall be chosen by the President of the University from the recommendations of the legislative branch of the Student Government Association.

Rationale: to allow for the shift from "alternates" and to allow Lexington Community College student participation.

**6.5.2.3 The Faculty Membership** The faculty members **shall be broadly representative of the University community** and shall be appointed to staggered three-year terms by the President of the University upon the recommendation of the University Senate Council. All terms shall begin on September 1 and end on August 31.

Rationale: to allow Lexington Community College participation.

#### **6.5.2.4 Other Procedural Rules**

A quorum for the conduct of business will be eight members including the Hearing Officer, not less than five of whom, exclusive of the Hearing Officer, shall be faculty members. **No more than nine members, exclusive of the Hearing Officer, shall sit to decide a case.** The Appeals Board shall establish such procedural rules, not inconsistent with the provisions of the Rules of the University Senate.

Rationale: to allow for different sets of the newly enlarged Appeals Board to be assigned to a specific Appeals Board.

Add Section VI of Section X, LCC Rules, entitled "Rules Relating to External Experience". A copy is attached.

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*Note:* If approved, the proposed changes will be forwarded to the Rules Committee for codification.

Nolen Embry (Lexington Community College) stated he would like to propose a friendly amendment on the document that has just been presented. Legislative action has struck down precollege curriculums that no longer exist. On page 5 of the document, item 2.111 there is a section on precollege curriculum and I would like to propose that section be deleted.

There were no objections to the amendment.

David Durant said that most of the changes that were taking place were LCC's regulations and all of them had a great deal of discussion.

Kaveh Tagavi said that the proposal seems to be incorporating LCC's rules into UK's rules and not necessarily changing UK's rules, except on page 25, item 5.1.7. As of now, grade changes are allowed only if there has been an error. If it is not an error, you have to go through more hoops to change it. If this is dropped, it means forever. They could go back six or eight years and change grades. That is not a good policy. I would like to amend that if we keep that change we put a one-year period on this. Students have one year to complain about their grade. It is also reasonable to have a one-year period for the professor to change the grade. The amendment would read, "An individual faculty member may change a mark once it has been reported to the Registrar's Office within one year of the date of the original grade." The amendment was seconded.

Brad Canon asked what this has to do with the LCC transition. It looks like things are being snuck in that have nothing to do with LCC and are really subject to some debate.

David Durant said that it looked senseless to discriminate between a grade entered in error and a grade entered by mistake. We thought we were simplifying things.

John Piccoro asked what the current university rule was.

Chairperson Moore said that it was there in 5.1.7: what had been struck, and the bold face indicated additional wording.

The amendment passed in a show of hands: 22 for and 7 opposed.

Brad Canon moved that the proposal be postponed until the April meeting. So Professor Tagavi could get something out in writing about things that have problems. Those items could then be considered separately and even drop them if they appear to be controversial so they could get the transition things done in April.

The motion to postpone was seconded.

Joe Anthony (LCC) said that this had been discussed for a year and a half. If this is postponed until April, it puts LCC in a difficult position since they have to implement this in the fall.

The motion to postpone passed in a show of hands: 19 for and 17 against.

Chairperson Moore recognized Professor Meyer for introduction of the next item. Professor Meyer reviewed the background of the item and recommended approval on behalf of the Senate Council.

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**ACTION ITEM 6** - Proposed change in University Senate Rules, Section V, Missing Grade Notation Proposal

Add as SR 5.1.3.6

**5.1.3.6 Missing Grades:** \*\*\* appears in a grade report when a grade has not been recorded for the class. The Registrar's Office shall notify all unit heads at the end of each semester, regarding all missing (\*\*\*) grades in all graduate, undergraduate and professional courses offered by that unit. The unit head shall have six weeks to assign a grade in the course in consultation with the course instructor, if possible. The student will be notified by the Registrar when his or her grade has been changed. Any appeals under this rule shall be taken to the Academic Ombud.

Rationale: There are a variety of reasons a missing grade may appear such as (1) the professor in the course mistakenly assumed the Registrar's Office would assign the student a "W", (2) the student had unfinished work in a class (similar to the reason for assigning an "I") and (3) the student had been dropped from the University (e.g., non-payment of fees) but was reinstated at the end of the semester, and not all professors were notified or submitted "Grade Assignment" forms.

There were 323 \*\*\* grades during the spring 1999 semester. Students can graduate with a \*\*\* on the transcript, so long as the specific course involved is not required for graduation. These missing grades can create serious problems later such as when a student applies for graduate or professional school. Currently, there is no Senate Rule regarding missing grades and the \*\*\* can remain indefinitely on the transcript.

Date of Implementation: If approved by the University Senate, this rule would be codified by the Senate Rules Committee and take effect in the fall 2000. The rule will be reviewed by the Senate Council no later than two academic years after it takes effect to determine whether it should be retained, repealed or modified.

The proposal passed in a show of hands: 22 for and 9 opposed.

The Chair recognized Professor Meyer for the last item of the day. Professor Meyer reviewed the item and recommended approval.

**ACTION ITEM 7** - Proposal to amend University Senate Rules, Section III - 1.2 Course Numbering System and Curriculum Procedures,

Proposal: (Add the underlined items new D and E below and change old E to G with credit changes)

**Section III**

**3.1.2 BLOCKS OF NUMBERS FOR CERTAIN COURSES** The following blocks of numbers are set aside by the Registrar's Office for use of specific courses as indicated:

**D 748** Master's Thesis Research. May be repeated three calendar years (0 credits)

**E 749** Dissertation Research. May be repeated three calendar years (0 credits)

**F 770-779** Seminar courses.

**EG 769** Residence credit for doctoral degree. May be repeated indefinitely  
(40-12credits equivalence) (Note: was formerly (1-12 credits equivalence))

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Note: Subsequent blocs in the rules will be relettered accordingly

Rationale: The Registrar's Office and all graduate programs have used the 748 and 749 course designations for thesis and dissertation research for decades, but somehow they were never blocked off in the rules. Inserting them into the reserved blocs will rectify this omission.

Implementation: Fall Semester, 2000

The proposal passed in a unanimous show of hands.

The meeting was adjourned at 5:00 p.m.

Don Witt  
Secretary, University Senate