

Recommendation:

That the University Senate approve the proposed revisions to Senate Rule 3.1.0

Background:

In June 2005, the Board of Trustees Governing Regulations were extensively revised, including a number of provisions clarifying and extending the role of the University Senate to establish University-level academic policies. In February 2006, the University Senate approved an omnibus revision to the Senate Rules, to reflect those 2005 changes in the Governing Regulations; except that Section 3 of the Senate Rules was not correspondingly revised and has yet to be correspondingly revised. Hence, its current language does not reflect some of the authorities and responsibilities that have been delegated to the University Senate by the Board of Trustees. In addition, there have been subsequent changes in policies of SACS and the Council on Postsecondary Education that control particular programmatic features of the University's academic programs. Those SACS/CPE academic policies also need to be incorporated into Section 3 of the Senate Rules.

The attached revised Section 3.1.0 of the Senate Rules is the first installment from the Senate Rules and Elections Committee of the necessary updating of the University Senate Rules to reflect the current Board of Trustees Governing Regulations and the policies of SACS and the Council on Postsecondary Education. These revisions to SR 3.1.0 also incorporate responses of the Registrar, the Dean of the Graduate School and the Associate Provost for Undergraduate Education.

3.0 Section III: Course Numbering System and Curriculum Procedures

3.1.0 COURSE NUMBERING SYSTEM

Courses shall be numbered as follows:

001-099 No credit, non-degree and/or developmental courses; [US: 9/10/01]

100-199 Open to freshmen; undergraduate credit only;

200-299 Prerequisite sophomore classification; or consent of instructor; undergraduate credit only;

300-399 Prerequisite junior classification; undergraduate credit only;

400-499 Prerequisite junior classification; undergraduate credit;

400G-499G Graduate credit for non-majors;

500-599 Prerequisite junior classification; undergraduate and graduate credit;

600-799 Open only to graduate students;

800-999 Open only to students in professional colleges and to students in other colleges offering professional degrees as defined by the Council on Postsecondary Education.

3.1.1 Exceptions

Exceptions to the requirements for admission to courses may be made as follows:

A. Freshmen and sophomores may be admitted to courses numbered between 300 and 499, upon approval of the instructor and the dean of the student's college. Such approval shall be limited to students who have demonstrated superior ability or preparation.

B. Seniors with superior ability or preparation may be admitted to courses numbered between 600 and 799, upon approval of the instructor, the dean of the student's college and the dean of the Graduate School.

C. Courses elected on a Pass-Fail basis (see Section 5,1.4 for specifics).

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:

A. 395 Independent Work or Independent Study. If a department offers more than one such course, numbers lower than 395 shall be used.

B. 396 Reserved for the University Experiential Education course.

C. 399 Departmental field based experiential education courses. May be repeated to a total of 30 hours. To provide the opportunity for students with the approval of a faculty member and the department chairman--or his/her designee--to earn credit for work-study experience. The student must work with a faculty member to describe the nature of the experience, the work to be performed, accompanying learning experiences, appropriate course credit for the work, and criteria by which the student's work may be evaluated. This information must be written and filed in the departmental office and the Office for Experiential Education prior to the student's registration for the course. *Bulletin* descriptions of these courses shall include an explicit statement of the need for filling out a learning contract.

D. 748 Master's Thesis Research. May be repeated three calendar years (0 credits [US 3/6/00])

E. 749 Dissertation Research. May be repeated three calendar years (0 credits) [US 3/6/00]

F. 768 Residence credit for master's degree. May be repeated once. (1-6 credits equivalence)

767 Dissertation Residency Credit. Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended. (2 credit hours).

G. 770-779 Seminar courses.

H. 769 Residence credit for doctoral degree. May be repeated indefinitely. (0-12 credits equivalence)

I. 790-799 Research courses.

J. 880-889 Seminar courses in professional colleges.

K. 895-899 Independent work: professional colleges.

L. The following are reserved for enrollments to report numbers in these categories to the Council on Postsecondary Education

1. PD 099 Reserved for enrollment of Postdoctoral Scholars and Postdoctoral Fellows

2. MC 800 Reserved for enrollment of Residents and Clinical Fellows in the health care professional programs

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 count for credit towards a degree at the University of Kentucky. [US: 3/7/88; US 4/10/00; US9/10/01; SREC: 6/8/06]

3.1.4 Expectations in 400G and 500-level courses

Combined instruction of graduate and undergraduate students in 400G and 500-level courses must be structured to ensure appropriate attention to both groups, and a corresponding differentiation in expectations. This differentiation is to be accomplished by (i) the completion of additional or distinct assignments by the enrolled graduate students that are consistent with graduate-level scholarship; and/or (ii) the establishment of different grading criteria in the course for graduate versus undergraduate students, reflecting a higher standard for graduate students. The grading scale for both graduate and undergraduate students must be clearly stated in the syllabus. [US: 5/5/03]