

Senate Council
February 4, 2008

The Senate Council met in regular session at 3 pm on Monday, February 4, 2008 in 103 Main Building. Below is a record of what transpired. All votes were taken via a show of hands unless indicated otherwise.

Chair Kaveh A. Tagavi called the meeting to order at 3:06 pm. He said it was his preference to move directly to the agenda items for which the invited guest had come. No one objected. The Chair added that the only announcement of an absence received by the Office of the Senate Council was for Aken.

2. [Proposed Program Deletion: Dramatics & Speech Education](#)

The Chair noted that agenda item numbers two through five were from the same department. He introduced Truman Stevens, former chair of the Department of Curriculum and Instruction and professor. Those present introduced themselves.

Guest Stevens said that several years ago, the state standards board affiliated with the Kentucky Department of Education folded dramatics education into English education programs; since that time, all graduates from UK's English education program have been eligible to teach or coach drama at a secondary school. There had not been a student in the dramatics education program for many years. He noted that the request to delete was not reflective of a disinterest on the college's part about drama, but rather a reflection of the lack of student interest. If another college or department wished to create a drama program, he thought it would be acceptable for that area to pursue it. Stevens added that there was a stand-alone drama program allowed that was multileveled, but the College of Education (Education) did not currently have such a program that could be submitted to the state as a new program. Given the small number of drama programs in schools, he opined it would be hard to do it full time.

In response to Anderson, Stevens said that the stand-alone drama program was something he had learned about just that morning. As he understood it, there was a stand-alone drama program possible, but such a submission by Education was unlikely due to a lack of resources.

Anderson commented that there was a lack of drama prep for students and teachers and that those who do teach the subject were not normally well prepared.

Wood asked for more information regarding the request to suspend, instead of delete, the dramatics and speech education program. Stevens said that he was not entirely sure. [Stevens attended in place of an associate dean who was more involved in the creation of the proposals, but was home recuperating from an injury.] He suspected that a deletion was requested so that another area on campus would have the opportunity to develop a drama proposal. Wood

expressed concern that if the program were deleted, any request for a similar, new program would require a much greater review.

In response to a comment by Randall, Stevens said that in the 36 years he had been at UK, he learned that there were some fields for which Education was very well equipped – faculty were available to teach science education, math education, social studies education etc. but he did not recall any instance in which there was a faculty member with a specialty preparation in dramatics education. He made it clear that he was not saying such a specialization was not worthwhile, but rather that Education did not have a faculty member to work in that area, and any expansion of dramatics would require hiring one to two more faculty members to develop and manage such a program, which was unlikely.

Provost's Liaison Greissman asked if the secondary English major program was flexible enough that a student could take the required English and curriculum courses and have the opportunity to do a minor in dramatics. Stevens said that the program was not currently set up in that fashion, since the curriculum was already fairly full. He explained that several years ago, the department moved the content area focus to the undergraduate level, with the professional development done at the level of a master's degree. He said he could not speak for the department, but Greissman's suggestion sounded reasonable to him. He said he would be willing to encourage the English education faculty to look into it. Stevens thought it was reasonable to have some additional content focusing on drama.

Greissman referred to Steven's early statement that the deletion was market-driven – he opined that along with the problem of students not being able to find jobs as drama teachers, there was also a problem if there was no way to have such specialization folded into the existing program. He noted that many high school teachers had dual specialties.

A brief discussion followed regarding the possibility of suspending the program instead of deleting it. Stevens said that he thought the suspension requests for the other programs (Secondary Spanish, German, French and Classics Education) were a result of the creation of the master's degree in teaching world languages (MAT) in the Department of Modern and Classical Language, Literature and Culture; if the secondary language education courses were suspended instead of deleted, they could more easily be resurrected if the teaching world languages proposal did not work out.

There was additional discussion among SC members and Stevens on the merits of suspension versus deletion. SC members again expressed concern about deleting the program. Stevens agreed to discuss the merit of suspension versus deletion with other members of his department, especially the associate dean who primarily had worked on the proposals. The Chair said that both the

associate dean and Stevens could return to any future SC meeting for a continuation of the discussion.

The Chair asked if there were any objections to reviewing the four language education programs at the same time. There were no objections.

3. [Proposed Program Suspension: Secondary Spanish Education](#)

4. [Proposed Program Suspension: Secondary German Education](#)

5. [Proposed Program Suspension: Secondary French Education](#)

6. [Proposed Program Suspension: Secondary Classics Education](#)

The Chair asked if there were any comments on agenda items three, four, five or six. Stevens said that the new MAT programs seemed to have gotten off to a good start.

Finkel asked for clarification of what EDC 362 was. Stevens responded that EDC 362 was a field experience class in secondary education. Admission to the master's program with initial certification for high school teachers requires that applicants had 100 documented and evaluated hours in the high school subject area of specialization, e.g. French, math, science, etc. EDC 362 set up the field experience and gave students an opportunity to reflect on paper regarding their experiences. Its purpose was to help students decide if secondary school teaching is truly the career desired by the student.

Finkel said he was surprised that EDC 362 was the only course in education required of a master's student who had an emphasis on foreign languages. He expressed the same sentiment at the lack of an educational theory course. Stevens said that educational theory was taught by Education, and that students took the language classes in the respective language departments. The graduate classes taken in Education dealt with learning and development. The master's degree included work within the foreign language department and Education. Although he did not have the information with him, Stevens guessed that 12 to 15 hours of courses in Education were involved in the master's program.

Finkel stated that the wording on the program suspension form was not clear to him, regarding the number of hours taken in Education. Stevens replied that when there was teacher certification prep in foreign languages, some undergraduate courses were taken in Education, including EDC 362. There were also specialized courses for the teaching of foreign languages that his department tried to offer, but there was no language educator in their faculty. That was part of the reason they were so supportive of the MAT program.

In response to Finkel's question about the soon-to-be-suspended programs, Greissman stated that students who were in secondary training program took

Education courses, but to the detriment of the advanced courses in language, so could be ill-prepared to do language teaching. The idea with the MAT program was to front-load the language study and then do the methodology portion at the master's level. Stevens agreed and said that content preparation did not receive a significant emphasis until the recent MAT changes. There was always a 30-33 hour minimum of credit hours required in the major, which was a nice collection of one language and other support classes. Looking at a straight bachelor's degree in French, there were more hours in French than in instructor preparation. This was part of the interest in moving to the MAT program – a focus on content at the undergraduate level and a focus on teaching education at the master's level.

It was clarified that the proposal was to suspend a program in the Department of Curriculum and Instruction in secondary language instruction in favor of two alternatives – one is the MAT in teaching a foreign language and the other is an undergraduate program in the foreign language itself, leading towards a teaching certification.

Anderson asked about the three existing students in the Secondary Spanish Education program – Stevens said they had or will have the opportunity to apply to the MAT program, which he assumed is what happened to those students.

In response to a question from Finkel, Stevens said that the remaining secondary education majors at the undergraduate level were history, sociology, political science, economics, sciences, etc. He said the most common was history, but there were several variations that the department would work with relative to the actually major. For example, a focus on science could be focused even more on biology, chemistry, etc. Upon graduation, a person in the biology area could graduate with a bachelor of science degree in biology, a bachelor of arts degree in biology, or a bachelor of arts in secondary education with a major emphasis in biology.

There being no further comments, the Chair asked Stevens about a preferred effective date. Stevens said that an immediate effective date would be best.

Chappell **moved** to approve the suspensions of the secondary education programs in Spanish, German, French and Classics, effective immediately, with a positive recommendation. Wood **seconded**. A **vote** was taken and the motion **passed** unanimously with seven in favor.

Stevens noted that he would speak with others in his department about considering a suspension of the Dramatics and Speech Education program, as opposed to the proposed deletion, to look at the possibility of adding some type of secondary or support area in drama to encourage some students to strengthen that disciplinary area within a field in English.

7. [Winter Intersession Calendar \(2008-2009\)](#)

There was little discussion about the proposed winter intersession calendar.

Finkel **moved** to approve the proposed winter intersession calendar for 2008 – 2009 and send it to the University Senate with a positive recommendation. Piascik **seconded**. A **vote** was taken and the motion **passed** unanimously with six in favor.

The Chair then asked SC members to turn their attention to an email he sent to them earlier about a possible fourth recipient for an honorary degree. An extensive discussion regarding all aspects of the honorary degree process followed.

After some time, Randall **moved** that the Senate approve the honorary degree for Dr. Avul Pakir Kalam and that it be conferred upon the honoree upon his visit, so by virtue of the motion, the SC also recommended a suspension of *Senate Rules 5.4.2.3.C.3*. Chappell **seconded**. After more discussion, a **vote** was taken and the motion **passed** unanimously.

8. [Tentative Senate Agenda for February 11](#)

The Chair initiated a lengthy discussion on how best to organize the February 11 Senate meeting. After awhile, Chappell **moved** to approve the Senate agenda for February 11, so that “honorary degrees” would follow immediately after “minutes and announcements” and with an introduction by the Chair regarding the appointment and process of the University Joint Committee on Honorary Degrees. Wood **seconded**. A **vote** was taken and the motion **passed** unanimously.

The meeting was adjourned at 5:05 pm.

Respectfully submitted by Kaveh A. Tagavi,
Senate Council Chair

SC members present: Anderson, Chappell, Finkel, Piascik, Randall, Swanson, Tagavi, and Wood.

Provost's Liaison absent: Greissman.

Prepared by Sheila Brothers on Friday, February 22, 2008.