

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

3 October 1991

TO: Members, University Senate

The University Senate will meet in regular session on Monday, October 14, 1991, at 3:00 P.M. in room 115 of the Nursing Building (CON/HSLC). Note: The Nursing Building is across Rose Street from the University Hospital and is connected with the Medical Plaza. Room 115 is at the north end of the building.

AGENDA:

1. Minutes: September 16, 1991
2. Resolutions.
3. Chair's announcements and remarks--COSFL Review.
4. Action Items:
 - a. Proposed changes in the University Senate Rules, Section IV - 2.2.1 Admissions to the College of Nursing. (Circulated under date of 1 October 1991.)
 - b. Proposed addition to University Senate Rules, Section V - 3.2 (Undergraduate Colleges-Probation and Suspension Policies). (Circulated under date of 1 October 1991.)
 - c. Proposal to add statement to University Senate Rules regarding off-campus program offerings. (Circulated under date 2 October 1991.)
5. FOR DISCUSSION ONLY: Proposal to add Teaching Portfolio in Criteria for Promotion and Merit Review Considerations. (Circulated under date of 2 October.)

Randall Dahl
Secretary, University Senate

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Note: If you are unable to attend this meeting, please contact Ms. Martha Sutton in the Registrar's Office in advance, 7-7155.

MINUTES OF THE UNIVERSITY SENATE, OCTOBER 14, 1991

The University Senate met in regular session at 3:00 p.m., Monday, October 14, 1991, in Room 115 of the Nursing Health Sciences Building.

Marcus T. McEllistrem, Chair of the Senate Council, presided.

Members absent were: Robert S. Baker, Bart Baldwin, Harry V. Barnard*, John J. Bernardo*, Glenn C. Blomquist*, Peter P. Bosomworth, Douglas A. Boyd, Joseph T. Burch, D. Allan Butterfield, Rutheford B Campbell, Jr.*, Clyde R. Carpenter, Edward A. Carter, Samuel Q. Castle, Donald B. Clapp, W. Harry Clarke, Jordan L. Cohen, Georgia C. Collins*, Clifford J. Cremers*, Lenore Cuihfield, Joe T. Davis*, Paul M. Eakin, Bruce S. Eastwood*, Richard Edwards, Raymond E. Forgue*, Wilbur W. Frye*, Richard W. Furst, Joseph H. Gardner*, Misha Goetz, Lester Goldstein, Robert D. Guthrie, Lynne A. Hall*, J. John Harris III, Zafar S. Hasan*, Laurie R. Hatch, Christine Havice*, Robert E. Hemenway, Brian Hoffman, Micki King Hogue, James G. Hougland, Jr., Richard A. Jensen*, Adrian Jones*, Angela Knopp, James M. Kuder*, Thomas W. Lester, Thomas T. Lillich*, C. Oran Little, William C. Lubawy, Bruce A. Lucas, William E. Lyons, Martin J. McMahon, Jr.*, Karen A. Mingst*, William G. Moody*, Derby Newman*, Robert C. Noble*, Clayton P. Omvig*, Clayton R. Paul, Deborah E. Powell*, Thomas C. Robinson, Arturo A. Sandoval, Edward C. Scheiner*, Jim Shambhu, Andrew Shveda, Robert H. Spedding*, Janet Stith, John S. Thompson*, Ann R. Tickamyer, Thomas Tucker, Salvatore J. Turco, Enid S. Waldhart*, Charles T. Wethington*, Eugene R. Williams, Constance P. Wilson*, Emery A. Wilson, H. David Wilson*, Peter Wong, and Thomas R. Zentall.

The Chair welcomed everyone to the second full meeting of the University Senate of the Fall Semester. The Chair recognized Professor Charles Haywood, College of Business and Economics, to present a Memorial Resolution.

MEMORIAL RESOLUTION

Virgil L. Christian, Jr.
1922 - 1990

Virgil L. Christian, Jr., was a member of the faculty of the Department of Economics of the University of Kentucky from 1949 until his death in November 1990. During these more than 41 years, he distinguished himself in teaching, research, and service.

Born in Horse Cave, Kentucky, in 1922, Virgil Christian served with the U.S. Army Air Force as a navigator-bombardier in the European theater of operations during World War II. He received the Bachelor of Arts degree in Economics from the University of Kentucky in 1947, the Master of Science in Economics in 1949, and the Doctor of Philosophy in Economics in 1955. He was thus one of those unusual persons that a departmental faculty, on rare occasions, elects to keep for itself.

*Absence explained.

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As a teacher, Dr. Christian was held in the highest esteem by the many students and colleagues he had during his 41 years at the University of Kentucky. The recollections of his students, including tales about his absent-mindedness as well as his excellent classroom presentations, long ago took on the dimensions of legend. That he taught such arcane subjects as mathematical economics and econometrics to wave after wave of graduate students further enhanced his aura as a teachers' teacher.

As a researcher, Dr. Christian's scholarly contributions included a wide range of interests. One of his more unusual articles was a statistical analysis of horse race results, addressed to the question: "Are Saturday Tracks Really Faster?" The most enduring of his works is the study he did with Dr. Ray Marshall in the late 1960s on Employment of Blacks in the South.

In university and community service, Dr. Christian is remembered by many for his work as one of the persons actively involved for a number of years in the direction of the Central Kentucky Artist and Lecture Series. In service to the state, he was at various times an adviser on research to various government agencies, especially the Public Service Commission.

In the perspective of Dr. Christian's impressive career as a teacher, scholar, and public servant, it may seem trivial to mention such things as his avid interest in sports, his membership in K-Men's Club, and his long-time service as academic advisor of Kappa Sigma fraternity. But it was "Sonny" Christian's qualities as a real person that made him a delightful friend as well as a collegial peer, and it is as that whole person that we shall remember him.

The Chair requested that the resolution be spread upon the minutes and asked the senators to rise for a moment of silence in honor of Dr. Christian.

The Chair reported that the Senate Minutes for September 16 have been sent to duplicating but unfortunately they have not been circulated. The approval of the minutes will be postponed until the November Senate meeting.

The Chair stated that the action items on the agenda also did not reach the senators ten days prior to the meeting. The Chair entertained a motion to waive the ten-day circulation requirement for the agenda items. Motion was moved, and there was no objection. The Chair ruled that the ten-day circulation requirement would be considered waived.

The Chair made the following remarks:

First, an item that appeared in the Monday memos, concerns the error which the Herald-Leader made in announcing the President's salary increase. It was not a 21 percent increase during the last year. In fact, the President's salary increases by contract of the Board of Trustees at the average of the rates of salary increases for faculty and staff each year. During the last two years we have had 10 percent average increases, and so that compounds to a 21 percent increase over a two-year period, not in a single year. That was an

error in the Herald-Leader front page table that I wanted to point out.

I would like to note that Carolyn Bratt noted that the President has stated that there will be a Faculty Handbook prepared for distribution to the faculty and students next fall. A special committee has been appointed to take care of that. Professor Juanita Fleming, the President's Special Assistant for Academic Affairs, chairs the committee. The committee members include: Janet DeLacy, Chris Brown, who is the American Council on Education Fellow this year in the President's office; Chris Havice, Director of the Honors Programs and Professor of Art History; and Professor Phyllis Nash, the Vice Chancellor for Academic Affairs of the Medical Center. That committee is looking at a massive, detailed piece of work that Paul Sears had done prior to leaving, and developing from it a Faculty Handbook. That should be ready for review by April. Also the Administrative Regulations for review and evaluation of academic units are undergoing study for revision. One reason for that is to see that they can be coordinated with the Strategic Plan, which is a relatively new idea in unit review, and also to put them in such form that they can be easily extracted for use at the Council on Higher Education now that the Council has decided to get into measures of accountability and effectiveness. Those Administrative Regulations are being revised by a special administrative committee.

I wanted to make a couple of comments drawn from the Council on Higher Education's new Strategic Plan which has just been released which is the "Strategic Plan for Higher Education in Kentucky from 1991 to 1996." There are several things that are interesting to us. One is that they have visions which include quality and interinstitutional cooperation. The third element they pushed, from my point of view, is the fact that technological advances allow us to enhance instruction in certain ways. Their priorities are this: the higher education system as a whole has teaching as the system's foremost responsibility. They also ask that all elements of the higher education system provide full involvement in the Kentucky Education Reform Act (KERA). Finally, they have the feeling that enhanced technologies can aid the collaboration amongst faculties of different institutions, and enhance interactive distance learning. The CHE expects to see distance learning pushed in the coming years and they expect to see enhanced collaboration amongst faculties. For the University of Kentucky they have the usual special emphasis on this being the only statewide institution of research, scholarship, and instruction. They have a special interest in master's, doctoral and professional programs which can best be provided through cooperative programming with other universities and the community colleges. You can see that they are pushing this notion of institutional cooperation very firmly. Finally, our role in KERA, as they see it, is completing the basic and applied research to enhance teaching and learning. These are the thrusts of the Council for the next five-year period in higher education. I think this is interesting because they interact well with many things that we have declared to be of interest internally.

The Chair recognized Professor John Picoro, Chair-elect of the Senate Council, to present the first action item on the agenda. Professor Picoro, on behalf of the Senate Council, moved approval of the revised agenda item I which is the proposed changes in the University Senate Rules, Section IV - 2.2.1 Admissions to the College of Nursing. Professor Picoro pointed out some changes in the proposal. The first change is in the second paragraph which reads: "Applicants must be in a state of good health enabling them to carry out the functions of the professional nurse." A second change is that the number of students at the beginning of the junior year does not exceed 120 which is a change from 140. In item II the second type of student the grade point average for admission for transfer students has been changed from GPA of 2.50 to 2.35. The group of students in number III is an added group which is, "Students will be eligible for readmission to the College of Nursing after suspension from the College when they meet criteria as stated in Section 2 a and b of this policy." Professor Picoro stated that the remainder of the proposal has to do with other types of students who are transferring or may have an associate degree. Some of the changes have to do with the pre-requisite courses that are required and also with the GPA. He stated that in the rationale the requirement about the state of reasonable mental and physical health has to do with the ability of the nurse to perform certain exams and be physically able to do that. As far as lowering the GPA for transfer students, the College of Nursing faculty has had an opportunity to work with an increasing number of transfer students and have noted that these students have performed exceptionally well in their college. The transfer students have added a diversity and maturity level that enriches and strengthens the overall class. (The proposal was circulated to members of the senate under date of 1 October 1991.)

Professor Picoro noted that the proposal has been approved by the College of Nursing, the Senate's Committee on Admissions and Academic Standards, and the University Senate Council. He stated that since the proposal came from the Senate Council, no second was required.

The floor was opened for questions. A Senator asked what the rationale was for reducing the total number of full time equivalents from 140 to 120. The Chair recognized Professor Kay Robinson, Associate Dean for Instruction, to respond to the question. Professor Robinson stated that the reason was because the college had to reduce the student faculty ratio in the clinical areas because of the increase in community care and therefore the faculty resources would allow the college to handle a certain number of students. A Senator asked for an explanation in the rationale for the reduction in the GPA requirement. Professor Robinson stated that the only one the college is suggesting is a decrease in the GPA for the transfer student. The reason for that is because they are adult students that have a maturity level that allows them to succeed despite the absence of a 2.5 GPA. She added they also have life experience level that is helpful as well. Professor Picoro wanted to know if most of the transfer students have an associate degree in nursing. Professor Robinson responded that transfer students are those from other areas.

In a voice vote the proposed changes in admissions to the College of Nursing unanimously passed and reads as follows:

Proposal:

2.2.1 Admission to the College of Nursing:

The College of Nursing enrollment will be composed of four-year students, associate degree nursing graduates and diploma nursing school graduates. Admission to the University does not guarantee admission to the College of Nursing. Preference will be given to Kentucky residents.

Applicants must be in a state of good health enabling them to carry out the functions of the professional nurse. Routinely, each student will be required to obtain a rubella and rubeola titers, and have an annual tuberculin test or chest x-ray.

Progression to upper division courses is regulated so that the total number of full time equivalents at the beginning of the junior year does not exceed 120. Admission criteria for four types of students are presented below:

1. A freshman student will be admitted to the College of Nursing (CON) if the student has a high school grade point average (GPA) of 2.50 or above on a scale of 4.0, and also meets the criteria for automatic admission to the University of Kentucky.
2. A transfer student who is not a registered nurse will be admitted to the CON after meeting the following requirements:
 - a. Applicants with less than 24 credit hours must meet the criteria for entering freshman and have at least a GPA of 2.35 on all college work attempted as computed by the Office of Admissions.
 - b. Applicants with 24 credit hours or more must have at least a GPA of 2.35 on all college work attempted as computed by the Office of Admissions.
3. Students will be eligible for readmission to the College of Nursing after suspension from the College when they meet criteria as stated in Section 2 a and b of this policy.
4. A student who is eligible to take the examination for licensure (NCLEX-RN) and who wishes to be considered for admission to upper division courses in the nursing program must meet the following requirements:
 - a. The applicant must be a graduate of or enrolled in the final semester of an associate degree nursing program in a college accredited by one of the six regional academic accrediting associations, OR the applicant must be a graduate of or enrolled in the final semester of a diploma program and have earned a minimum of 60 college credits which include:

English	6 semester credits
Natural Sciences.....	6 semester credits
Social Sciences.....	6 semester credits
Humanities.....	6 semester credits
Nursing*.....	28 semester credits

*Nursing credits may be earned from regionally accredited colleges by taking the courses or by taking the ACT-PEP tests. It is strongly recommended that applicants contact the Office of Student Services in the College of Nursing regarding the approved nursing ACT-PEP credits. All nursing courses taken in associate degree or diploma programs are considered lower division courses and are not equivalent to upper division courses in this program.

- b. For automatic acceptance, the applicant in this category must have a cumulative GPA of 2.5 or above on a scale of 4.0 in all college course work attempted as computed by the Office of Admissions.

Applicants with a GPA between 2.35 and 2.49 will be considered for admission on an individual basis. Such actions are recommended by the Undergraduate Student Admission and Progression Committee and approved by the Dean of the College of Nursing.

- c. An applicant admitted in this category must hold a valid Kentucky license to practice as a registered nurse prior to beginning the first clinical course.
4. A student who is a registered nurse and who wishes to be considered for admission to upper division courses in the nursing program must meet the following requirements:
- a. The applicant must be a registered nurse licensed to practice in Kentucky.
 - b. The applicant with an Associate Degree in Nursing from a college accredited by one of the six regional academic accrediting associations will be automatically accepted if the applicant has at least a GPA of 2.5 on a scale of 4.0 on all course work attempted as computed by the Office of Admissions.

Applicants with a GPA between 2.35 and 2.49 will be considered for admission on an individual basis. Such actions are recommended by the Undergraduate Student Admission and Progression Committee and approved by the Dean of the College of Nursing.

- c. The registered nurse who is a graduate of a diploma program will be automatically accepted for admission after earning a minimum of 60 college credits which include:

English6 semester credits
Natural Sciences.....6 semester credits
Social Sciences.....6 semester credits
Humanities.....6 semester credits
Nursing*.....28 semester credits

*Nursing credits may be earned from regionally accredited colleges by taking the courses or by taking the ACT-PEP tests. It is strongly recommended that applicants contact the Office of Student Services in the College of Nursing regarding the approved nursing ACT-PEP credits. All nursing courses taken in associate degree or diploma programs are considered lower division courses and are not equivalent to upper division courses in this program.

The applicant must have at least a GPA of 2.5 on a scale of 4.0 on all college course work attempted as computed by the Office of Admissions, and must have satisfactorily completed the ACT-PEP tests which establish the nursing credits.

Rationale:

Professional nurses must be able to make decisions in a rapid and competent manner. This requires that they be in a state of reasonable mental and physical health. The faculty has added the provision for requiring "physical and/or other examinations" as needed while the student is in the program in order to ensure that safe care is provided for clients in their care.

The CON faculty has had the opportunity to work with an increasing number of transfer students, including students with degrees in other fields. They have found that these students perform exceptionally well in our College and have a diversity and maturity level that enriches and strengthens the overall class. These individuals are already proven college students. Because we value this diversity and maturity, and because of our experience with working with this type students, we believe that they can be successful nurses with a lower overall GPA than the 2.5 previously required so long as they perform at a 2.5 level in certain courses found to highly correlate with success (anatomy, physiology, microbiology, developmental psychology, etc.) Lowering the admission GPA to 2.35 provides for the greatest possible diversity for proven college students.

Registered nurses with GPA's of less than 2.5 should be considered for admission on an individual basis. There are individual circumstances that may have prevented them from performing at a 2.5 level during their initial programs. Those factors may no longer be present or relevant.

The proposal has been reviewed and approved by the faculty of the College of Nursing, the Senate's Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall 1992

Note: The proposal will be sent to the Rules Committee for codification.

The Chair recognized Professor Piccoro for the second action item. Professor Piccoro, on behalf of the Senate Council, recommended approval of the proposed addition to University Senate Rules, Section V - 3.2 (Undergraduate Colleges-Probation and Suspension Policies). Professor Piccoro stated that presently undergraduate students in the professional nursing program are subject to the University's general regulations for undergraduate students pertaining to scholastic probation, academic suspension and reinstatement. In addition the College of Nursing would like to include the proposal as circulated that includes undergraduate program probation, removal from the undergraduate program probation, undergraduate program suspension and removal from suspension. (The proposal was circulated to members of the senate under date of 1 October 1991.)

Professor Piccoro asked Professor Kay Robinson to comment about the rationale of the proposed addition. Professor Robinson stated that several years ago the College of Nursing did an extensive review of the progress of the students in the college because many of the students did poorly on the national examination for licensure. The college found during that process that students who did poorly on the licensure examination often were students who performed poorly in some of the support courses that are required by the college, such as anatomy, physiology, and pharmacology. The college believes that the base which is provided by the support courses that are required by the college and the nonclinical nursing courses are such that they are critical for the students while in the program and even after they graduate. Therefore, the College of Nursing is requesting the change.

Professor Piccoro stated that the proposal has been reviewed, revised, and approved by the Senate's Committee on Admissions and Academic Standards and is recommended for approval by the Senate Council, and it requires no second. The floor was opened for questions. Professor Russell Groves (Architecture) concurs with the initiative, but he requested that the proposal be delayed for implementation until the Fall Semester 1992 to correspond with the initial proposal. He feels it is difficult to initiate proposals in mid-semester. The Chair stated that the implementation date on the last page would be changed from Fall 1991 to Fall 1992.

Professor John Thrailkill (Geology) asked about the Undergraduate Program Probation A and B. He wanted to know if in the B explanation that stated: "for any course required in the CON (NUR prefix)," was that specifically only courses with a NUR prefix. The Chair wanted to know if only courses with the NUR prefix would be governed by this rule and require a better than a C grade. Professor Robinson stated that could be a nursing clinical course or a nursing nonclinical course. She added that A referred to courses such as anatomy, physiology, chemistry, biology, microbiology that are supportive to the nursing curriculum. Professor Thrailkill wanted to know if it might be

better to say "CON with a NUR prefix" instead of putting the "NUR prefix in parentheses which made it seem optional. Professor Jesse Weil (Physics) suggested saying, "Any required courses with a NUR prefix." The Chair asked if the College of Nursing would be satisfied with the editorial change. Professor Robinson accepted the change. Professor Weil had a question concerning the period of suspension. He stated that changes had been made in the criteria for which students will be suspended which are more stringent than to the general student body. On page 2, IV states, "After the period of suspension, a student may be reinstated.....", but at no point is it clear whether the period will be that of the normal rule or will there be a different period of suspension. Professor Piccoro stated that page 2, Item IV should read, "After the period of regular University suspension rules....." Professor Weil thought that would be better.

A Senator who feels there is an ambiguity in item II, B at the bottom of page 1 which reads, "earns at least a grade of C in any course required in the CON (NUR prefix)....." and wanted to know if that means in every course or in at least one. Professor Robinson stated that means any course the student receives a lower grade than a C. The Chair stated that "each" could be used.

In a voice vote the proposal to change the Probation and Suspension Policies in the College of Nursing unanimously passed and reads as follows:

Probation and Academic Suspension Standards
College of Nursing:

Undergraduate students in the professional nursing program are subject to the University's general regulations for undergraduate students pertaining to scholastic probation, academic suspension, and reinstatement. In addition, the following standards apply.

(NOTE: In the statements below, the phrase "in the College of Nursing (CON)" refers to courses with an NUR prefix that are specific requirements for the degree of Bachelor of Science in Nursing. The phrase "by the con" refers to other courses in the student's approved academic plan which do not have the NUR prefix, e.g., ENG, CHE, BIO.)

These standards apply to all undergraduate students unless alternative action is recommended by the Undergraduate Student Admission and Progression Committee and approved by the Dean of the College of Nursing.

I. Undergraduate Program Probation

Regardless of academic standing in the University, a student shall be placed on probation when the student:

- A. earns a semester grade point average (GPA) less than 2.0 in courses required by the College of Nursing, OR,
- B. earns a grade less than a C (2.0) for any required courses with a NUR prefix.

II. Removal from Undergraduate Program Probation

A student shall be removed from probation when the student:

- A. in the semester following probation earns a semester GPA of at least 2.0 in courses required by the College of Nursing, AND
- B. earns at least a grade of C (2.0) in each course required in the CON with a NUR prefix for which the student previously earned a grade below C (2.0).

III. Undergraduate Program Suspension

A student shall be suspended from the undergraduate nursing program when the student:

- A. earns less than a semester GPA of 2.0 in courses required by the CON either at the end of the first probationary period or in any subsequent semester, OR
- B. For a second time fails to earn a grade of C (2.0) in a course required in the CON with a NUR prefix, OR
- C. fails to earn a grade of C (2.0) in any two courses required in the CON with a NUR Prefix, OR
- D. earns less than a GPA of 1.5 in the courses required by the CON at the end of any semester, except for the first semester at the University, with a preliminary probationary period.

IV. Removal from Suspension

After the period of regular University suspension rules, a student may be reinstated into the CON when the student meets the requirements for admission.

Background and Rationale:

The College of Nursing faculty has considered changes in its probation and academic suspension policies in light of an extensive review of records from their Undergraduate Admission and Progression Committee, including grades received by students in academic difficulty and their ultimate success or failure in the program and on the national licensure examination.

Probation

The decision to require a C in every course with a NUR prefix was made because of the faculty's belief that competence in courses such as pharmacology and physiology, which carry a NUR prefix, is equally as important as competence in clinical courses, which currently require a grade of C. Since content from these nonclinical courses must be applied in clinical settings, competence at the 70% or greater level is not unreasonable.

In addition, the faculty believe that students earning less than a grade of C in any course required by or in the College of Nursing, need to be carefully monitored. Since all such courses contain

essential content for professional practice, it is believed that the monitoring that accompanies students on probation in the College will maximize their chances for success.

Suspension

Based on Nursing's review of student records from several years, the faculty have found that students who fail any two courses (less than 2.0) often do not complete the curriculum and, if they do, are not successful in writing the national licensure examination.

The proposal has been reviewed, revised, and approved by the Senate's Committee on Admissions and Academic Standards and is recommended for approval by the Senate Council.

Implementation Date: Fall, 1992

Note: The proposed addition will be sent to the Rules Committee for codification.

The Chair recognized Professor Piecoro for the last action item. Professor Piecoro, on behalf of the Senate Council, recommended approval of the proposal to add a statement to the University Senate Rules regarding off-campus program offerings. Professor Piecoro stated that the proposal which the Senate Council passed at its September 23 meeting reads as follows:

"All newly proposed Off-Campus program offerings and any major changes in Off-Campus programs prescribed method of instruction shall be reviewed and approved by the University Senate."

Professor Piecoro pointed out that off-campus program reviews would be timely reviews only for consistency of design with on-campus programs. Secondly, that the prescribed method of instruction produce programs as prescribed or specified. Thirdly, that new programs would be reviewed initially for off-campus offerings. Lastly, review only whole programs, that is degree programs. Professor Piecoro moved that the proposal be approved and since it comes from the Senate Council, no second is required. (The proposal was circulated to members of the University Senate under date of 2 October 1991.)

The floor was opened for questions. A Senator wanted to know if the proposal referred to all off-campus programs. Professor Piecoro believes it is for all off-campus programs. The Chair stated that the programs to be reviewed are those that are initially to be presented for off-campus implementation. He added that the programs already offered off-campus would not be reviewed, but any change in the method of instruction in programs already in existence or any program being offered for the first time off-campus the University Senate would review. Professor Donald Leigh (Engineering Mechanics) stated that perhaps the proposal means just the courses that appear in the University Catalog. The Chair stated that if there is no objection the proposal should be amended to say, "All campus degree programs." He added that would cover any program now being proposed for off-campus. The senate

only would be looking at degree programs and asking if the new off-campus offering is really consistent with the on-campus degree program. Graduate School Dean Daniel Reedy stated that the Senate Council and Professor McEllistrem had already exchanged opinions on the particular issue. As he sees it, the issue of program content and quality of those programs has been decided by the process that exists in the University. The program comes from a unit level, goes through either the college or sector system and for graduate programs through the Graduate Council and then to the Senate and is ultimately codified there and then to the Council on Higher Education. Professor Reedy feels one concern of the faculty, and one he shares as well, is the quality put forward from the University of any program, whether it be on campus in Lexington or off, and there should be no difference in quality in the product that is put forward elsewhere. Professor Reedy noted there is a question of the mode of delivery and who is responsible. He feels that the Senate Council should exercise its purview over the question of program quality in terms of setting the policy, the expectation and approval. He wonders if this motion would set forth a policy in which reviews become an administrative arm of that program in its delivery. His greatest concern is not one of questioning the prerogatives of the senate, but rather creating such a cumbersome process where the same set of actions take place again and again. He stated that the graduate faculty would be meeting on that issue on October 28. He does not particularly see that the codification of a new rule in the senate gives an added value to the process. Professor Reedy knows that there are courses on campus being taught by video tapes that were, in fact, put together twelve years ago. That is a mode of delivery which is questionable here on the campus and not just external to it. Professor Reedy questions whether this proposal would move the University to another level of quality control that is necessary beyond those that are already in place. He stated that being an ex-officio member of the senate he would leave that decision to the voting members. In Professor Reedy's view the proposal is not something that the University has to have in order to assure there are quality programs delivered off-campus. Professor Reedy stated that he was willing to answer any questions.

The Chair feels Professor Reedy's concerns are mode of delivery or method of instruction. The Chair stated that all the review needed is "Professor X will travel back and forth from here to a remote site and six people will be hired at the remote site, and the program on campus is being taught by existing faculty. That method of instruction will provide the same quality for the degree program delivered off-site as the method of instruction provided for the on-campus programs." The Chair stated that the proposal has no intention of directly reviewing the means or methods of instruction or suggesting this or that method of instruction. The proposal directly asks whether the method of instruction proposed can deliver the quality that exists in the on-campus programs. The intent is not to review the quality of existing on-campus programs. The Chair stated that a couple of programs have been looked at, and even though they have been approved by various councils, there are a few inconsistencies which people are happy to address once they are discovered.

Professor Thomas Waldhart (Dean of the College of Library and Information Science) stated that the college has a fairly large program at Northern Kentucky University. If the senate is talking about comparing the off-campus instruction with the on-campus instruction in terms of quality, Professor

Waldhart assumes there is some method of determining the operating quality of on-campus instruction so there is some reasonable belief this is a standard in which the off-campus programs can be measured. His reason for saying that is that many of the off-campus programs are not the same as on-campus programs. There are different kinds of students, different resources, and they are taught in a different way. His feeling is that the senate body is not going to be able to determine the quality of the off-campus courses nor does he feel the senate has an understanding of the quality of the on-campus courses.

The Chair stated that if any college decided to take a program off-campus, the senate would invite that college to an appropriate committee and ask them how they plan to convey the same quality program off-campus.

Professor Daniel Fulks (Business and Economics) asked for a point of clarification. The proposal reads: "Newly proposed off-campus program offerings." Professor Fulks is not sure the proposal is talking about all courses offered or new courses that are going to be offered off-campus or new programs. The term "offerings" is confusing to him. The Chair stated the proposal means degree programs, not courses. The Chair noted that change would be made in the proposal.

Graduate School Dean Reedy wanted to know if that is something the council addresses, as to why and in what mode courses are being taught on-campus? He feels the research in the field will show in many cases this is fairly a new area in television delivery. Some studies show there is absolutely no difference in learning outcomes. Professor Reedy feels that is what everyone is interested in and trying to assess in learning outcomes. His question is, "Do we, in fact, measure the same things against any program when it is to be approved within the University that you are now asking we measure or assess when it is going out in a different mode?" He is not sure that is the case. The Chair stated there is a difference in the way people implement their mandate to offer instruction on-campus and whether or not they can do something in a certain method. For example, a program may be taught in some skill entirely by interactive video. Another program might send University faculty to the remote site to teach, and then another be a mixture of these methods. The Chair stated that the prejudice is that the off-campus programs are not as easy to handle as the on-campus programs, and conscious thought needs to be given to the method of instruction.

Dean Reedy pointed out the other side to the response is that the University is treating new programs differently in the review if they are not for extended campus purposes as those that have already been reviewed. In answer to a question concerning "major changes" the Chair stated major change in the proposal is used in the context of major and minor changes in curriculum examinations. The unit probably would be asked if a proposed change was a major or minor change in the way that unit handles their program.

In answer to a question concerning off-campus courses where there is a shift from the traditional mode to interactive TV mode and whether or not that would be considered, Professor Carolyn Bratt (Law) stated that a change in individual courses would not be the same as a major change in a program. Professor Weil wanted to know what would happen if a program would shift three courses a year to video. Professor David Short (Law) wanted to know if this

is a solution looking for a problem or is it intended to impose a level of political orthodoxy or political correctness to limit off-campus courses. The Chair stated the proposal is to assure the senate they can tell the Council on Higher Education that the quality of the off-campus offerings are not poor quality programs because they are at a different location. He added that the same question will be raised by other institutions who also will be making off-campus offerings.

Student Senator Jay Ingle stated that the kind of discrepancies the Senate Council found in a proposal were in making sure the same course guidelines and requisites are followed. He does not feel the purpose of the proposal is for the University Senate to tell a program how they can or cannot teach. The Chair stated that the University Senate can ask the people proposing to describe the methods to be used in the proposal. Professor David Nash (Dentistry) pointed out that in the example discussed Mining Engineering wanted to change the method of delivery. The Chair stated that would probably be approved, but the senate would want to be told how the department would use entirely interactive video to assure the same quality as faculty teaching in person. Professor Nash wanted to know if the senate has the authority to do this? The Chair stated that would not be denied, but the department would be asked if they have assured program quality. He added that the question is not process but academic consistency, which is the goal. The goal is that off-campus programs' quality is consistent with the on-campus quality.

Professor Weil called for the question. The motion was seconded and passed by two-thirds majority.

The proposal that "All newly proposed Off-Campus degree programs and any major changes in Off-Campus programs' prescribed method of instruction shall be reviewed and approved by the University Senate" failed in a hand count.

The Chair stated that the next item on the agenda was offered just for discussion, not for a vote. The item concerns different forms of teaching evaluation guidelines. There are two forms of proposed revisions of the ARs for teaching evaluations relevant to retention and promotion only. These proposed guidelines are in response to proposals made by Dean Louis Swift, who was responding to the need to strengthen the base of information needed for realistic teaching evaluations. The Chair stated that there has been a lot of discussion recently about teacher evaluation. Faculty have been expressing concerns about relying on student evaluations and others have expressed concern about not having both student evaluations, and other measures of handling teaching. Professor Louis Swift (Dean of Undergraduate Studies) brought this to the Senate Council's attention; he has seen reservations expressed about the way the University handles teaching evaluations from several area committees. There are two proposals to be discussed. The floor was opened for discussion.

Professor Bradley Canon (Political Science) asked how the two proposals are different. The Chair stated that the first one has three large descriptive statements of what is involved in teaching evaluation. The second one is broken up into four smaller pieces and the second one breaks advising out separately. It treats advising distinct from teaching. The first form integrates advising and teaching. The Chair stated that separating advising makes it a bit more substantive because people might look at advising

separately and come up with a different conclusion than if advising is "lumped" in with teaching.

Professor Swift gave some history on the document. He stated that last year his office received a letter from one of the area advisory committees saying that the processes for determining the teaching quality of individuals coming up for tenure and promotion were not sufficiently detailed enough to be able to tell the quality of an individual's teaching. The suggestion was made to the Chancellor that another method be developed. Professor Swift took a draft to the Undergraduate Council and University Studies Committee. Both bodies approved the documents which were then sent to the Senate Council for their consideration. The Senate Council asked the chairs across campus to respond and many comments were made. The general feeling was that steps needed to be taken. The Senate Council then revised the proposals. Professor Swift stated that the major change was that responsibilities are placed on the individual who is coming up for promotion. Professor Swift supports the document because what it is doing is giving credit where credit is due. He wants to make teaching a more valid and useful dimension of the evaluation process. Professor Swift was asked which one he supported. Professor Swift stated that he does not care whether advising is in the document as within a particular element or separate. The content of each document is the same. His concern is that those people on the faculties of the various colleges who do a lot of heavy advising get some credit for that when it comes time for promoting them or giving them tenure.

Professor Canon stated that in Arts and Sciences the advising is part of the instruction. The Chair wanted to know if the senate was supporting arguments for the form that keeps advising separate from teaching. A question was asked as to how to evaluate advising because it is hard enough to evaluate teaching. The Chair stated that it is difficult to evaluate good advising, but he feels it can be done. Professor Canon asked Professor Swift what he had in mind in Section B that states, "A descriptive statement by the Chair or unit head regarding the individual's performance in instruction with an indication of the grounds upon which the assessment is made (other than student evaluations)." Professor Swift stated that the original document contained the possibility, but not the stipulation, of peer evaluation. In the College of Law peer evaluation and visitation of classrooms is done at all levels. Professor Swift added that the other possibility is consultation with one's colleagues who are familiar with the teaching they hear about from students in the department. Another possibility is consultation with students. Even a chair looking at a syllabus and the kind of tests faculty members give, will give some indication of the amount of thought and organization that goes into a course.

Professor Swift was asked about the last sentence in Section B which reads, "The impact of the instructor's research on teaching should be made clear, where that impact can be identified." Professor Swift suggested that the Chair answer that. The Chair stated that there are many areas where people's research, including his own, actually alters the way he teaches classes. Even at the undergraduate level he can alter the material in classes based on the fact that he is actively involved in research and goes to meetings where new things happen. The Chair believes that is the sort of thing the Senate Council had in mind. In other words, is the faculty member current in his field and does he or she demonstrate that?

The Chair stated that if there were no more questions the proposal would be put aside and not acted on at the present. The Senate Council would revise it consistently with the questions raised. Professor Weil asked if the Chair would like a straw vote on whether to put advising by itself or include it with teaching. In a show of hands the Chair stated it was clear there is a preference for separating advising.

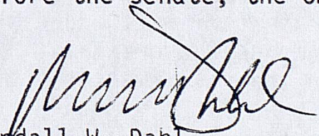
The next item was a motion from Professor Louise Zegeer (College of Nursing). Professor Zegeer moved that the "Senate Council Chair report to the Senate any revisions of or additions to the Administrative and/or Governing Regulations at the Senate Meeting following the acceptance and/or approval of the Regulations by the Board of Trustees. These revisions would then be included in the Senate Minutes." The Chair stated that since the motion came from the floor it did require a second. The motion was seconded. The Chair stated that Professor Zegeer was proposing that dual publicity be given to important changes, that they be included in the Senate Minutes and in a brief report to the Senate as well as the notes from the President stating that certain rules have been changed. In a voice vote the motion unanimously passed and reads as follows:

The Senate Council Chair report to the Senate any revision of or additions to the Administrative and/or Governing Regulations at the Senate Meeting following the acceptance and/or approval of the Regulations by the Board of Trustees. These revisions would then be included in the Senate Minutes.

Rationale:

1. Frequently faculty affected by the above noted changes are unaware of reports of them.
2. Implementation of changes would be facilitated if those affected by them were alerted to them as soon as they are in force.

There being no further business to come before the senate, the Chair adjourned the meeting at 4:12 p.m.


Randall W. Dahl
Secretary, University Senate

10/28/91



University Registrar

Gillis Building
Lexington, Kentucky 40506-0033
FAX: 606-257-7160

October 25, 1991

Ms. Mary Christian
719 South Asaph Street
Alexandria, VA 22314

Dear Ms. Christian

At the meeting of the University Senate on October 14, 1991, Professor Charles F. Haywood read the enclosed Memorial Resolution on the death of Professor Virgil L. Christian, Jr. Professor Haywood requested that the Resolution be made a part of the minutes of that meeting and that a copy be sent to you. We have also included a copy for your sister, Martha.

We express our sympathy to you and the family in the loss of Professor Christian.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Randall W. Dahl'.

Randall W. Dahl
University Registrar and
Secretary, University Senate

s

Enclosures

cc: Chairman, Senate Council

MEMORIAL RESOLUTION

Virgil L. Christian, Jr.
1922 - 1990

Virgil L. Christian, Jr., was a member of the faculty of the Department of Economics of the University of Kentucky from 1949 until his death in November 1990. During these more than 41 years, he distinguished himself in teaching, research, and service.

Born in Horse Cave, Kentucky, in 1922, Virgil Christian served with the U.S. Army Air Force as a navigator-bombardier in the European theater of operations during World War II. He received the Bachelor of Arts degree in Economics from the University of Kentucky in 1947, the Master of Science in Economics in 1949, and the Doctor of Philosophy in Economics in 1955. He was thus one of those unusual persons that a departmental faculty, on rare occasions, elects to keep for itself.

As a teacher, Dr. Christian was held in the highest esteem by the many students and colleagues he had during his 41 years at the University of Kentucky. The recollections of his students, including tales about his absent-mindedness as well as his excellent classroom presentations, long ago took on the dimensions of legend. That he taught such arcane subjects as mathematical economics and econometrics to wave after wave of graduate students further enhanced his aura as a teachers' teacher.

As a researcher, Dr. Christian's scholarly contributions included a wide range of interests. One of his more unusual articles was a statistical analysis of horse race results, addressed to the question: "Are Saturday Tracks Really Faster?" The most enduring of his works is the study he did with Dr. Ray Marshall in the late 1960s on Employment of Blacks in the South.

In university and community service, Dr. Christian is remembered by many for his work as one of the persons actively involved for a number of years in the direction of the Central Kentucky Artist and Lecture Series. In service to the state, he was at various times an adviser on research to various government agencies, especially the Public Service Commission.

In the perspective of Dr. Christian's impressive career as a teacher, scholar, and public servant, it may seem trivial to mention such things as his avid interest in sports, his membership in K-Men's Club, and his long-time service as academic advisor of Kappa Sigma fraternity. But it was "Sonny" Christian's qualities as a real person that made him a delightful friend as well as a collegial peer, and it is as that whole person that we shall remember him.

~~Oct~~
Nov.
1991

Harwin L. Voss (1931-1991).

Harwin L. Voss, Professor of Sociology at the University of Kentucky and a widely recognized expert on juvenile delinquency and drug abuse, died on Monday, September 2, 1991, after a short illness. He was born on December 11, 1931, in Indianapolis. He received his BA degree from North Central College in Illinois in 1954, his master's degree and Ph.D. degrees from the University of Wisconsin in 1956 and 1962 respectively. After serving as a faculty member at San Diego State University and Portland State University, Dr. Voss joined the faculty of the University of Kentucky in 1965. In 1971, he was a Fulbright Lecturer at Hacettepe University in Ankara, Turkey, and had served sabbaticals in both Hawaii and Australia.

Professor Voss was the author or editor of 6 books and over 30 articles in the scientific literature. Two of the studies in which Dr. Voss participated are now considered "classics" in the fields of delinquency and drug abuse. At the time of his death, Dr. Voss was Chairman of a committee for the National Institute on Drug Abuse responsible for evaluating research proposals concerning AIDS and its connection to IV drug abuse. He had also served in a number of capacities within the American Society for Criminology, the American Sociological Association, and other professional associations.

Professor Voss was an outstanding undergraduate instructor and a very successful mentor to graduate students. He was responsible for training a number of persons who are now leading sociologists around the United States. His specialty was teaching about criminology and juvenile delinquency with emphasis on drug abuse and AIDS. His courses always attracted large numbers of students. His reputation among all students was one of an instructor with high expectations who

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cared deeply about his impact on their understanding and capacity for critical analysis of information.

Within his department, Dr. Voss was respected for his ability to combine a willingness to ask hard questions with a commitment to supporting the social and intellectual life of the department. Although it was not unusual for him to disagree with his Chair or other colleagues, he did not allow his disagreements to stand in the way of maintaining supportive and friendly relationships with his colleagues. His support for the department was such that he agreed to serve as Acting Director of Graduate Studies during the Spring 1991 semester.

Dr. Voss is survived by his wife Carol, an English teacher at Lafayette High School in Lexington, three sons, one daughter, and five grandchildren.

-- Richard R. Clayton

-- James G. Hougland, Jr.

University of Kentucky

VIRGIL L. CHRISTIAN, JR.
1922 - 1990

Virgil L. Christian, Jr., was a member of the faculty of the Department of Economics of the University of Kentucky from 1949 until his death in November 1990. During these more than 41 years, he distinguished himself in teaching, research, and service.

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In the perspective of Dr. Christian's impressive career as a teacher, scholar, and public servant, it may seem trivial to mention such things as his avid interest in sports, his membership in K-Men's Club, and his long-time service as academic advisor of Kappa Sigma fraternity. But it was "Sonny" Christian's qualities as a real person that made him a delightful friend as well as a collegial peer, and it is as that whole person that we shall remember him.

Miszakos

Fleming

Groves

Reedy

Blues

Duraub

Pratt

Raja

Caumon

COX

Zeger

Hohnstrasser

Taudchert

Uggh

Sagan

Carr

Betts

Shor.

Fulk

Willis

Swift

Weil

Nash David

Doner

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

1 October 1991

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate meeting, Monday, October 14, 1991. Proposed changes in University Senate Rules, Section IV 2.2.1, Admission to the College of Nursing.

Current:

2.2.1 Admission to the College of Nursing: (US:4/12/82) (US:3/10/86)
The College of Nursing enrollment will be composed of four-year students, associate degree nursing graduates and diploma nursing school graduates. Admission to the University does not guarantee admission to the College of Nursing. Preference will be given to Kentucky residents.

Progression to the junior year will be regulated so that the total number of full-time equivalents does not exceed 140.

- a. Procedures for Applying
All applications and transcripts for admission must be submitted to the University of Kentucky Admissions Office. Applicants will be considered for Fall admission only. Those accepted for admission must notify the College within 30 days, in writing, of their intent to enroll.
- b. Freshman Students
Freshman students seeking admission to the College of Nursing will be considered if their ACT Composite Score is at the 50th percentile on national norms, and if they have a high school grade point average of 2.5 on a 4.0 scale.
- c. Non-R.N. Transfer Students
Non-R.N. transfer students may transfer credit according to University policy but must meet all College of Nursing requirements.
 1. Transfer students with less than 24 hours of college credit must meet the criteria for entering freshmen and, in addition, must have an overall grade point average of 2.5 on all college work attempted (as computed by the University of Kentucky Admissions Office.)

2. Transfer students with more than 24 hours of College credit must have a 2.5 overall grade point average on all college work attempted (as computed by the University of Kentucky Admissions office.)

3. All students admitted to the program prior to licensure must follow the four-year track. Nursing courses taken in an associate degree or diploma program are considered lower division courses and are not equivalent to upper division courses offered in this program.

d. Registered Nurse Students

Applicants meeting the following criteria will be considered for admission by the College of Nursing Admissions Committee:

1. Licensure to practice as a registered nurse in Kentucky.

2. Completion of an Associate Degree Program in Nursing from a college accredited by one of the six regional academic accrediting associations.

Exception: The registered nurse who is a graduate of a diploma program will be considered for admission after earning a minimum of 60 college credits--which may be earned from a regionally accredited college by taking the courses or by examination (i.e., challenge or equivalency)--which meet the following requirements:

English.....	6 semester credits
Natural Sciences.....	10 semester credits
Behavioral Sciences....	6 semester credits
Nursing.....	28 semester credits
Electives.....	10 semester credits

3. An overall grade point average of 2.5 or higher on a 4.0 quality point scale in all course work attempted as computed by the University of Kentucky Admissions Office.

4. A state of health such that the applicant will be able to carry out the duties of the professional nurse. After acceptance for admission the applicant will be required to obtain a physical examination, update immunizations, and obtain a tuberculin test or X-ray as appropriate.

e. Associate Degree/Diploma Program Admissions(US: 4/25/88)

A student who will be eligible to take the registered nurse licensing examination at the time of admission and who wishes to be considered for admission to the upper division curriculum of the College of Nursing must meet the following requirements:

1. The student must be a graduate of or enrolled in the final semester of an associate degree in nursing program in a college accredited by one of the six regional academic accrediting associations.

or

The student must be a graduate of or enrolled in the final semester of a diploma program and have earned a minimum of 60 college credits* which meet the following requirements:

English	6 semester credits
Natural Sciences.....	10 semester credits
Behavioral Sciences....	6 semester credits
Nursing.....	28 semester credits
Electives.....	10 semester credits

2. The student must have a grade-point average of 2.5 on a 4.0 scale in all course work attempted (as computed by the Undergraduate Admissions Office).

*These credits may be earned from a regionally accredited college by taking the courses or by examination, i.e. challenge, equivalency, such as ACT-PEP. Applicants should contact the College of Nursing for information regarding approved ACT-PEP credits.

3. Applicants must be in a good state of health which enables them to carry out the functions of the professional nurse. After acceptance for admission, the applicant will be required to obtain a physical examination, update immunizations, and obtain a tuberculin test or x-ray as appropriate.

4. Students admitted in this category must hold a valid Kentucky license to practice nursing as a registered nurse prior to beginning the first clinical nursing course.

f. Part-Time Study

Students who are working toward the completion of the BSN degree on a part-time basis must plan their course of study with the appropriate College of Nursing personnel or committee and may not alter that plan without prior approval from the College of Nursing.

Candidates for the degree who do not complete all requirements within a seven year period (five years for RN students) after admission will have their records reevaluated and may be required to repeat or take selected courses.

Proposed:

2.2.1 Admission to the College of Nursing:

The College of Nursing enrollment will be composed of four-year students, associate degree nursing graduates and diploma nursing school graduates. Admission to the University does not guarantee admission to the College of Nursing. Preference will be given to Kentucky residents.

Applicants must be in a state of good health enabling them to carry out the functions of the professional nurse. Routinely, each student will be required to obtain a rubella and rubeola titers, and have an annual tuberculin test or chest x-ray.

Progression to upper division courses is regulated so that the total number of full time equivalents at the beginning of the junior year does not exceed 120. Admission criteria for four types of students are presented below:

1. A **freshman student** will be admitted to the College of Nursing (CON) if the student has a high school grade point average (GPA) of 2.50 or above on a scale of 4.0, and also meets the criteria for automatic admission to the University of Kentucky.
2. A **transfer student who is not a registered nurse** will be admitted to the CON after meeting the following requirements:
 - a. Applicants with less than 24 credit hours must meet the criteria for entering freshman and have at least a GPA of 2.35 on all college work attempted as computed by the Office of Admissions.
 - b. Applicants with 24 credit hours or more must have at least a GPA of 2.35 on all college work attempted as computed by the Office of Admissions.
3. A **student who is eligible to take the examination for licensure (NCLEX-RN)** and who wishes to be considered for admission to upper division courses in the nursing program must meet the following requirements:
 - a. The applicant must be a graduate of or enrolled in the final semester of an associate degree nursing program in a college accredited by one of the six regional academic accrediting associations, OR the applicant must be a graduate of or enrolled in the final semester of a diploma program and have earned a minimum of 60 college credits which include:

English6 semester credits
Natural Sciences.....6 semester credits

Social Sciences.....6 semester credits
Humanities.....6 semester credits
Nursing*.....28 semester credits

*Nursing credits may be earned from regionally accredited colleges by taking the courses or by taking the ACT-PEP tests. It is strongly recommended that applicants contact the Office of Student Services in the College of Nursing regarding the approved nursing ACT-PEP credits. All nursing courses taken in associate degree or diploma programs are considered lower division courses and are not equivalent to upper division courses in this program.

- b. For automatic acceptance, the applicant in this category must have a cumulative GPA of 2.5 or above on a scale of 4.0 in all college course work attempted as computed by the Office of Admissions.

Applicants with a GPA between 2.35 and 2.49 will be considered for admission on an individual basis. Such actions are recommended by the Undergraduate Student Admission and Progression Committee and approved by the Dean of the College of Nursing.

- c. An applicant admitted in this category must hold a valid Kentucky license to practice as a registered nurse prior to beginning the first clinical course.
4. A student who is a registered nurse and who wishes to be considered for admission to upper division courses in the nursing program must meet the following requirements:
 - a. The applicant must be a registered nurse licensed to practice in Kentucky.
 - b. The applicant with an Associate Degree in Nursing from a college accredited by one of the six regional academic accrediting associations will be automatically accepted if the applicant has at least a GPA of 2.5 on a scale of 4.0 on all course work attempted as computed by the Office of Admissions.

Applicants with a GPA between 2.35 and 2.49 will be considered for admission on an individual basis. Such actions are recommended by the Undergraduate Student Admission and Progression Committee and approved by the Dean of the College of Nursing.

- c. The registered nurse who is a graduate of a diploma program will be automatically accepted for admission after earning a minimum of 60 college credits which include:

English6 semester credits
Natural Sciences.....6 semester credits
Social Sciences.....6 semester credits
Humanities.....6 semester credits
Nursing*.....28 semester credits

*Nursing credits may be earned from regionally accredited colleges by taking the courses or by taking the ACT-PEP tests. It is strongly recommended that applicants contact the Office of Student Services in the College of Nursing regarding the approved nursing ACT-PEP credits. All nursing courses taken in associate degree or diploma programs are considered lower division courses and are not equivalent to upper division courses in this program.

The applicant must have at least a GPA of 2.5 on a scale of 4.0 on all college course work attempted as computed by the Office of Admissions, and must have satisfactorily completed the ACT-PEP tests which establish the nursing credits.

Rationale:

Professional nurses must be able to make decisions in a rapid and competent manner. This requires that they be in a state of reasonable mental and physical health. The faculty has added the provision for requiring "physical and/or other examinations" as needed while the student is in the program in order to ensure that safe care is provided for clients in their care.

The CON faculty has had the opportunity to work with an increasing number of transfer students, including students with degrees in other fields. They have found that these students perform exceptionally well in our College and have a diversity and maturity level that enriches and strengthens the overall class. These individuals are already proven college students. Because we value this diversity and maturity, and because of our experience with working with this type students, we believe that they can be successful nurses with a lower overall GPA than the 2.5 previously required so long as they perform at a 2.5 level in certain courses found to highly correlate with success (anatomy, physiology, microbiology, developmental psychology, etc.) Lowering the admission GPA to 2.35 provides for the greatest possible diversity for proven college students.

Registered nurses with GPA's of less than 2.5 should be considered for admission on an individual basis. There are individual circumstances that may have prevented them from performing at a 2.5 level during their initial programs. Those factors may no longer be present or relevant.

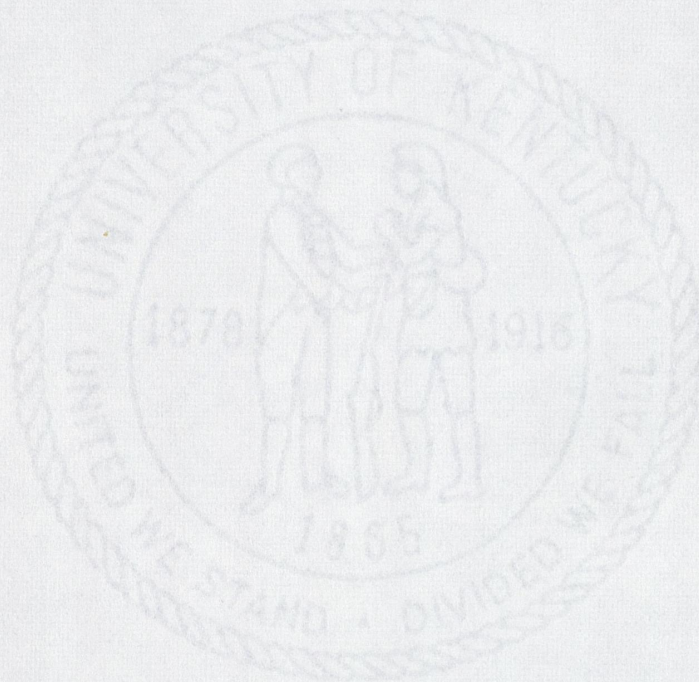
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US Agenda Item: Nursing Admissions
1 October 1991

The proposal has been reviewed and approved by the faculty of the College of Nursing, the Senate's Committee on Admissions and Academic Standards and the University Senate Council.

Implementation Date: Fall, 1992

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

5152C



UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

2 October 1991

*File -
as changed 10/8/91
Implementation
Date:
F, 1991 → 1992*

TO: Members, University Senate
FROM: University Senate Council
RE: AGENDA ITEM: University Senate meeting, Monday, October 14, 1991. Proposed addition to University Senate Rules, Section V 3.2 (Undergraduate Colleges-Probation and Suspension Policies), College of Nursing.

Proposed Probation and Academic Suspension Standards
College of Nursing:

Undergraduate students in the professional nursing program are subject to the University's general regulations for undergraduate students pertaining to scholastic probation, academic suspension, and reinstatement. In addition, the following standards apply.

(NOTE: In the statements below, the phrase "in the College of Nursing (CON)" refers to courses with an NUR prefix that are specific requirements for the degree of Bachelor of Science in Nursing. The phrase "by the con" refers to other courses in the student's approved academic plan which do not have the NUR prefix, e.g., ENG, CHE, BIO.)

These standards apply to all undergraduate students unless alternative action is recommended by the Undergraduate Student Admission and Progression Committee and approved by the Dean of the College of Nursing.

I. Undergraduate Program Probation

Regardless of academic standing in the University, a student shall be placed on probation when the student:

- A. earns a semester grade point average (GPA) less than 2.0 in courses required by the College of Nursing, OR,
- B. earns a grade less than a C (2.0) for any ~~course required in the CON (NUR prefix)~~ ^{W/ all} *required*.

editorial

II. Removal from Undergraduate Program Probation

A student shall be removed from probation when the student:

- A. in the semester following probation earns a semester GPA of at least 2.0 in courses required by the College of Nursing, **AND**
- B. earns at least a grade of C (2.0) in ~~each~~ ^{each} course required in the CON (NUR prefix) for which the student previously earned a grade below C (2.0).

*Thraill
Jesseville*

III. **Undergraduate Program Suspension**

A student shall be suspended from the undergraduate nursing program when the student:

- A. earns less than a semester GPA of 2.0 in courses required by the CON either at the end of the first probationary period or in any subsequent semester, OR
- B. For a second time fails to earn a grade of C (2.0) in a course required in the CON (NUR prefix), OR
- C. fails to earn a grade of C (2.0) in any two courses required in the CON (NUR Prefix), OR
- D. earns less than a GPA of 1.5 in the courses required by the CON at the end of any semester, except for the first semester at the University, with a preliminary probationary period.

IV. **Removal from Suspension**

After the period of suspension, ^{require University} a student may be reinstated into the CON when the student meets the requirements for admission.

Background and Rationale:

The College of Nursing faculty has considered changes in its probation and academic suspension policies in light of an extensive review of records from their Undergraduate Admission and Progression Committee, including grades received by students in academic difficulty and their ultimate success or failure in the program and on the national licensure examination.

Probation

The decision to require a C in every course with a NUR prefix was made because of the faculty's belief that competence in courses such as pharmacology and physiology, which carry a NUR prefix, is equally as important as competence in clinical courses, which currently require a grade of C. Since content from these nonclinical courses must be applied in clinical settings, competence at the 70% or greater level is not unreasonable.

In addition, the faculty believe that students earning less than a grade of C in any course required by or in the College of Nursing, need to be carefully monitored. Since all such courses contain essential content for professional practice, it is believed that the monitoring that accompanies students on probation in the College will maximize their chances for success.

Page 3

US Agenda Item: Nursing Probation & Suspension
2 October 1991

Suspension

Based on Nursing's review of student records from several years, the faculty have found that students who fail any two courses (less than 2.0) often do not complete the curriculum and, if they do, are not successful in writing the national licensure examination.

The proposal has been reviewed, revised, and approved by the Senate's Committee on Admissions and Academic Standards and is recommended for approval by the Senate Council.

Implementation Date: Fall, 1991

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

5154C

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

2 October 1991

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate meeting, Monday, October 14, 1991. Proposed addition to University Senate Rules, Section I. Off-Campus program offerings.

Proposal:

The Senate Council formalized its response to the question of increased offerings of programs off-campus by passing unanimously the following resolution at the September 23, 1991 Council meeting:

"All newly proposed Off-Campus program offerings and any major changes in Off-Campus programs' prescribed method of instruction shall be reviewed and approved by the University Senate."

Rationale:

Although this is already clearly part of the Senate's responsibility, we wish to separately codify it into the Senate Rules. The fact that this matter is thoroughly reviewed now will stand for future Senate actions, just as we are going into a period which is likely to see greatly expanded Off-Campus offerings to meet needs expressed from different parts of the Commonwealth.

We note also that SACS definitions list all off-campus programs as "at variance" with existing programs, even when the programs are not intended to be new. Thus, it has been determined that all such programs must be reported to SACS, and, to the CHE. These bodies should properly come back to the Senate for clarification of any questions they might have about implementations of the programs.

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

5155C

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

4 October 1991

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, October 14, 1991. FOR DISCUSSION ONLY. Different forms of Teaching Evaluation guidelines

Enclosed please find two forms of proposed revisions of the ARs for teaching evaluations relevant to retention and promotion only. Later we may want to consider whether specific guidelines should also be developed for merit evaluation, to the extent that that is within the purview of the University Senate.

These proposed guidelines are in response to proposals made by Dean Louis Swift, who was responding to the need to strengthen the base of information needed for realistic teaching evaluations. These forms of the proposals are brief, to avoid encumbering the Regulations with complicated text that will discourage reading, but instead provide guidelines which will give insight into effective ways to evaluate instruction. The first form, 419-D, has only three points, and includes advising within teaching.

The second form, 419-E, has shorter points, and achieves this partly by separating advising as an explicit activity distinct from teaching. Both of these provide guidance to the faculty as to materials they should include in their dossiers, and thus the materials that should be considered by those responsible for evaluations.

These forms are offered for your consideration, and for DISCUSSION ONLY at this time. Later, we hope to bring something to you for action, after we have made use of your input. When changes are finally approved, they will be forwarded to the President as recommendations for inclusion in the Administrative Regulations.

Since we propose to change the tenure and promotion dossiers, this is a very important matter, affecting the values of our community for the future.

Enclosures-2

5158C

V. Criteria of evaluation for appointment and promotion in the Regular Title Series.

419 - P

A. Areas of Activity

1. Teaching and Student Relations

Markedly superior teaching and advising should be especially recognized in appointment, retention or promotion. Colleges should evaluate the quality of teaching as well as the quality of academic advising done by each faculty member. The results of this evaluation shall be considered in the decisions concerning retention and/or promotion of each faculty member. Recognition also should be given to a faculty member's contribution to student welfare through service on student-faculty committees or as an advisor to student organizations.

A most important role of evaluation is constructive, to assist the faculty member to advance in teaching effectiveness. Objective evidence of the quality of teaching shall be included in the final dossier. Such evidence must include the following:

- A. A statement by the instructors regarding noteworthy dimensions of their teaching (e.g., large classes, diverse preparations, instructional innovations, publications related to pedagogy, participation in conferences, seminars, a descriptive self-evaluation by the instructors, including a few representative syllabi and examinations (no more than three of each) and other activities related to teaching. The statement should be concise and not exceed three pages.
- B. A descriptive statement by the chair or unit head regarding the individual's performance in instruction with an indication of the grounds upon which the assessment is made (other than student evaluations). Comments on the syllabi and examinations may be appropriate. All of the bases of evaluation should be made clear. Where advising is a portion of the faculty member's usual assignment, evaluation should include an assessment of the quality of advising with an indication of the grounds for evaluating advising. The impact of the instructor's research on teaching should be made clear, where that impact can be identified.
- C. A summary, both qualitative and quantitative, of student evaluations from the time of the individual's initial appointment or the last three years, whichever is shorter.

419-E

V. Criteria of evaluation for appointment and promotion in the Regular Title Series

A. Areas of Activity

1. Teaching and Student Relations

Markedly superior teaching and advising should be especially recognized in appointment, retention or promotion. Colleges should evaluate the quality of teaching as well as the quality of academic advising done by each faculty member. The results of this evaluation shall be considered in the decisions concerning retention and/or promotion of each faculty member. Recognition also should be given to a faculty member's contribution to student welfare through service on student-faculty committees or as an advisor to student organizations.

Teaching Evaluation

Objective evidence of the quality of teaching shall be included in the final dossier. Such evidence must include the following:

- A. A few (no more than three of each) representative syllabi and examinations.
- B. A statement by the instructors regarding noteworthy dimensions of their teaching (e.g., large classes, diverse preparations, instructional innovations, publications related to pedagogy, participation in conferences, seminars, a descriptive self-evaluation by the instructors, and other activities related to teaching. The statement should be concise and not exceed three pages.
- B. A descriptive statement by the chair or unit head regarding the individual's performance in instruction with an indication of the grounds for assessment (other than student evaluations). Comments on the syllabi and examinations may be appropriate. The impact of the instructor's research on teaching should be made clear, where identifiable.
- C. A summary, both qualitative and quantitative, of student evaluations from the time of the individual's initial appointment or the last three years, whichever is shorter.

Advising and Student Relations

Where advising is a portion of the faculty member's usual assignment, evaluation should include its quality with an indication of the grounds for evaluation. Service on student-faculty committees and/or as an advisor to student organizations should also be recognized.

5126C