

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

31 October 1985

TO: Members, University Senate

The University Senate will meet in regular session on Monday, November 11, 1985, at 3:05 p.m. in ROOM 116 of the THOMAS HUNT MORGAN BUILDING.

AGENDA:

1. Minutes of 9 September 1985 and 14 October 1985.
2. Resolutions.
3. Chairman's Remarks.
4. ACTION ITEMS:
 - a. Proposal to amend Senate Rule I, 3.2.3 to limit membership on the Graduate Council to no more than one person from any department and accompanying proposals to alter certain terms in future Graduate Council elections to obtain a more even turnover of membership. (Circulated under date of 31 October 1985.)
 - b. Proposal to amend Senate Rules V, 2.4.1 and 2.4.2 to add illness of the student and serious illness or death in the student's immediate family as excused absences. (Circulated under date of 1 November 1985.)
 - c. Proposal to amend Senate Rule V, 2.4.2 to include major religious holidays as an excused absence. (Circulated under date of 1 November 1985.)
5. FOR DISCUSSION ONLY:
 - a. Report and recommendations of the ad hoc General Education Committee (L. Swift, Chairman) for revision of the General Studies curriculum with modifications approved by the Senate Council. (Circulated under date of 4 November 1985.)

Randall Dahl
Secretary

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MINUTES OF THE UNIVERSITY SENATE, NOVEMBER 11, 1985

The University Senate met in regular session at 3:05 p.m., Monday, September 11, 1985, in room 116 of the Thomas Hunt Morgan Building.

Bradley C. Canon, Chairman of the Senate Council, presided.

Members absent: Frank Allana, Kathlene Ashcraft, Charles E. Barnhart, Susan M. Belmore, Brian Bergman*, Raymond F. Betts, Dibaker Bhattacharyya, Peter P. Bosomworth, Daniel J. Breazeale, Charles W. Byers*, John Cain, Kenneth W. Davis*, Marcus Dillon, Richard C. Domek*, Robert Lewis Donohew*, Herbert N. Drennen, Anthony Eardley, Kimberly Ellis, Stanley Feldman, Richard W. Furst, Art Gallaher, Jr.*, Lester Goldstein*, Jesse G. Harris*, S. Zafar Hasan, Leonard E. Heller, Raymond R. Hornback, Gregg Hovious, John J. Just*, Jay T. Kearney*, James R. Lang*, Robert G. Lawson, Arthur Leiber*, Edgar D. Maddox*, Kenneth E. Marino*, Sally S. Mattingly*, Richard McDougall*, John Menkhaus*, Peggy Meszaros*, H. Brinton Milward, Mark Moore, Michael T. Nietzel*, Robert C. Noble*, Merrill W. Packer, Richard Perkins, Robin D. Powell, Peter Purdue, E. Douglas Rees, Gerald A. Rosenthal, Wimberly C. Royster, Charles Sachatello, Edgar L. Sagan, Timothy Sineath*, Otis A. Singletary*, Louis Straub, Kenneth R. Thompson, Marc J. Wallace, James H. Wells, Charles Wethington, Paul A. Willis, Constance P. Wilson, Peter Winograd*, Judy Wiza*

The Minutes of the meetings of September 9, 1985, and October 14, 1985, were approved as circulated.

Dr. Canon made the following announcements:

"Most of the Senate Council activity these days includes considering the proposal for the revision of the General Studies Program, as you know. On Wednesday we will begin consideration of the report from the Committee on Cheating and Plagiarism, a committee appointed by last year's Ombudsman, Chuck Ellinger. This will probably be ready for Senate action in the early Spring. The Senate Council is also considering a proposal from the Administration to establish a Multidisciplinary Center for Biomedical Engineering. If this is approved by the Council, it will probably be ready for action at the first meeting in the Spring.

I have an announcement relating to the Senate Council Election. Two members of the Senate have been elected to the Council: Robert Hemenway of Arts and Sciences, and specifically the English Department, and William Lyons of Arts and Sciences, specifically the Political Science Department. Those are the only two that received a majority of the votes which is required for election to the Senate Council. There will be a runoff between three other candidates: Emmett Costich of the College of Dentistry; Loys Mather, College of Agriculture; and Madhira D. Ram, College

PLEASE NOTE: FOR THE INFORMATION OF THE FACULTY, THE ENTIRE SWIFT COMMITTEE REPORT AND PROPOSED SENATE COUNCIL MODIFICATIONS ARE ATTACHED AT THE END OF THESE MINUTES.

*Absence explained

of Medicine. The last two tied in the number of votes they received and that is the reason we have three candidates rather than two in the running. The ballots will be distributed shortly and you will probably be asked to return them by the day before Thanksgiving.

The Chairman of the Senate Council is required by the Senate Rules to appoint a committee to search for an Ombudsman for the following year. Actually the Chairman does not appoint the committee, it is his job to announce the formation of that committee. The committee chair is James Kemp of the College of Agriculture who was appointed by President Singletary. There are two student members, Carla Crum and Mark Kasper, who were appointed by SGA President John Cain. The last member is Donald Hochstrasser of the College of Allied Health who is appointed by the Senate Council. Soon they will be circulating a call for nominees for the 1986-87 ombudsman.

I am informed that the initial Board of Trustees Ballot will go out shortly. Faculty representative James Kemp's term expires on June 30, 1986, and the ballot is for that position.

Finally the good news. The Senate holds an annual party on the second Tuesday of December. The party will be Tuesday, December 10 from 4:00 to 6:00 p.m. in the Alumni House at the corner of Rose and Euclid. It is free and the only pay you will get for serving in the Senate, unless you are able somehow to sell your vote in the Senate which I don't think is worth very much. I will invite you now, and I will invite you again at the December meeting and you will all get a flyer. Senators and spouses or a friend are invited to the party."

The Chairman recognized Professor Wilbur Frye, the Chair-elect of the Senate Council. Professor Frye moved to waive the ten-day circulation rule for consideration of the agenda item. There was no objection. On behalf of the Senate Council, Professor Frye moved the proposal to amend Senate Rule I, 3.2.3 to limit membership on the Graduate Council to no more than one person from any department and accompanying proposals to alter certain terms in future Graduate Council elections to obtain a more even turnover of membership. This proposal was circulated to members of the senate under date of October 31, 1985.

The Chair pointed out that the motion from the Senate Council needed no second. Professor Dan Reedy, Associate Dean of the Graduate School, was available to answer any questions. The floor was opened for questions and discussion. Professor Rea wanted to know if the rule would keep two people from the same department being simultaneously elected. He felt the rule was to limit the Council to one member from each department. Chairman Canon said that was the intent. Professor Rea said that two might be elected. The Chair's response was that the staggering of the elections would insure there would be only one election in a college. There was no further discussion and the motion, which passed unanimously, reads as follows:

Rule Change: [proposed amendment is underlined]

I. 3.2.3 Election--Only full members of the Graduate Faculty shall be eligible to serve on the Graduate Council and to vote in the Graduate Council election. Graduate Faculty members with administrative title above that of department chairmen shall not be eligible. In addition, members of the Graduate Faculty from departments which have representatives with unexpired terms on the Graduate Council shall not be eligible.

Proposal 1

In the 1987 Graduate Council election the terms of the two members from the College of Education expire. The person elected from that College with the highest number of votes shall serve for a three-year term and the other person elected shall serve for a two-year term.

Proposal 2

In the 1988 Graduate Council election, the terms of six members will expire. The term of the member elected to represent the Colleges of Allied Health, Dentistry and Nursing shall be for two years.

Background and Rationale:

There are certain years in which the turnover of the Graduate Council membership is substantial. In some years, including the two appointed members, there will be eight new members and in other years, including the appointed members, there will be six new members. The expiration of the terms of eight members requires that at least one half of the Graduate Council will be new. In addition, Council members who go on leave have to be replaced and under these circumstances more than one half of the Council would be new.

Another problem is that two Graduate Council representatives sometimes come from the same department. Currently, the College of Education representatives are from the same department and, also, are elected in the same year. Currently, there is no rule which states that two members of the same department may not represent their College on the Graduate Council.

The Graduate Council considered these two issues and proposed the following:

In the 1987 election two members of the College of Education's terms expire. Replace one of them for a two-year term and the other for a three-year term. In the 1988 election, the terms of six members of the Graduate Council will expire: those members representing Business and Economics; Engineering; Allied Health, Nursing and Dentistry; and Fine Arts and Communications. In

order to provide for even distribution, set the term of office for one of these representatives for two years. This will provide for the expiration of the terms of five elected representatives on the Council in 1989, four in 1990, and five in 1991--all of which will make for a more even distribution of terms of membership on the Graduate Council.

The Graduate Council suggests that the representative from Allied Health, Nursing and Dentistry be elected for two years in 1988. Since this group represents more colleges, it would allow the possibility of wider representation of the colleges.

In establishing the Graduate Council it was apparently the objective to provide as broad representation as possible from the colleges within the University and within colleges where there are two or more representatives on the Council. Amending the Senate Rules as indicated would further this objective.

The proposed amendment to the Senate Rule I., 3.2.3 and proposals 1 and 2 outlined herein have been reviewed and endorsed by the Senate Council.

Implementation Date: Fall, 1986.

The Chair again recognized Professor Wilbur Frye. On behalf of the Senate Council, Professor Frye moved to waive the ten-day circulation rule for the agenda item. There was no objection. On behalf of the Senate Council, Professor Frye moved the proposal to amend Senate Rules V., 2.4.1 and 2.4.2 and add illness of the student and serious illness or death in the student's immediate family as excused absences. The chair said the Senate Council had written into the revision all of the suggestions made at the October Senate Meeting when the absence policy was first proposed except for the suggestion relating to the religious holiday which has been put on the agenda as a separate item. This proposal was circulated to members of the Senate under date of November 1, 1985. The floor was opened for discussion.

Professor Atwood had a problem with the policy and did not think it was possible to specify all the valid reasons a student might miss class. He said there were a number of students who commuted and could have car trouble. He felt that any policy that tried to specify what was excused and what was not would be unfair. He thought with the proposal a student could miss a large number of classes and the only option an instructor would have would be to counsel the students about the advisability of an "I" or "W" grade. He felt the amendment made a bad situation worse. Professor Rea's concern was similar, and he also noted that a student was entitled to withdraw from a course only during the first half of the semester. Chairman Canon noted that a student could withdraw later with the permission of his dean.

Professor Eakin wanted to know if the proposal intended to define excused absences. The Chair responded that the proposal set forth minimal general definitions. Instructors were free to accept additional reasons as excused absences, but they could not refuse to accept the ones listed in the proposal.

Professor Wood wanted clarification of the fifth sentence of 2.4.2.3 which states "The instructor shall, if feasible, give the student. . ." She wanted to know "if feasible" gave the student the opportunity to make up the work or the semester in which the work was to be completed. Dr. Canon's understanding was that "if feasible" referred to the semester. Professor Wood moved to change "if feasible" to the end of the sentence. The amendment was seconded. Professor Gesund suggested that "if feasible" should be changed in both sentences for the exams and work. The amendments were adopted, and the words "if feasible" were shifted.

In further discussion Professor Lyons pointed out that at the last meeting of the Senate an amendment passed whereby makeup exams had to be given. The Chair said that was correct assuming the student wanted the exam. Professor Lyons wanted to know if any student organization could sponsor a trip and those students be considered legally absent. The Chair said there was no intent to change the substance of that rule. By organization the Senate Council means a band, athletic team, debate team, or University sponsored organizations. Professor Gesund defended that by saying that approval for trips had to be approved by the deans of colleges. Professor Lyons said in the new rule any department could sponsor a trip. He felt judgment should be made at a higher level than the academic unit, particularly when it put a burden on faculty for makeup exams.

Student Senator Dennis said the student might have a misunderstanding as to what he/she would consider "appropriate University personnel." Chairman Canon said like all Senate Rules misunderstandings could go to the Ombudsman and eventually to the Rules Committee. The Ombudsman would continue to mediate for the student.

The adoption of the revised absence policy as amended passed on a voice vote and reads as follows:

Proposal:

2.4.1. Attendance and Completion of Assignments

For each course in which the student is enrolled, the student shall be expected to carry out all required work including laboratories and studios, and to take all examinations at the class period designed by the instructor.

Each instructor shall determine his/her policy regarding completion of assigned work, attendance in class, absences at announced or unannounced examinations, and excused absences in excess of one-tenth of class contact hours (see Rule V-2.4.2 below). This policy shall be presented in writing to each class at its first or second meeting. Students' failure to complete assignments, attend class, or be present for examinations in accordance with the announced policies may result in appropriate reductions in grade as determined by the instructor except in the case of excused absences.

2.4.2 Excused Absences:

The following are defined as excused absences:

1. Illness of the student or serious illness of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
2. The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
3. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work missed during the semester in which the absence occurred, if feasible. The student shall be given the opportunity to make up exams missed due to an excused absence during the semester in which the absence occurred, if feasible. In those instances where the nature of the course is such that classroom participation by the student is essential for evaluation, the instructor shall, if feasible, give the student an opportunity to make up the work missed during the semester in which the absence occurred.

If, in the opinion of the instructor, excused absences in excess of one-tenth of the class contact hours or the timing of excused absences prevents the student from satisfactorily completing work for the course, the instructor shall counsel the student about the options of an I grade or withdrawal from the course for that semester.

Background and Rationale:

For many years, the only excused absence recognized by the Senate Rules was one taken for a University-related trip. There is no rule recognizing a student's illness or the illness or death of a member of a student's immediate family as an excused absence. Many instructors have allowed students to make up work in illness or death situations, but some have not. The latter situation has caused a lot of problems and students have frequently complained to chairpersons, deans, the ombudsman, etc. However, because no rule lists illness and death as excused absences, chairs, deans, ombudsmen, etc. have no authority to compel instructors to allow students to make up missed work.

During the 1982-83 academic year, a University Senate ad hoc Committee chaired by Mike Brooks worked for six months (consulting with former Ombudsmen, Student Affairs Officers, the Athletics Department, etc.) to draft a proposed revision of the rule to remedy this problem. At the April, 1983, Senate meeting, the Senate voted to return the proposal to the Committee, largely because some Senate members felt that the revision would deprive instructors of the ability to establish some policy linking minimal attendance and grades. The ad hoc Committee never reconvened following the Senate action. The problems, however, have not gone away.

In the summer, 1985, the Senate Council reviewed the background materials and appointed an internal ad hoc Committee whose charge was to propose revisions to alleviate the existing problems, taking into account the objections raised at the April, 1983, Senate meeting. That committee produced the revision considered by the Senate in October, 1985. The current proposal reflects the Senate suggestions made in October, with the exception of religious holidays, which will be considered as a separate amendment. Essentially it defines a student's illness and illness or death in the student's immediate family as excused absences, with the proviso that a student who accumulates excused absences in excess of one-tenth of the class contact hours shall be counseled about the incomplete and withdrawal grade options if the instructor believes that the absences preclude the student from completing the course in a satisfactory manner by the semester's end. The Senate Council recommends approval.

Implementation Date: Spring Semester, 1986.

The next item on the agenda was the proposal that major religious holidays be added as a fourth definition of excused absences. The proposal was circulated under date of November 1, 1985. As the Senate Council had neither approved nor disapproved the proposal, it needed a motion to adopt from the floor. Professor Gesund so moved and the motion was seconded. The Chair recognized Professor Germain, who thanked the Chair and the Senate Council for giving very good cooperation and sense of good faith in the endeavor of the proposal in which the UK Faculty Association on Jewish Affairs is comfortable with but does not necessarily have every detail that is necessary. He felt the rule and rationale spoke for itself.

The Chair read the following statement for Professor Goldstein in his absence:

"I ask that the proposal to extend the list of excused absences be turned aside. There are many reasons to do so, but I'll mention just one. The most important consideration on this issue is the defining of major religious holidays. Why should we at UK get into the matter of certifying which are major religious holidays and which are approved as "excused absences?" Would that kind of certification fit in with our understanding of constitutional principles regarding the governmental establishment of religion? I ask the Senators to preserve a valuable tradition at UK and not engage in authentication of what is and what is not appropriate activity outside the classroom beyond the limited university-sanctioned activities that already have been approved. Please respect the good sense and judgement of your colleagues and handle these and other matters on an individual basis."

Professor Rea wanted to know what constituted a major religious holiday. Professor Gesund suggested letting the religious advisors staff do that since they said they would be willing to determine what the major holidays were, and he felt that was fair. Professor Eakin wanted to know if the religious advisors wanted to rule on all the other excuses, and he wanted to know if minor religions would have any rights. The Chair said the term major modified "holidays" not religions. Student Senator Osborne did not see that as a problem because students had to notify the instructor the first two weeks of class. Professor Lyons felt the major problem was the question of defining religious holidays. He said the proposal stated that the student would declare in writing which days are their particular religious holidays. Professor McMahon felt the majority of the laws in this country are worded in a general sense and if common sense is used to resolve interpretations of words involved in the rule on an ad hoc basis, there would be no problem. He further suggested that people were conjuring up problems that he anticipated would not arise. He did not feel that students would come up with religions or holidays that do not exist. He said if farfetched claims arose, then appeal the rule.

Professor Demski said another issue was that faculty were burdened enough with their teaching and research responsibilities. He felt some students would find religious holidays to get out class. There would particularly be a burden in giving makeup exams, and the more the rules are flexible the more need there would be for a makeup for every major exam. He was sympathetic with people's religious feelings. He asked who would make the judgment if an instructor questioned a student's religious feelings. The Chair said the proposal stated that the University Ombudsman may be asked to intervene by either concerned party.

The motion in favor of adopting the proposal passed with a hand count of 42 to 21 and reads as follows:

Proposal: [New portion is underlined]

V.2.4.2 Excused absences:

4. Major Religious Holidays. Students are responsible for

notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

Background and Rationale:

The inclusion of major religious holidays in the definition of excused absences was suggested at the October Senate meeting in the discussion which followed the vote to postpone consideration of the absence policy until November. The UK Faculty Association on Jewish Affairs after discussion with several other religious organizations, submitted this proposal to the Senate Council. The Senate Council takes no position on the proposal, but is glad to place it on the Senate agenda. The subsequent explanation in the following paragraphs is written by the Faculty Association on Jewish Affairs.

In view of the fact that the University Senate does at present have an Excused Absence Policy, it may be assumed by faculty, students and staff that any reason for missing a lecture, laboratory, or examination, other than those specifically mentioned in Section V., 12.4.2 is not recognized as legitimate by the University. As the University of Kentucky is a state institution, financed in large part by public monies, it is also reasonable to assume that the University should abide by the "Free Exercise Clause" of the First Amendment of the U.S. Constitution which protects the individual student's right to practice his or her own religion. It therefore seems to be both rational and in the best interests of the University to include major religious holidays as a valid reason for a student to be absent from class, etc.

The student must assume the obligation of notifying the instructor in writing of any potential conflicts with classroom activities or examination dates at the beginning of each semester so that there is ample time for all parties concerned to make the necessary accommodations. Students missing work due to religious holidays will bear the responsibility to make up the work. The faculty member involved will be expected to provide the students with the opportunity to take missed examinations at a mutually convenient time.

In the event that the instructor and the student cannot reach a satisfactory accommodation the University Ombudsman may be asked to intervene by either concerned party. The Ombudsman has both the authority and responsibility to mediate the dispute. (By making the student responsible for prior notification rather than the Ombudsman, his/her role and a neutral mediator responsible for the determination of what constitutes a major religious holiday is preserved.) The Ombudsman is encouraged to publicize the Absence Policy in either the Kentucky Kernel or through other appropriate channels as he/she sees fit at the commencement of each academic semester.

Implementation Date: Spring Semester, 1986

The last item on the agenda was for discussion only. It was the report and recommendations from the ad hoc Committee on General Education. [PLEASE NOTE: This item is attached at the end of the minutes.] The Chair recognized Professor Wilbur Frye for a motion relating to the rule of consideration of the agenda item at the December meeting. On behalf of the Senate Council, Professor Frye moved to waive the ten-day circulation rule. There was no objection. Also, on behalf of the Senate Council, Professor Frye moved that all amendments to the proposal must be submitted in writing to the Senate Council by November 22. Each amendment requires sponsorship of a senator and seconded on the floor. Amendments to the amendments or editorial changes would be accepted. Professor Pass objected.

Debate on the motion to suspend the rules followed. Professor Rea's understanding was that if two-thirds of the Senate felt it was important to go against that rule, the Senate could at the December meeting rescind the motion and adopt amendments. The Chair deferred to the parliamentarian who ruled that would be legitimate. He added there was an avenue out because amendments to the amendment could be made. The Chairman said the Senate Council was not trying to cut off debate, just last minute surprises.

Professor Waldhart said it was well to have proposals in advance as much as possible, because it was not the kind of thing to make drastic changes and have to make decisions on the basis of no forethought.

There was no further discussion on the motion to suspend the rules for the December meeting and require that all amendments to the General Studies Program be circulated in advance and be received in the Senate Council Office by November 27. The motion passed with a hand count of 47 to 10.

The floor was opened for discussion only on the General Education Proposal. The proposal contained both the original Swift Committee Report and five (5) amendments which the Senate Council is proposing. It also contained some explanation of both the financing and the implementation. The Chair noted that the Senate Council had not discussed the implementation policy to any great degree and would be interested in the reactions of the members of the Senate and the University Community to the implementation as well as to the substance of the proposal.

Professor Swift called to the Senate's attention a letter he wrote on behalf of the committee with a recommendation regarding the implementation of the proposal. The committee endorsed the whole action of the Senate Council including the implementation. The Chair added the Senate Council has agreed to alter the oral communication requirement somewhat to make the course choice one being left up to the supervisory committee.

Professor Eakin reported for the record that calculus 123 and 113 were appropriate courses for fulfilling the mathematics requirement.

Dean Williams wanted to know if there would be an additional committee to further elucidate what particular courses in the different areas would be considered appropriate. She wanted to know the expectation for moving through a clear understanding of what would be acceptable. Professor Swift said in the report the committee thought it was inappropriate at this time to pick specific courses. He said a committee would have to determine which specific courses

belong in the proposal. Professor Rizzo felt it was important to note that the recommendations in the report are very important to the image of the University of Kentucky. He thought the criticism that had been leveled against the University that it was a piecemeal type of experience for the student. He hoped in the implementation of the program there would be more contact with full faculty at the lower level and not less. Chairman Canon said in the letter of feasibility which Chancellor Art Gallaher sent to the Senate Council, he indicated that he was of the opinion that the percentage of freshman and sophomore classes taught by teaching assistants was already too high and had taken into consideration finances of this program. He was assuming that much of the new money would have to be used to hire faculty rather than using teaching assistants. Dean Baer said that realistically the basic skills courses that are added to the program that students are not currently taking will be covered by additional teaching assistants or part-time instructors. To have those basic skills courses taught by regular faculty would mean considerable use of additional funds.

Dean Robinson personally supported the ideals of general education. He did have some problems from a faculty point of view because any programs in the College of Allied Health are very specific particularly in the professional course work and what needs to be taught in order to provide a professional degree. He felt the additional requirements would add time to the degree programs which are already bursting and might add another year to a program. His hope was that some of the existing requirements in the Allied Health Professions could be used to fill the general studies requirements or else the college would find itself in a position of just being very dilatory in controlling the requirements.

Professor Hemken felt the general studies requirements might add twelve to fifteen credits to some of the programs in animal sciences, and he said they had some programs where there were no electives available. It would mean that students would have to cut back on the training in their specialized fields. He said it would have profound effects on a number of programs. Professor Gesund's feelings were that perhaps the Senate was buying a "pig in a poke" at this point. He wanted to know upfront what courses would fulfill what requirements. He accepted the fact about not having additional teaching assistants involved, but he wanted to know about the oral communications component. If every student has to take oral communications, then those students will have to be taught by teaching assistants in communications. He said the colleges needed to know precisely where they stood before voting on the General Studies Curriculum.

Professor Swift's reply was, "This is a real philosophical issue." He did not feel it was possible at this stage to consider every course that might be included in the new curriculum. The general nature of the program needed to be structured first and then the appropriate courses could be added or developed. The committee's basic approach, he said, was to discover whether there was enough dissatisfaction on campus with the present program, and if there was, how to develop a new curriculum with a more cohesive approach which included areas of knowledge that students need to have some familiarity with in order to be considered educated persons. If the University buys the structure of the revised curriculum, it is then time to put specific courses into the requirements. He felt there was an enormous amount of flexibility within each of the categories except for the basic skills.

Professor Rea said when the current requirements were approved, there were no specifications as to what courses fulfilled what requirements. He felt this system was no different than the one followed at that time.

Student Senator Lawson said when he came to college he was not looking at the University of Kentucky but at the College of Agriculture. He said the college had professionals that had been hired to train and produce the best person. He felt if each college would strive to make their college the best, then the University would be the best and there would be no worry concerning the image. Professor Adams said it obviously would be up to the Senate to create the committee to work on the general studies proposal, but the committee's decisions would be subject to a higher authority. He said perhaps the Senate has to buy a "pig in a poke." Professor Palmgreen felt that an important question was whether the committee's decisions would be subject to review by the Undergraduate Council, the Senate Council and the Senate. He did not feel the Senate should be signing an academic "blank check." He understood the reasons for the committee not developing the specific courses, so the Senate could discuss the concepts rather than courses. The Chair noted that under existing Senate Rules and the University's Governing Regulations, the initiation and alteration of all academic curricula are subject to the Senate's authority. The new University Studies courses would have to be approved by the Undergraduate Council, by the Senate Council, and, if it wished, by the Senate itself.

Professor McMahon said he was at a disadvantage because in the College of Law they are not actually concerned with the general studies program since law is a purely graduate professional school, but speaking with his colleagues some of the greatest concerns have been raised by undergraduate professional programs, and he felt it was entirely possible to use different general studies requirements for undergraduate professional programs than for those undergraduate degrees that come from the College of Arts and Sciences. He suggested if that is an added burden only to the undergraduate professional programs, perhaps there could be a dual system.

Professor Demski pointed out that the committee did have members from most of the colleges and professional schools. As he recalled, the comments from the professional schools were in some cases actually the strongest proponents of the broad general education. The professional students get out with a very narrow professional education. This general education experience may be the only chance the professional student would get for some understanding of the world and various issues. He did not feel the Senate should "shoot the proposal down" for lack of details. Student Senator Hodges said the College of Pharmacy now had a five-year program and adding a semester might cause students to go to another college. She felt colleges might be hurt by adding more requirements.

Dean Williams said the College of Nursing was philosophically in step with what was being proposed. Its problem was one of timing. The new requirements would mandate some changes in the Nursing curriculum and the College would need time to make these changes. Moreover, many of the students in Nursing transfer in from the community colleges and spend only two years on campus. There would be real problems for these students if they could not meet the new requirements before arriving on campus. Chairman Canon said the Senate Council had been in contact with the Community Colleges and in a letter from Chancellor Wethington he stated that he believed the Community Colleges could meet most of the offerings in the proposal as circulated.

Professor Lubawy basically agreed with Dean Williams. He said the College of Pharmacy could handle many of the requirements in the new proposed general studies area within their five-year curriculum given some degree of flexibility in interpretation. Which courses would satisfy requirements is actually essential. He also suggested that timing would be a problem because there would have to be a number of adjustments in Pharmacy's curriculum to accommodate the new general studies requirements. He also noted that Pharmacy receives a lot of transfer students and suggested that the new general studies requirements apply only to transfer students who begin their college work in the same year the requirements become applicable to entering UK students.

Professor Mather wanted to know what kind of guidelines were to be used on the foreign language requirement. Professor Swift's answer was that the committee was simply looking ahead at ways that particular requirements could be implemented and not a mandate. The committee had a concern of the quality of foreign language that is sometimes taught at the secondary level.

Professor Waldhart wanted to know what the Senate would be voting on in December, and was part of the description something that would indicate there would be some kind of committee or was it possible to vote on the proposal in principle only and say the Senate likes the proposal, but is withholding judgment on the specifics of implementation. The Chair noted that the Senate Council had not yet discussed all the questions of implementation. He anticipated that at the December meeting the Senate would vote on the substance of the recommendation, but that a vote on various aspects of implementation would be deferred until later meetings when they were more fully developed.

In regard to implementation Professor Weil thought it had always been true that new academic requirements passed by the Senate only applied to those students entering the University after the new requirements had been passed. The Chair said the proposed implementation date is the Fall of 1987. That class would be the first class governed by the proposal.

Professor Crowe said the College of Agriculture faculty had reservations about the language requirement. The point was made to him that students in the College of Agriculture have a lot of cross cultural opportunities that might equal the foreign language requirement, such as the groups who visit China, and with visiting faculty from cooperative programs from Thailand and Indonesia. Another concern has been the large number of agriculture students who come from small schools in Kentucky where foreign language is not available.

Professor Lubawy said half the students from the College of Pharmacy were transfer students so if they come in the Fall of 1987, the college will have to restructure the programs for those students. The college will need lead-time.

Professor Kao pointed out two philosophical viewpoints. The proposal showed that the University was taking a very positive step to provide a cohesive program for the students. Secondly, he wanted everyone to understand that the University was educating students to live for future times. He said the world was changing and getting smaller all the time. He said our students take English for granted, so let them take another language because it does have a structure. Professor Swift said there were schools in the state not providing foreign language opportunities for the students.

Professor Barclay was interested in knowing what the committee in the future would decree were the appropriate courses to fill specific areas. She wondered where there were specific courses spelled out, if there could be a change to allow substitution of a more advanced course, and go for more flexibility.

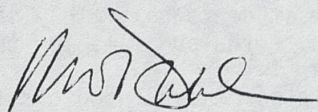
Professor Rea said that fewer than three percent of Kentucky entering freshmen came from high schools that do not offer two or more years of a language. He said when he read newspapers, he saw many technical people lamenting the amount of time required in the professional schools on professional courses and things are proceeding at such a rate in the highly technical areas that everything becomes out of date so rapidly that the specific materials become almost useless in a short period of time. Professor Mather did not oppose foreign language per se, but his concern was the quality of instruction that students are probably getting. His question was whether the Senate was after a standard of language proficiency or simply trying to help students get exposed to more culture. Professor Swift said if the Senate really wanted proficiency, the requirement might be even four years of a language.

Professor Mather asked for a point of information as to why Speech 287 was not included in the proposal. The Chair said that the Senate Council had accepted the amendment as Jim Applegate had written it. After it was circulated, the Senate Council then decided to make it more liberal by not requiring specific courses. Professor Swift said the committee's intent was to stay away from specific courses as much as possible. Student Senator Osborne wanted to know if an individual college could require its own course in communications. The Chair said the committee might allow that, but any options would be left up to the committee.

Professor Adams has been on the Swift Committee since the day it began and the original mandate was for the committee not to be bound by limitation of current courses but to think beyond what the University now offers. He said the committee found it could not meet the framework of their own ideas with the resources currently available. He said there was going to have to be new courses designed to meet the philosophy of the proposal, and not be limited to the resources the University now has.

The Chairman reminded the Senators that any amendments must be submitted by November 22. He added if the debate was lengthy at the December meeting, they would carry over until January. He did not want to rush the proposal through. If the Senators did not want to submit an amendment but had some concern, he said to please feel free to send a letter to the Senate Council or give Dr. Canon a call.

The meeting adjourned at 5:00 p.m.


Randall W. Dahl,
Secretary, University Senate

SENATE COUNCIL STATEMENT CONCERNING THE FINAL
REPORT OF THE COMMITTEE ON GENERAL EDUCATION AND
PROPOSED MODIFICATIONS TO THE REPORT

Fall, 1985

In early October, the Senate Council heard oral comments and/or suggestions from about a dozen faculty members concerning the general education curriculum and it received written comments and/or suggestions for change from another 15 or so faculty members. The Council met for two hours on all five Wednesdays in October to consider the Swift Committee's Final Report along with the comments and suggestions for change. As a result of its deliberations, the Council proposes the five modifications of the Report listed below:

(Note: Additions underlined; deletions in brackets])

1. That a calculus course be permitted to satisfy both the Mathematics requirement under Basic Skills and the Calculus/Logic/Statistics requirement under Inference and Writing Skills. This would be accomplished by amending the Note at the bottom of p. 5 to read as follows:

NOTE: "A course taken to satisfy a requirement in one area of general studies cannot be used to satisfy a requirement in another area of general studies, except that calculus may be used to satisfy both I-A and II-A."

Rationale:

The Swift Committee Report clearly implies that Calculus is an ideal way to satisfy both requirements. The Council believes that if a student has successfully completed Calculus, he/she has obtained the desired skills in both areas and thus met the Report's goals. Moreover, a student who successfully completes Calculus has mastered the equivalent of College Algebra in the process (if he/she has not already taken it) and it would be meaningless to require a College Algebra course of that student to fulfill the Mathematics requirement.

2. That the Inference and Writing Skills section of the requirements be renamed "Inference and Communicative Skills" and that a third requirement be added on page 9 as follows:
 - C. Oral Communication Requirement: This requirement may be satisfied through completion of COM 181 (Basic Public Speaking), or COM 352 (Introduction to Interpersonal Communication) or CMS 101 (Interpersonal Communication which is offered only in the Community College System).

OUTLINE OF UNIVERSITY STUDIES REQUIREMENTS
 (page 5 of Swift Committee Report)
 AS THEY WOULD BE AFFECTED BY THE SENATE COUNCIL'S RECOMMENDATIONS
 FOR MODIFICATION
 (Additions underlined; deletions bracketed)

- I. Basic Skills
- A. Mathematics (College Algebra, or exam, or ACT 25, or Calculus)
- B. Foreign Language (Two years of high school or one year of college)
- II. Inference and [Writing Skills] Communicative Skills
- A. Calculus/Logic/Statistics (Calculus, or PHI 120 plus STA 200) 3-6 hours
- B. Writing (University Writing Requirement) 6 hours
- C. Oral Communication. COM 101, 181 or 352 3 hours
- III. Disciplinary Requirements
- A. Natural Sciences (Two-semester sequence in one discipline) 6 hours
- B. Social Sciences (Single course in each of two separate disciplines) 6 hours
- C. Humanities
- a. Survey from Greece to the Present or
- b. Two courses in a single humanistic discipline, [one prior to 1700 A.D. and one after 1700 A.D.] or
- c. Freshman Seminars (two) 6 hours
- IV. Cross-disciplinary Requirement
- Each student must take a pair of complementary courses which are designed to demonstrate the interrelationship of the disciplines. These courses may be from different departments in a single area (i.e. humanities, social sciences, natural sciences) or may couple two different areas 6 hours
- V. Cross-cultural Requirement
- Each student must take one course which deals primarily with the Third World or with a non-Western civilization 3 hours
 [36-39 hours]
39-42. hours

NOTE: A course taken to satisfy a requirement in one area of general studies cannot be used to satisfy a requirement in another area[.] of general studies except that Calculus may be used to satisfy both I-A and II-A.

Committee on General Education
University of Kentucky
Final Report

The Committee on General Education was jointly appointed by the Chancellor of the Lexington Campus and the Senate Council in September 1982. It was charged with responsibility "for reviewing our current General Studies Program and, after study of current national trends and institutional opportunities and constraints, recommending modifications and improvements in the content and delivery of general education at the University of Kentucky." As indicated in the progress report issued by the Committee's initial chairman, Professor John Stephenson (University Senate Minutes, April 6, 1984), a considerable amount of time was spent in the first two years studying national trends and assessing the present state of general education at the University of Kentucky through interviews with deans and chairmen and through public hearings open to the entire academic community.

The process of re-examining general education at this institution is part of a nationwide trend in which we are neither pioneers nor the last in line. Indeed, within the last six months no less than three major reports have been issued on the current status of higher education in this country.* All of these reports are critical of recent developments in undergraduate instruction but not all make the same diagnosis of the problem, nor do they all prescribe the same cure. One argues for a stronger focus on traditional content or subject matter; another suggests that more attention be given to the "methods and processes, modes of access to understanding, and judgment that should inform all study." What is obvious to everyone is that no one curriculum, however wisely and imaginatively structured, is appropriate for all institutions. Differences in student body, faculty, institutional resources, and institutional missions necessarily affect the type of program that is most desirable, and the Committee has attempted to keep such factors in mind.

Professor Stephenson's progress report outlined some assumptions and concerns which preoccupied the Committee in its deliberations. It seems superfluous to repeat all of them here, but it might not be out of place to list those which loomed rather large as we developed specific recommendations for changes in the general education program at the University of Kentucky. These concerns were fairly widespread both among Committee members and among faculty, students and administrators who took part in the hearings and interviews. They include the following:

1. The need for greater coherence in the General Education Program. The present system of allowing individuals to choose five out of eight areas and to select a wide variety of courses in each discipline says little to students about the connected character of human knowledge and provides little insight into what kinds of knowledge an educated person ought to have. Under such conditions the rationale for course

*"Involvement in Learning: Realizing the Potential of American Higher Education" by the study Group on Conditions in Higher Education, (The Chronicle of Higher Education, October 24, 1984, 35-49); "To Reclaim a Legacy" by W. C. Bennett (Chronicle, November 28, 1984, 16-21); "Integrity in the College Curriculum; A Report to the Academic Community" by the Association of American Colleges (Chronicle, February 13, 1985, 12-30).

selection becomes a matter of personal bent or is dictated by the requirements of one's major department. The Committee believes that although students should not be committed to a lock-step education, there are certain skills and certain educational experiences which are appropriate for all undergraduates.

2. The need for deepening all students' awareness both of their own cultural heritage and of non-western traditions. The shortcomings of our present general education program in this area were a frequent subject of criticism in our hearings and interviews, and many other institutions of higher learning are struggling with similar problems. The Committee feels strongly that the study of Western civilization should have a central place in the undergraduate curriculum for all undergraduates. It also seems clear that, amid the growing interdependence of nations and cultures, all students should be aware that the western way of structuring reality or manipulating symbolic forms is not the only way. Some experience with non-western traditions or with traditions that include non-western perspectives is a necessity.
3. The need for integrative thinking across disciplinary lines. For very solid academic reasons, individual disciplines have traditionally been a most effective and efficient mechanism for developing and transmitting knowledge. The Committee feels that blurring disciplinary lines in all areas of instruction is neither possible nor educationally desirable. At the same time, however, we believe that much benefit would accrue to students and faculty alike from seeing that these divisions of knowledge are the product of human invention and that what is learned in and through the disciplines is necessarily limited in scope. Much is to be gained by paying attention to the interconnections of human knowledge and to the ways in which one area of knowledge impinges on another.
4. The need for ongoing development of writing skills. The nature of the problem here has been discussed at length on this campus, and the recent decision of the University Senate to strengthen the University writing requirement is one important step in alleviating the difficulty. However, if our students are to continue to mature intellectually, writing must be integrated into the learning process. For this reason we believe that all general education courses should include a writing component.
5. The need for placing a high value on general education within university priorities. The conflicting demands of career education and general education are well known. However, even in practical terms general education is an extremely valuable component of the students' undergraduate experience. In the rapidly changing world of work, specific training for a career or a profession quickly loses its usefulness, and the skills needed to meet new challenges (e.g. reasoning, writing, speaking) are precisely the ones promoted by the general education program. More importantly, if the University is to be faithful to its stated aim of producing "men and women of intellectual interest and achievement, men and women possessing character, ideas, ingenuity, moral responsibility and general competence" (University Bulletin, p. 11), the program in general

education must occupy a more prominent position in institutional priorities than it now does. As citizens of the Commonwealth seeking to enrich their own personal lives and to become responsible members of the community, our students have a right to expect that we will provide them with the very best curriculum, the very best faculty and the very best resources in general education that we can muster. To do this will require both a change in outlook on the part of faculty and administrators and a reward system that reflects our seriousness of purpose in this regard.

6. The need for ongoing oversight of the General Education Program. If Ernest Boyer's metaphor of general education as a spare room which everyone wants to use but no one wants to take care of is apt, the Committee feels that a good "straightening up," however thorough or well executed such a reorganization might be, is not enough. A general educational program needs both to change and to remain the same; it needs to meet new exigencies and preserve essential values. This goal can be attained only through continual scrutiny and supervision by individuals who are charged with the authority and responsibility to maintain good academic standards in the program and to respond to new circumstances.

Over the past seven months the Committee has attempted to articulate the above concerns and assumptions in the form of specific recommendations for changes in the general education program at the University of Kentucky. In doing so we wrestled not only with the problem of existing and potential resources but with the role of the University as a very complex institution with multiple responsibilities and constituents. As is evident in the recommendations listed below, we struck a middle course between retaining the present system and suggesting a revision that would radically orient the institution's resources to general education. In the conviction both that the present program is inadequate to the current needs of undergraduate students and that the University will and should continue a very strong commitment to such functions as graduate education, research, and service, we opted for a series of changes which we believe is a substantial and significant improvement over the present system and which is consonant with the University's complex mission.

The existing program of general education is the product of about two decades of development, some of it through planned change and some through haphazard accretion, deletion, or revision. Working to alter such a system will take time and will involve rethinking many of the things we have taken for granted in general education over the years. We believe, however, that such a process must begin if we wish to provide students with a stronger, more coherent, and more timely undergraduate experience at the University of Kentucky.

In making recommendations for change, the Committee might have presented a list of existing or potential courses which could be used to satisfy the general studies requirements outlined below. However, except in the areas of basic skills - writing and mathematics - we chose to present a more general format for two reasons. The usefulness of a specific course list is predicated on the acceptance by the University community of the proposed revisions in general education. Prior to that decision the lengthy study required to establish such a list is premature. Furthermore, we believe that

the selection of such courses is a task better left to a representative group of faculty and students who have been vested with the authority to make decisions on the basis of the goals of the general education program and a careful scrutiny of the courses themselves. If the selection of courses is a matter of public debate, we think the result will be endless frustration for all concerned. Thus, the Committee foresees that if the proposed changes are adopted, there will be need for a committee to evaluate individual course offerings as appropriate or inappropriate to the new general studies program. To assist that committee's work we have set forth in Appendix A our conception of the criteria which should distinguish general education courses from other offerings in the curriculum.

One last but not insignificant point about the recommendations listed below: The Committee believes that the term "general education" has become a pejorative or, at least, an inadequate term for designating an important dimension of the University's responsibility. "University Studies" is, we think, a better title for conveying the idea that general education is an integral part of all students' academic experience and that the program, calling as it does upon the resources of more than one college or academic unit, represents a fundamental commitment of the entire institution.

The University Studies Program

The University Studies Program is designed to provide undergraduates with a broad liberal arts education in the expectation that such education will assist them in defining and pursuing goals which are important to themselves personally and which contribute to the well-being of society as a whole. The Program entails the development of certain skills, knowledge, and perspectives which will at once aid individuals in becoming both more self-confident and more self-critical, open to new developments in all areas of human experience, and sufficiently trained to evaluate these developments in an intelligent fashion.

More specifically, the intellectual skills which should be enhanced in the University Studies Program include the following:

- a) To communicate effectively in both spoken and written languages.
- b) To deal with data and with mathematical symbols.
- c) To think critically--to abstract, analyze, synthesize and evaluate, and to understand the nature of thought.
- d) To learn on one's own.
- e) To employ the scientific method.
- f) To create and to express creativity.
- g) To adapt to new circumstances (that is, to apply learning).

The Program seeks to introduce students to the traditional areas of the Humanities, the Sciences and the Fine Arts and to help them develop a perspective on their own culture and on that of others, on the issues and responsibilities of citizenship, on systems of personal and social values, and on time itself through study of the past and through analysis of possible futures. In all of these pursuits the most pervasive goal is the development of intellectual habits which will prepare students for the future and will promote lifelong learning.

In light of these aims, the requirements of the University Studies Program are as follows:

OUTLINE

- I. Basic Skills
- A. Mathematics (College Algebra, or exam, or ACT 25, or Calculus)
 - B. Foreign Language (Two years of high school or one year of college)
- II. Inference and Writing Skills
- A. Calculus/Logic/Statistics (Calculus, or PHI 120 plus STA 200) 3-6 hrs.
 - B. Writing (University Writing Requirement) 6 hrs.
- III. Disciplinary Requirements
- A. Natural Sciences (Two-semester sequence in one discipline) 6 hrs.
 - B. Social Sciences (Single course in each of two separate disciplines) 6 hrs.
 - C. Humanities
 - a. Survey from Greece to the Present or
 - b. Two courses in a single humanistic discipline, one prior to 1700 A.D. and one after 1700 A.D. or
 - c. Freshman Seminars (two) 6 hrs.
- IV. Cross-disciplinary Requirement
- Each student must take a pair of complementary courses which are designed to demonstrate the interrelationship of the disciplines. These courses may be from different departments in a single area (i.e. humanities, social sciences, natural sciences) or may couple two different areas. 6 hrs.
- V. Cross-cultural Requirement
- Each student must take one course which deals primarily with the Third World or with a non-Western civilization. 3 hrs.
- 36-39 hrs.

NOTE: A course taken to satisfy a requirement in one area of general studies cannot be used to satisfy a requirement in another area.

Description and Rationale

I. Basic Skills

A. Mathematics. The University Studies requirement in this area may be satisfied through one of the following options:

- a) Completing MA 109, College Algebra and Analytic Geometry, or
- b) Passing a competency examination (without University credit), or
- c) Passing a course in calculus.

Rationale: The aim of this requirement is to ensure that all students possess some skill in symbol manipulation and graphic presentation of data. Frequently this skill is acquired in secondary school programs, and the Committee expects that before long all entering students will have achieved this level of competency before they come to the University.

B. Foreign Language. The University Studies requirement in this area may be satisfied through one of the following options:

- a) Completion of two years of a foreign language (modern or ancient) at the secondary school level, or
- b) Completion of two semesters of a foreign language (modern or ancient) at the university level.

Rationale: Since language is the principal medium through which a culture is transmitted, the Committee feels that competency in a foreign language is one of the most useful means of increasing students' awareness of the diversity in human society and broadening their understanding of a complex world. What the Committee has in mind here is the ability to read a foreign language at a level that will provide access to a foreign culture (i.e. the ability to read newspapers, magazines, etc.). We are under no illusion that the above requirement constitutes adequate preparation for this purpose. But within the constraints of other pressing needs and of our resources, it is a step toward that goal and an affirmation of the role that language study should play in a university education. We anticipate that as this requirement becomes widely disseminated, more and more of the responsibility for elementary language instruction will be assumed by the secondary schools and that more and more entering students will be prepared to pursue additional language study in this area with confidence and for personal satisfaction. We propose that during the first three years of the new University Studies Program satisfactory completion of

secondary school courses be accepted as automatic fulfillment of this requirement. During that period competency examinations should be administered and the results used to assist the schools, wherever necessary, in strengthening their foreign language programs. At the end of the three-year period, incoming students will be required to pass a competency examination in order to fulfill the requirement. Foreign students, whose native language is not English, are not required to take an additional foreign language.

II. Inference and Writing Skills

- A. Calculus/Logic/Statistics. The University Studies requirement in this area may be satisfied through one of the following options:

Option 1: Completion of a course in calculus: MA 123 (Elementary Calculus and its Applications), or MA 113 (Calculus I), or MA 115 (Elementary Analysis I).

Option 2: Completion of the two following courses: PHI 120 (Introductory Logic) and STA 200 (Statistics: A Force in Human Judgment)

Rationale: For many students a knowledge of calculus is, if not mandatory, at least useful in the pursuit of their major discipline. Calculus is also essential for understanding a great deal of modern technical thought. For these reasons the Committee believes it ought to be part of the required curriculum for a large segment of the undergraduate student body. Other students, however, who have little need of calculus, will be better served through training in logical argument and statistical analysis.

- B. Writing Requirement: This requirement may be satisfied through completion of the stipulations outlined in the Writing Requirement endorsed by the University Senate in the Fall of 1984 (Senate Minutes, November 12, 1984, pp. 8-11).

III. Disciplinary Requirements

- A. Natural Sciences. The University Studies requirement in this area may be satisfied through completion of a two-semester sequence (totaling no less than 6 hours) in any of the physical or biological sciences.
- B. Social and Behavioral Sciences. The University Studies requirement in this area may be satisfied by completion of one three-hour course in each of two separate departments in the social and behavioral sciences (e.g. Anthropology, Economics, Geography, Political Science, Psychology, Sociology).

C. Humanities. The University Studies requirement in this area may be fulfilled by choosing one of the following:

- a. A two-semester survey in one of the humanistic disciplines (e.g. English, Philosophy, History, Foreign Language in Translation, Art History, Theatre, Musicology) spanning the period from classical Greece to the twentieth century.
- b. Two courses in a single humanistic discipline, one of which deals with the period before 1700 A.D. and one with the period after 1700 A.D.
- c. Freshman Seminars (two)

Rationale: The Committee believes that the traditional division of learning into three distinct areas (natural sciences, social sciences, and humanities) retains its usefulness, and we are convinced that mandatory exposure to all three branches is essential if the students' undergraduate experience is to have adequate breadth. In the natural sciences we feel that a two-semester sequence in a single science is the only way to provide a proper introduction to the methods of scientific inquiry. In view of the diversity of social science methodologies, we believe that a single course in two different disciplines would provide a better introduction than two semesters in one discipline.

In the humanities our aim is to provide an introduction to some of the major intellectual, social, political, ethical and aesthetic traditions and institutions of the Western world in order that students may better understand their own cultural heritage. Students choosing option a. will take a sequence of courses, not unlike many of those presently offered in general studies, which extends from Classical times to the twentieth century. In option b. the two courses may be narrower in scope but must encompass more than a single author, genre, or monument. One of these courses must focus on a period of Western culture prior to 1700 A.D. and the other on a period subsequent to that date. Option c. is a special new program, which is described in Appendix B.

IV. Cross-disciplinary Requirement.

The University Studies requirement in this area may be fulfilled by the completion of two courses which have been specifically designated as paired offerings. Such courses may be within single a broad area of study (i.e. humanities, social sciences, natural sciences) or may cross over these areas. However, to be included within cross-disciplinary

studies such courses, in addition to following the guidelines for University Studies courses, must meet the following criteria:

- 1) The courses must involve more than one discipline.
- 2) The content of cross-disciplinary courses must be broad in scope and must deal with such matters as philosophical dimensions, disciplinary assumptions, historical perspectives and issues of value rather than with technical or professional information.
- 3) The syllabi of these courses must reflect joint planning on the part of the participating departments and must indicate the nature of the overlap between the two courses (i.e. the assumptions, principles, goals, source materials, methodologies, etc. which will be compared and/or contrasted in the two offerings).
- 4) The paired courses must have some common readings.

Rationale: The major portion of general education at the University of Kentucky has been and will continue to be centered around individual disciplines. This arrangement has proved to be an effective and efficient method over the years. With such a system, however, we easily create the impression that knowledge can be nicely categorized and that what is learned in one discipline has little to do with what is learned in another. To counter this misconception the Committee feels that students should have some experience with courses which go beyond disciplinary distinctions and which seek to demonstrate the interrelated character of human knowledge. It is anticipated that, with only a modicum of revision, large numbers of courses already being taught at the University will serve this purpose. Many current offerings in literature, philosophy, history, and fine arts, as well as some in the social and natural sciences, will lend themselves to this kind of pairing. We wish also to encourage departments to develop new offerings which will effectively relate one area of study to another.

We suggest that these courses be taken within two consecutive semesters, and for this reason, only courses which are offered on a fairly regular basis should be included in the University Studies Program. Because we believe that general education courses should be spread throughout the four years of undergraduate study, a significant number of upper division offerings will be included in Cross-disciplinary studies as well as in the Cross-cultural component.

V. Cross-cultural Requirement.

The University Studies requirement in this area may be fulfilled by the completion of a three-hour course which deals primarily with the Third World or with a non-Western civilization (i.e. a civilization outside the Judaeo-Christian tradition).

Rationale: The Committee views this requirement as a natural counterpart to its earlier recommendation (i.e. in the Humanities Requirement) that all students take a sequence of courses dealing with the traditions and institutions of the Western world. It is highly important that our undergraduates develop some appreciation for cultural heritages which are not part of the Western tradition but which nonetheless have impressive histories of their own. We concur with a suggestion made by the American Association of Colleges in its recent report on higher education that "colleges must create a curriculum in which the insights and understandings, the lives and aspirations of the distant and foreign, the different and the neglected, are more widely comprehended by their graduates." Such understanding, we believe, is valuable not only in its own right but as a way in which students can acquire a larger perspective on their own heritage. The ideal here is for all students to have experience with a culture outside the Judaeo-Christian tradition, and there are currently a good number of offerings in History, Geography, and Anthropology which meet this standard. However, the Committee recognizes that this ideal may be achieved only over a period of years, and in the interim some offerings within that tradition may be accepted as satisfying the Cross-Cultural component. If so, we recommend that courses included in this component meet the following criteria:

- 1) Courses dealing with cultures or sub-cultures that are markedly different from the students' experience are to be preferred to courses which are close to that experience.
- 2) Every effort should be made to emphasize those aspects of a culture or sub-culture which differentiate it from the traditional western outlook.
- 3) Where possible attention should be focused on different aspects of a culture including folk as well as elite traditions.

What must be remembered in the selection of courses for this requirement is that the benefit to students will be in direct proportion to the amount of "culture shock" involved, i.e. the degree to which students must initially struggle to comprehend how it is that people can think and act in different ways. For a discussion of the type of courses the Committee has in mind see Appendix C. The Committee feels that departments should be encouraged to design and submit new courses which will come closer to achieving the ideal than do most offerings which are currently on the books.

ADDENDA

Writing. There are several dimensions to the University Studies program which the Committee would like to underscore in its recommendations. The first of these has to do with writing skills. If our undergraduates are to continue to mature intellectually, writing must be integrated into the learning process; it must be a presence in the students' total educational experience. As a way of ensuring this presence, the Committee recommends that all University Studies courses, except for those in Basic Skills, include a writing component. The nature and extent of this component will vary from course to course, but we believe that writing is the single most effective means of developing an individual's critical, synthetic, and expressive abilities. It is worth noting in this connection that formal writing assignments (e.g. term papers and research reports) are by no means the only kind of writing that can be used to advantage. Summaries, syntheses, critiques, and exercises which compel students to write in response to what they read and hear can all contribute to the art of learning.

Ethical Dimension. The Committee recommends that the ethical dimension of education be an integral part of the University Studies program. Instructors should be encouraged to raise ethical issues wherever appropriate and to explore with their classes the moral arguments, criticisms, ideals, and consequences which are inevitably bound up with human decisions. The purpose here should not be to indoctrinate or to argue a particular point of view but to assist students in defining for themselves what is entailed in such concepts as valor, temperance, justice, and the like, and what it means to act responsibly in the public and private spheres.

Computer Literacy. It is a truism that in the future all students will have to possess some degree of computer literacy. However, the Committee feels that individual needs in this area are so diverse that it is inappropriate for us to establish a universal requirement. Individual departments should establish suitable levels of competency for their majors and should see to it that their students gain the necessary experience.

Active Learning. Finally, we believe that a special effort should be made in University Studies courses to promote active student engagement in the learning process. On this matter the Mortimer Committee ("Involvement in Learning...") has expressed the point very well: "To do a discipline means to speak it, to work with its primary methods, to follow its processes, and to adapt its perspectives. Active modes of teaching require that students be inquirers -- creators, as well as receivers, of knowledge." Through a variety of techniques, such as discussions, debates, simulations, oral presentations, and individual learning projects, instructors should assist students in developing intellectual initiative and creative habits of learning.

RESOURCES

At every stage of drafting its recommendations for changes in general education at the University of Kentucky, the Committee considered the problem of resources. It is our best estimate that through the reallocation of existing resources and new monies the cost of implementing the University Studies Program will be approximately \$400,000. This estimate, which is based on enrollment figures for 1984/85 and on the class profile of 1982/83, can be

affected by several factors which are difficult to assess at the present time. These include the total enrollment at the University, which has been declining in recent years; the principle of double counting (i.e. using a course to apply both to one's major and to University Studies), which will decrease under the new system; and student interest, which is affected by many things. Amid all these considerations it is important to remember that some resources will be made available through the changes that are involved in the new program, and in the area of Basic Skills the need for additional resources will decline as students come to the University better prepared to bypass these requirements. Most importantly, however, we should be mindful that we are discussing changes that will significantly improve the education of the entire undergraduate student body for years to come. In that light the Committee believes that the estimated additional costs are most reasonable, and we are convinced that with sufficient lead time the University can initiate the proposed revisions without inordinately taxing the system as a whole.

Implementation and Oversight. Implementing the University Studies Program will require a considerable amount of planning, and for this reason the Committee recommends the Fall 1987 as a target date for initiating the new requirements. This arrangement will allow those responsible for the program to decide on appropriate courses and to meet staffing needs. The Committee believes that the success of the new program demands careful and continuous administrative oversight. Thus, we recommend that a particular individual be given the responsibility and the resources to coordinate the organization of University Studies and to monitor its academic quality on an ongoing basis. This person should be a faculty member actively involved in teaching in the program and should be an individual with good judgment, vision, and enthusiasm, as well as administrative ability, who can convey to the academic community the importance and challenge of University Studies. Such a director should be appointed by the Chancellor of the Lexington Campus and should be vested with the necessary authority (financial and administrative) to fulfill his or her responsibilities.

We also recommend that a permanent committee of knowledgeable, distinguished and interested faculty and students be appointed to advise the director on the implementation and maintenance of the program. This committee should be appointed in the same fashion and with the same care that the area committees are currently chosen. The first responsibility of the committee will be to work with the director in developing the new curriculum. We recommend that no course presently in the general education program be automatically included in University Studies, but that each offering be evaluated on the basis of the general guidelines outlined in Appendix A. Thereafter, it shall be the committee's responsibility to assist in maintaining the continuity and academic quality of the program.

AFTERWORD

The Committee believes that the proposed changes in the structure and content of general education at the University of Kentucky represent a substantial and significant improvement over what we have in the present system. The new program is more coherent and comprehensive, and it will, we are convinced, better prepare our students to meet the challenges they face in the coming decades. In that connection we would like to conclude with two

reminders about what we all know. The first is that no format or structure is a guarantee of quality in instruction or learning. Quality comes from people, that is, from our faculty and students, not from structures. The success of University Studies will depend on the dedication and performance of those engaged in the process, not on the distribution of courses or the number of hours required in the program. For this reason we wish to reiterate the point made earlier about using our best faculty in University Studies courses and about promoting excellence in this area through an appropriate reward system.

Secondly, adequate time will be needed to implement and to evaluate the new system. In the initial stages there will inevitably be false starts, shortcomings, and perhaps some major blunders. That fact should not be surprising. It will be a time for initiative and forbearance, for vision and for criticism, for individual energy and joint action. We think that the process of putting the new program into effect can be as stimulating and productive for the faculty as for the students. Here is an opportunity, not just a task. After the University Studies Program has been firmly in place for some time, it will be appropriate to stop and take stock once again. The business of general education, like every other academic pursuit, should always be the object of periodic revision and timely new beginnings. We think the present moment is a time for such a beginning.

Appendix A University Studies Courses

Although University Studies courses may sometimes function as an introduction to particular disciplines, their primary purpose is quite different from that of the usual departmental offerings. Their principal aim is to help students to become familiar with the broad dimensions of human knowledge, to develop an appreciation for the great diversity of approaches in human inquiry, and to experience some of the satisfactions of the intellectual life. Since this aim should be pursued at every level of undergraduate education, upper division courses in University Studies are most desirable. Within the disciplinary areas, as well as the cross-disciplinary and the cross-cultural components of University Studies, courses should be designed with the following criteria in mind:

- A. They should provide a reasonably comprehensive coverage of the basic principles, concepts, and current state of knowledge of the area described in the course title and description.
- B. Without becoming bogged down in detail, they should provide a general understanding of the methods of study that are germane to a particular area of study.
- C. They should provide some sense of the historical developments that have led to the current body of knowledge in a particular field.
- D. They should demonstrate how a particular body of knowledge fits into the larger body of human knowledge as developed in related disciplines.
- E. They should indicate how the content or skills imparted in a particular course might be useful or important in the students' own life.

- F. They should be taught in language that is free of jargon and (except in the case of basic skills and sequential courses) should normally assume no prior knowledge of the subject.
- G. Through a judicious selection of illustrative material and through the presentation of differing viewpoints they should seek to develop the students' spirit of inquiry and an appreciation of the joys of intellectual pursuits.
- H. Wherever appropriate they should raise questions of value and should explore the philosophical, ethical, and aesthetic consequences which are entailed in all human decisions.
- I. They should contain a writing component.
- J. Through a variety of teaching methods they should seek to promote active student involvement in the learning process.
- K. They should involve methods of evaluation that go beyond the objective (e.g., multiple choice) examination. Among the options here are shorter, written examinations or quizzes, essays within or outside the classroom, and oral presentations.

Appendix B Freshmen Seminars

The Freshmen Seminars are a two-semester sequence of courses focusing on some of the major intellectual, social, political, ethical, and aesthetic traditions and institutions of the Western world from Classical times to the twentieth century. In addition to introducing students to a substantial number of issues and answers that have shaped the Western tradition, these courses are designed to provide a stimulating environment in which individuals can develop an appreciation for the challenges and satisfactions of intellectual inquiry. The courses will be taught in sections of 20 students by experienced faculty, and the material will be organized around a theme, a principle, or a set of issues established beforehand by the individual instructor. Emphasis will be placed on the relevance of problems and issues in the western tradition to twentieth century culture.

Rationale: One common criticism of education at large universities is that students frequently do not have an opportunity to participate in a small class with experienced faculty until they become juniors or seniors. At a critical stage in their university career when they are just beginning to develop academic skills and are establishing their attitude toward learning, they have little opportunity to engage in extended classroom discussion, to share ideas with their peers and to experience in a personal way the challenges and satisfactions of intellectual pursuits. The Freshmen Seminars are designed to alleviate this problem in a limited way. Their purpose is threefold: a) to introduce students to some of the issues and answers which have shaped the western tradition and which have had an impact on modern ways of thought; b) to pursue this goal through integration of materials from a variety of disciplines; c) to stimulate the students' spirit of inquiry and to assist them in developing an appreciation for the values of the intellectual life.

Though the Committee believes that this kind of academic experience is desirable for all students, it seems impractical at this time to make it a universal requirement. We recommend that such a program be initiated for approximately 400 students (20 sections) and that after a period of trial and evaluation a decision be made about expanding it.

Appendix C Cross-cultural Courses

The following is suggested as a scale of priorities for courses to meet the cross-cultural requirement. It must be borne in mind that (1) represents the minimum standard and (5) the ideal. The committee which initially certifies courses in this area may be obliged to accept any course that falls within priority (1); later the committee may be able to insist that courses satisfy some higher standard.

- (1) The culture studied should be one that is markedly different from that of the students and preferably outside the Western or Judaeo-Christian tradition. There are many Anthropology courses and a number of Geography, History, and Political Science courses that would meet this criterion.
- (2) The content of the course should be devoted largely or exclusively to the study of culture, rather than of politics, economics, or historical events. There are Anthropology and probably some History courses that would satisfy this criterion.
- (3) The course should expose students to many different aspects of a "foreign" culture, including folk as well as elite traditions, in order to make them aware of the interrelatedness of the different aspects of culture. For the time being this criterion seems to be most nearly met by Anthropology courses and possibly some Geography courses.
- (4) The course should expose students to a non-Western culture that has or had a significant recorded history and a well developed philosophical tradition of its own, to dispel any idea that ours is the only "civilized" mode of thought. For the time being there are no courses on the books that adequately satisfy this criterion, except for occasionally-taught Anthropology courses on Egyptian or Maya civilization.
- (5) The course should expose students to a cultural tradition that is still alive and viable in the present-day world; in other words, a culture that they are quite likely to meet face-to-face at some point in their future lives. For the time being there are no courses that meet this requirement.

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

31 October 1985

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, November 11, 1985. Proposal to amend Senate Rule I, 3.2.3 to limit membership on the Graduate Council to no more than one person from any department. Accompanying proposals to alter certain terms in future Graduate Council elections to obtain a more even turnover in membership.

Rule Change: [proposed amendment is underlined]

- I. 3.2.3 Election--Only full members of the Graduate Faculty shall be eligible to serve on the Graduate Council and to vote in the Graduate Council election. Graduate Faculty members with administrative titles above that of department chairman shall not be eligible. In addition, members of the Graduate Faculty from departments which have representatives with unexpired terms on the Graduate Council shall not be eligible.

Proposal 1: In the 1987 Graduate Council election the terms of the two members from the College of Education expire. The person elected from that College with the highest number of votes shall serve for a three year term and the other person elected shall serve for a two year term.

Proposal 2: In the 1988 Graduate Council election, the terms of six members will expire. The term of the member elected to represent the Colleges of Allied Health, Dentistry and Nursing shall be for two years.

Background and Rationale:

There are certain years in which the turnover of the Graduate Council membership is substantial. In some years, including the two appointed members, there will be eight new members and in other years, including the appointed members, there will be six new members. The expiration of the terms of eight members requires that at least one half of the

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Senate Agenda Item: Graduate Council Elections
31 October 1985

Background and Rationale: [continued]

Graduate Council will be new. In addition, Council members who go on leave have to be replaced and under these circumstances more than one half of the Council would be new,

Another problem is that two Graduate Council representatives sometimes come from the same department. Currently, the College of Education representatives are from the same department and, also, are elected in the same year. Currently, there is no rule which states that two members of the same department may not represent their College on the Graduate Council.

The Graduate Council considered these two issues and proposed the following.

In the 1987 election two members of the College of Education's terms expire. Replace one of them for a two-year term and the other for a three-year term. In the 1988 election, the terms of six members of the Graduate Council will expire. those members representing Business and Economics; Engineering; Allied Health, Nursing and Dentistry; and Fine Arts and Communications. In order to provide for even distribution, set the term of office for one of these representatives for two years. This will provide for the expiration of the terms of five elected representatives on the Council in 1989, four in 1990, and five in 1991--all of which will make for a more even distribution of terms of membership on the Graduate Council.

The Graduate Council suggests that the representative from Allied Health, Nursing and Dentistry be elected for two years in 1988. Since this group represents more colleges it would allow the possibility of wider representation of the colleges.

In establishing the Graduate Council it was apparently the objective to provide as broad representation as possible from the colleges within the University and within colleges where there are two or more representatives on the Council. Amending the Senate Rules as indicated would further this objective.

The proposed amendment to the Senate Rule I., 3.2.3 and proposals 1 and 2 outlined herein have been reviewed and endorsed by the Senate Council.

Implementation Date: Fall, 1986.

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UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

1 November 1985

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additions*

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, November 11, 1985. Proposed change in University Senate Rules, Section V., 2.4.1 Absence Policy (revised).

Current Rule:

2.4.1 Absences

Attendance may or may not be required at the discretion of the instructor, who will announce his/her policy at the beginning of the course.

Trips for members of organizations (musical, oratorical, dramatic, etc.) and of University classes and the absences resulting from such trips must be authorized by the appropriate college dean if the trips result in the absence of students from regularly scheduled classes in which attendance is required.

Trips for participation in intercollegiate athletic events and the absence resulting from such trips must be authorized by the Vice Chancellor for Student Affairs.

In some appropriate manner, the faculty member in charge of an authorized trip shall notify instructors affected that the absence is authorized. The student shall be responsible for the work missed, and, in advance of the trip, should make arrangements to make up the work. The instructor shall, if feasible, give the student an opportunity to make up the work missed, and shall not, in any case, arbitrarily penalize the student for the absence. (See Section IV., 3.2)

REVISED ABSENCE POLICY

The revision below incorporates all suggestions for change made at the October Senate meeting, except for the one about religious holidays. That will be a separate amendment issued under date of 1 November 1985.

Proposed:

2.4.1 Attendance and Completion of Assignments

For each course in which the student is enrolled, the student shall be expected to carry out all required work including laboratories and studios, and to take all examinations at the class period designated by the instructor.

Each instructor shall determine his/her policy regarding completion of assigned work, attendance in class, absences at announced or unannounced examinations, and excused absences in excess of one-tenth of class contact hours (see Rule V-2.4.2 below). This policy shall be presented in writing to each class at its first or second meeting. Students' failure to complete assignments, attend class, or be present for examinations in accordance with the announced policies may result in appropriate reductions in grade as determined by the instructor except in the case of excused absences.

2.4.2 Excused Absences:

The following are defined as excused absences:

1. Illness of the student or serious illness of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
2. The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
3. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall, if feasible, give the student an opportunity to make up the work missed during the semester in which the absence occurred. The student shall, if feasible, be given the opportunity to make up exams missed due to an excused absence during the semester in which the absence occurred. In those instances where the nature of the course is such that classroom participation by the student is essential for evaluation, the instructor shall, if feasible, give the student an opportunity to make up the work missed during the semester in which the absence occurred.

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If, in the opinion of the instructor, excused absences in excess of one-tenth of the class contact hours or the timing of excused absences prevents the student from satisfactorily completing work for the course, the instructor shall counsel the student about the options of an I grade or withdrawal from the course for that semester.

Background and Rationale:

For many years, the only excused absence recognized by the Senate Rules was one taken for a University-related trip. There is no rule recognizing a student's illness or the illness or death of a member of a student's immediate family as an excused absence. Many instructors have allowed students to make up work in illness or death situations, but some have not. The latter situation has caused a lot of problems and students have frequently complained to chairpersons, deans, the ombudsman, etc. However, because no rule lists illness and death as excused absences, chairs, deans, ombudsmen, etc. have no authority to compel instructors to allow students to make up missed work.

During the 1982-83 academic year, a University Senate ad hoc Committee chaired by Mike Brooks worked for six months (consulting with former Ombudsmen, Student Affairs Offices, the Athletics Department, etc.) to draft a proposed revision of the rule to remedy this problem. At the April, 1983, Senate meeting, the Senate voted to return the proposal to the Committee, largely because some Senate members felt that the revision would deprive instructors of the ability to establish some policy linking minimal attendance and grades. The ad hoc Committee never reconvened following the Senate action. The problems, however, have not gone away.

In the summer, 1985, the Senate Council reviewed the background materials and appointed an internal ad hoc Committee whose charge was to

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1 November 1985

propose revisions to alleviate the existing problems, taking into account the objections raised at the April, 1983, Senate meeting. That committee produced the revision considered by the Senate in October, 1985. The current proposal reflects the Senate suggestions made in October, with the exception of religious holidays, which will be considered as a separate amendment. Essentially it defines a student's illness and illness or death in the student's immediate family as excused absences, with the proviso that a student who accumulates excused absences in excess of one-tenth of the class contact hours shall be counseled about the incomplete and withdrawal grade options if the instructor believes that the absences preclude the student from completing the course in a satisfactory manner by the semester's end. The Senate Council recommends approval.

Implementation Date: Spring Semester, 1986.

/cet
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11/6/85

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506-0032

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

1 November 1985

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday, November 11, 1985. Proposal to add a fourth sub-paragraph to the University Senate Rules, Section V, 2.4.2 to include major religious holidays in the definition of excused absences.

Proposal: [New portion is underlined]

V. 2.4.2 Excused absences:

The following are defined as excused absences:

. . .

- 4. Major Religious Holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

Background and Rationale:

The inclusion of major religious holidays in the definition of excused absences was suggested at the October Senate meeting in the discussion which followed the vote to postpone consideration of the absence policy until November. The UK Faculty Association on Jewish Affairs after discussion with several other religious organizations, submitted this proposal to the Senate Council. The Senate Council takes no position on the proposal, but is glad to place it on the Senate agenda. The subsequent explanation in the following paragraphs is written by the Faculty Association on Jewish Affairs.

In view of the fact that the University Senate does at present have an Excused Absence Policy, it may be assumed by faculty, students and staff that any reason for missing a lecture, laboratory, or examination, other than those specifically mentioned in Section V., 2.4.2 is not recognized as legitimate by the University. As the University of Kentucky is a state institution, financed in large part by public monies, it is also reasonable to assume that the University should abide by the "Free Exercise Clause" of the First Amendment of the U.S. Constitution which protects the individual student's right to practice his or her own religion. It therefore seems to be both

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Religious Holiday: US: 11/11, 85
1 November 1985

Ms. Celinda Todd
Senate Council
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rationale and in the best interests of the University to include major religious holidays as a valid reason for a student to be absent from class, etc.

The student must assume the obligation of notifying the instructor in writing of any potential conflicts with classroom activities or examination dates at the beginning of each semester so that there is ample time for all parties concerned to make the necessary accommodations. Students missing work due to religious holidays will bear the responsibility to make up the work. The faculty member involved will be expected to provide the student with the opportunity to take missed examinations at a mutually convenient time.

In the event that the instructor and the student cannot reach a satisfactory accommodation the University Ombudsman may be asked to intervene by either concerned party. The Ombudsman has both the authority and responsibility to mediate the dispute. (By making the student responsible for prior notification rather than the Ombudsman, his/her role and a neutral mediator responsible for the determination of what constitutes a major religious holiday is preserved.) The Ombudsman is encouraged to publicize the Absence Policy in either the Kentucky Kernel or through other appropriate channels as he/she see fit at the commencement of each academic semester.

Implementation Date: Spring Semester, 1986

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