

The University Senate met in regular session at 3:00 p.m., Monday, November 12, 1973, in the Court Room of the Law Building. Chairman Adelstein presided. Members absent: Staley F. Adams, Lawrence A. Allen, Charles E. Barnhart, Robert P. Belin, Norman F. Billups*, Ben W. Black*, Harry M. Bohannon*, Robert N. Bostrom*, Garnett L. Bradford*, Charles L. Brindel*, Thomas D. Brower, Stephanie Brown, John M. Bryant, C. Frank Buck*, Collins W. Burnett*, Thomas F. Connelly, Charles Conner, Lewis W. Cochran*, Clifford J. Cremers*, Vincent Davis*, Wayne H. Davis*, John A. Deacon*, John L. Duhring, Anthony Eardley, Roger Eichhorn, Robert O. Evans*, Juanita Fleming*, Lawrence E. Forgy, James E. Funk*, Zakkula Govindarajulu*, George Gunther*, Joseph Hamburg, Thomas Hansbrough, George W. Hardy, Virgil W. Hays*, Charles F. Haywood, Andrew J. Hiatt*, Ron Hill*, Raymond R. Hornback, Eugene Huff*, Raymon D. Johnson*, L. Clark Keating*, E. Barrie Kenney, David L. Larimore, Robert L. Lester, John H. Lienhard, James W. Little, Michael P. McQuillen*, William G. Moody*, Alvin L. Morris*, Vernon A. Musselman*, Arthur F. Nicholson*, Jacqueline A. Noonan, James Ogletree, Thomas M. Olszewsky, Blaine F. Parker*, Paul F. Parker*, Bobby C. Pass, Doyle E. Peaslee*, Carl Peter*, James E. Prestridge, John A. Rea*, Thurlow R. Robe*, Wimberly C. Royster, Paul G. Sears*, Otis A. Singletary*, David Smith, Stanford L. Smith*, Earl L. Steele*, William J. Stober*, Joseph V. Swintosky*, Lawrence X. Tarpey*, William C. Templeton, Paul A. Thornton*, Relmond P. VanDaniker*, Jacinto J. Vazquez*, M. Stanley Wall, Tom Weber, Rebecca Whitis, David Williams, Leslie K. Williamson*, Paul A. Willis*, Miroslava B. Winer*, William W. Winternitz*, Ernest F. Witte*, Leon Zolondek, Robert G. Zumwinkle*.

The first item on the agenda concerned the minutes of October 8, 1973. Chairman Adelstein made one correction: He stated that he had announced at the last meeting that the Senate Council had approved the proposed Planning degree in Architecture up to the Fall semester, 1976. That should have been "up to and including the Fall semester of 1976." There being no other questions or corrections, the minutes of October 8, 1973, were approved as circulated.

Chairman Adelstein then made the following remarks:

I would like to mention that Ms. Shelburne, who is usually here as our recording secretary is absent today. She has been in the hospital, but is getting along fine and we expect to have her back here next time. In the meantime, Cindy Todd, the Staff Assistant to the Senate Council, will serve in her place.

Dr. Blyton, our Parliamentarian, is also absent. He is at the inauguration of one of his former students, "Dino" Curris, President of Murray, and instead we have Bert Ockerman serving as Parliamentarian.

I would also like to report very briefly on the activities of the Senate Council since last I reported them to you at the last meeting. We met with Dean Royster concerning the Lowitt Report; we met with President Singletary twice: once to discuss the proposed budget, and another time to discuss the report of the Committee on Tenure named after its chairman, Joe Krislov, the "Krislov Report," and also the report from the Medical Center, the "Noonan Report."

We have arranged a meeting with the Community College Council to which our Community College Committee will be invited.

*Absence explained

We continue to struggle with committee charges and the reorganization procedures under the Jewell Report; we have also prepared the Lowitt Report for action today.

I'd like to announce that the December 10 meeting will tentatively be concerned with the Krislov Report--this is the tenure report; a restrictive admissions proposal from the College of Architecture and a number of rule changes that were prepared last spring and that we have not had time for on our docket.

Many committees have been meeting and working quite hard. The Rules Committee under Sidney Ulmer; the Admissions and Academic Standards Committee under Jane Emanuel, who'll be considering the report from the College of Architecture; the student affairs Committee under Dick Gift is getting started; the Teaching, Learning, and Advising Committee under Al Levy is working on student evaluations; the Community College Committee under Jean Pival hopes to have a report soon on transfer of credits--the 67 credit rule; Willis Sutton is working valiantly to get the General Studies Committee going. This is a large committee of over 21 members, and he's wrestling with the mandate that the Senate gave him last time--considering proposals in the Ulmer Report. I know that Irv Kanner's Academic Facilities Committee, particularly the sub-committee on Space Utilization has been working, has met with Larry Forgy; and that Jim Criswell has had one or two meetings with the Academic Organization and Structure Committee. There may be other committees working; if I have failed to mention them, it's just that I have not been informed and would appreciate being informed of your activities.

Let me announce that J. W. Patterson has accepted the position of chairman of the Recognition Dinner. This is the dinner given to retiring professors and there will be forty-six professors retiring this year. That will be held sometime in April--the date to be announced.

A word to the Senate Council: There will be a meeting tomorrow; we will meet at the unusual time of 2:30; please try to be there.

The Senate Christmas party, which I have mentioned before, will be held December 11. Under the demands of inflation, we will have to raise the price of our tickets to two dollars, but this still entitles you and your spouse to unlimited drinks and goodies. So, we're sorry that the price had to go up, but the Trustees will be there, the top administrators will be there, and we hope all of you will be there.

I'd like to mention that a special word of congratulations should go to Dean Swintosky and the faculty of the College of Pharmacy and to Dean Bohannon and the College of Dentistry for being recognized as among the top five schools in their professions by Change magazine this month. This is a fine honor to both these professional schools and they are certainly to be commended.

Finally, an unpleasant reminder about final examinations. As you know, there is a Senate Rule that requires that the examinations are to be given when scheduled. If for emergency reasons they cannot be given when scheduled, they can be changed only with the recommendation of the department chairman, the dean, and the approval of the registrar. We always have a lot of difficulties about final examinations and I hope you will remember to follow the established guidelines in the Rules.

Chairman Adelstein referred to the first item on the agenda, that of the Lowitt Report circulated to the faculty by the Senate Council under date of October 25, 1973. He stated that each Recommendation would be presented separately for discussion and vote. He then called on Professor Constance Wilson, Secretary of the Senate Council, to present the first Recommendation.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.A be approved as recommended to be forwarded to the Administration as a recommendation for implementation. The Senate approved Recommendation III.A as presented. Recommendation III.A reads as follows:

The Graduate School shall annually collect data on the number of teaching and research assistants in the University and the funds allocated to them.

On behalf of the Senate Council Professor Wilson presented a motion that Recommendation III.B be approved as recommended to be forwarded to the Administration as a recommendation for implementation.

Motion was made and seconded to add the phrase ". . . at the outset of each semester." After some discussion, Chairman Adelstein called for a vote on the proposed amendment. The motion carried. Recommendation III.B was then approved as amended. Recommendation III.B reads as follows:

Teaching assistants shall be carefully supervised and guided in their duties and responsibilities, which shall be thoroughly explained at the outset of each semester. In departments with large numbers of teaching assistants an experienced teacher in the department might provide their service or possibly an appropriate specialist in teaching methods might be consulted. If necessary, funds should be designated specifically for the supervision of basic courses to which teaching assistants are assigned.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.C be approved as recommended to be forwarded to the Administration as a recommendation for implementation.

Motion was made and seconded to add the words "and research" to the original recommendation. After some discussion, Chairman Adelstein called for a vote on the proposed amendment. The amendment was approved. Chairman Adelstein then called for discussion on the motion as amended. It was moved that the motion be amended to read "according to established departmental criteria." After some discussion, the Senate voted to approve this amendment. The Chairman then called for a vote on the original motion as amended twice. The motion carried. Recommendation III.C reads as follows:

Departments shall be responsible for a systematic evaluation of the performance of teaching and research assistants, according to established departmental criteria and the results of this evaluation shall be presented to them in some formal manner.

On behalf of the Senate Council Professor Wilson presented a motion that Recommendation III.D be approved as recommended and be forwarded to the Administration as a recommendation for implementation. Motion was made and seconded to add the words ". . . and research" to the original recommendation. The amendment was approved.

Chairman Adelstein then called for a vote on the original motion amended. The motion carried. Recommendation III.D reads as follows:

Teaching and research assistants shall be notified by March 1, either that their appointments will or will not be renewed for the coming year, or why a final decision cannot be made and when they will be notified.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.E be approved as recommended and be forwarded to the Administration as a recommendation for implementation. Motion was made to add the following words ". . . and approval by the appropriate dean." After some discussion Chairman Adelstein called for a vote on the proposed amendment. The amendment was defeated. Motion was made and seconded to delete the word "incoming" and the words "at the time the initial offer is made." After some discussion, a substitute motion was proposed to add the following ". . . and to all assistants whenever the policy is changed." The substitute motion carried. Chairman Adelstein then called for discussion on the original motion as amended. An editorial change was suggested to delete the word "incoming" and replace it with "prospective." The motion as amended was approved. Recommendation III.E reads as follows:

Each department shall state in writing its policy concerning the appointment and reappointment of teaching and research assistants, and this statement shall be made available to all prospective assistants at the time the initial offer is made and to all assistants whenever the policy is changed.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.F be approved as recommended and be forwarded to the Administration as a recommendation for implementation. After some brief discussion, Chairman Adelstein called for a vote. The motion as stated carried. Recommendation III.F reads as follows:

The University legal counsel should explore the possibility of treating graduate assistant stipends as tax exempt fellowships and his findings should be forwarded to all appropriate department chairmen.

On behalf of the Senate Council Professor Wilson presented a motion that Recommendation III.G be approved as recommended and be forwarded to the Administration as a recommendation for implementation. After some brief discussion, Chairman Adelstein called for a vote. The motion as stated carried. Recommendation III.G reads as follows:

Until a uniform Internal Revenue Service policy is formulated departments shall annually furnish graduate students serving as teaching and research assistants with a standard form, authorized or approved by the administration, that might be of help in reporting their annual incomes to the Internal Revenue Service.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.H be approved as recommended and be forwarded to the Administration as a recommendation for implementation.

An amendment was proposed to add the words ". . . classroom teaching," the purpose being to provide representation by teaching assistants when they have classroom teaching responsibilities and not grading or other responsibilities. Further clarification was requested as to whether this assistant would have a vote. The response was that it would depend on the individual department, that the motion as stated does not require a vote. Additionally, it was asked if classroom as designated in the amendment also means laboratory if the teaching assistant has teaching duties in the laboratory. The response was affirmative. Chairman Adelstein then called for a vote on the amendment. The motion carried. Motion was made to amend to add the following words ". . . at least one teaching assistant shall be present . . ."; motion died for lack of a second. Chairman Adelstein then called for a vote on the original motion as amended. The motion carried. Recommendation III.H reads as follows:

Teaching assistants shall be represented in department deliberations about courses for which they have any classroom teaching responsibilities.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.I be approved as recommended and be forwarded to the Administration as a recommendation for implementation. After some brief discussion, the motion was approved as stated. Recommendation III.I reads as follows:

Teaching and research assistants who are also full time graduate students* should be assigned responsibility requiring no more than fifty percent of their time. Normally for teaching assistants, this would mean service for not more than an average of twenty hours per week including time spent in preparation, in the classroom and laboratory, grading papers, counseling students or in any combination of those activities in which teachers are customarily engaged. The responsibilities of research assistants will vary with the fraction of time for which they are employed, but normally a one-half time appointment should require no more than twenty hours per week of assignable duties.

*Full time graduate students are graduate students with a course load of nine or more credit hours during the academic year or six hours in the summer session.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.J be approved as recommended and be forwarded to the Administration as a recommendation for implementation. After a brief discussion, the motion was approved as stated. Recommendation III.J reads as follows:

Each department at the outset of the academic year shall require the attendance of all new teaching assistants at an orientation program designed to inform them of their upcoming duties, rights and responsibilities. This program shall be in addition to any University orientation program.

On behalf of the Senate Council, Professor Wilson presented a motion that Recommendation III.K be approved as recommended and be forwarded to the Administration as a recommendation for implementation. After some discussion, the motion was changed editorially to read "Full-time students who are appointed at least half-time as teaching or research assistants should have no major employment." The Chairman called for a vote and the motion was defeated [46-37].

Chairman Adelstein then recognized the members of the Lowitt Committee to move several other recommendations.

It was moved to include item IV.A to be inserted under Section I, as item E., to go to the Graduate Council for further deliberation. After a brief discussion, an editorial change was made to include the word "terminal" before the phrase "master's candidates." The motion to forward item IV.A to the Graduate Council carried. Recommendation IV.A reads as follows:

Graduate students serving as teaching and research assistants whenever feasible should be doctoral rather than terminal master's candidates.

It was then moved that item B on page 5 under Section IV be inserted under Section I, as item F, to go the Graduate Council for further deliberation. Motion carried. Recommendation IV.B reads as follows:

Candidates for doctoral degrees should gain teaching experience prior to graduation.

It was moved to reinsert item C, Section IV as a recommendation to the Administration with the verbiage changed to read: "An appropriate administrative office in the University should seek to establish an improved scale of stipends for all teaching and research assistants." After brief discussion, the motion as presented was approved. Recommendation IV.C reads as follows:

An appropriate administrative office in the University should seek to establish an improved scale of stipends for all teaching and research assistants.

It was moved that item D, Section IV, be reinserted under Section III, as a recommendation to be forwarded to the Administration. The Chairman called for discussion. It was pointed out that this policy would be contrary to state policy and that of the Council on Public Higher Education. After some further discussion, Chairman Adelstein called for a vote. The motion carried. Recommendation IV.D reads as follows:

The University should consider awarding tuition scholarships for teaching and research assistants.

It was moved that item E, Section IV, be reinserted under Section III, as a recommendation to be forwarded to the Administration. There being no discussion, the Chairman called for a vote. The motion carried. Recommendation IV.E reads as follows:

As a fringe benefit to teaching and research assistants, the University, where it does not already do so, should consider charging only in-state tuition to their spouses.

Professor Wilson then presented a motion that the Senate approve the recommendation from the College of Education which concerns the proposed policy for admission to professional teacher preparation programs, circulated under date of October 26, 1973.

Chairman Adelstein then called on Dean Denmark and Dr. Arnold from the College of Education to answer questions from the floor.

Dean Denmark addressed the Senate as follows:

I'd like to indicate that the rationale for the College request for selective admission policy for the professional teacher education program centers around a concern for quality. For most of the past three decades, the shortage of qualified teachers for elementary and secondary schools has placed a pressure on colleges and universities to recruit, admit and graduate the largest possible number of candidates for teaching positions on the grounds of meeting critical teacher shortages. The emphasis has tended to be upon numbers produced rather than upon the quality of persons that are completing the programs. Many excellent teachers have come through such programs, but many others less well qualified for teaching assignments have graduated also. The changing supply and demand picture suggests that a continuation of the present trend to 1980 would result in 4.2 million college graduates prepared for teaching in a market which would be providing only 2.4 million teaching job openings. We now have in this situation, a unique opportunity to establish quality standards for affecting the admission of candidates for teaching--the nature and effectiveness of the training experiences included in their college program and the performance standards with which they leave such programs.

No longer are we being pressured by schools and communities to prepare larger numbers of teachers to serve. Instead we are being urged by professional teacher organizations and by school administrators, to raise the standards of our training programs to insure a better product entering the profession and the classroom. Further, we are being asked for more help in providing effective continuing education with a larger number of experienced teachers who are continuing in teaching positions at substantially higher retention rates than was true in years past. We are really talking about the quality question in terms of four dimensions. The first of these is selection and retention of persons with the best potential or effectiveness as teachers. Second, the management of numbers in a manner that will enable us to insure that those admitted in the various specialty areas--there are some 15 of them in the College--will receive adequate clinical and field experiences under the supervision of competent school system and University personnel. And third, by finding ways of expanding the time of existing faculty available for new and developing program emphases involving expanded and earlier field and clinical dimensions, competency-based efforts, in-service education for new teachers in the field and for their colleagues already on the job--and doing this in an era of at best stable economic resources available to higher education generally and to teacher education in particular. And fourth, the greater allocation of existing resources to the building of a more adequate knowledge base through research and development activities. These emphases on quality are in addition to our efforts to respond more effectively to urgent school and community needs for trained personnel in fields like special education, early childhood education, and counseling and so forth for supplementary assistance on problems of teaching in urban poverty areas, fields like remedial reading and the general updating of teachers on the job for some years.

We feel that as a unit of the state's major University, the College of Education shares in an important responsibility for research and development that extends a boundary knowledge. This responsibility has necessarily been

slighted in an era when major attention was concentrated upon number of persons prepared for the classroom. We have made substantial strides, we feel, in the right direction during the past several years, more than doubling the number of graduate faculty in the College and greatly increasing the outside funding coming to us for the support of their activities. But the rapidity of change in the education front means we must focus more of our energies on research and on service if we are to maintain a leadership role appropriate to this University. While we have a continuing obligation of importance to train persons in the several teaching fields, we have the additional responsibility of carrying out that training in experimental and in exemplary programs for which we can serve as models for sister institutions, and as sources of knowledge for students of the educative process. We need the authority to manage our resources and our enrollments in a manner that will help us better to discharge the responsibilities assigned to this University by the Commonwealth.

May I remind you that this request for a selective admissions policy is for the upper division level rather than for beginning freshmen. We would expect some differential application within the several programs of the college dependent upon differences in qualifications important to those fields. Sources available and so on would be other factors. Undoubtedly, however, certain criteria would be seen as common to the programs and we have identified some five or six of those including:

1. Evidence of above-average intellectual ability; we want here to reaffirm our belief in perhaps the old-fashioned notion that those persons to whom we assign significant responsibilities for the intellectual, social, and moral development of our children be capable themselves of better than average performance in those fields.
2. A high level of both oral and written communications skills both as originators and as receivers of communications; and here we would see that perhaps key courses in English Composition and Speech and the interview process would help in assigning individuals in these areas who might be checked further.
3. The ability to accept persons of different background, experiences, values and characteristics; we would expect that through interviews, through the required experiences with youth-oriented activities and contacts in other classes there would be an opportunity to get insight into that dimension.
4. Evidence of commitment and of initiative assessed through self-initiated involvement in child or youth oriented activities having an educational dimension would be relevant.
5. An evidence of healthy, flexible, and stable psychological condition, free of excessive need for dependency relationships; again the interview situation, contacts from previous instructors might at least give us a basis for identifying those students for whom a much more formal and sophisticated process of review would be appropriate.

6. Evidence of the student's examination of other career alternatives--his understanding of the demands and limitations of a career in teaching. In addition, interviews and recommendations from other instructors might be helpful to us in identifying potential problem areas in one or more of these.

We would point out that no one of these six areas might necessarily preclude a student from admission but rather some review of the summary of the six would be a basis as determined by individual department action.

And so, to conclude as I began, our feeling is that the proposal is a realistic one, designed to help us meet the problems of growing enrollment in certain areas, helping us to manage resources in others, to facilitate and support roles in areas of particular need of the Commonwealth.

I would be happy to respond.

One Senator asked the following questions: (1) How many students are you talking about? and (2) Where will the students go?

Dean Denmark responded that there is the possibility of moving the students into another program of teacher preparation in the College that has somewhat different requirements, and that may be possible and appropriate for some. In other words, a program in one specialty area, let's say Speech Pathology and Audiology may well have requirements that make it inappropriate for a student to be admitted to that area, but he may be quite appropriate for some other teaching major in the College; and so he might be diverted to that area. It is possible, also, that a student who simply is not seen as having potential for any career in teaching would be advised to go into some other program within the University or elsewhere which is judged to be more suitable to him.

In terms of the numbers involved, it is difficult to say. We do have in our present situation, again in the area I mentioned--Speech Pathology and Audiology--we have more than 70 students desiring entrance to a program where the practical limit of clinical experiences is about 40 and the practical limit of field experiences for those students of an appropriate quality level is about 45. If we are placed in a situation where we have no means of holding the numbers to those which we can provide quality experiences for, it seems to me the students will be cheated in that way.

When asked if limitations were already being placed on programs in Education specifically the Speech Pathology and Audiology program, Dean Denmark responded in the affirmative, and added that this is one of the reasons why the College of Education has requested that the Senate support the present policy change. The College of Education would like to exercise some controls on these areas early enough to prevent any further situations of strain.

Dr. Ockerman then addressed the Senate:

I certainly do not speak to disagree with elements, or most of the elements of rationale which Dean Denmark has presented here today. I do not necessarily speak in opposition to these proposals, specifically to that of the College of Education. But as some of you know, I have spoken against the type of process or the process which it seems to me we are currently engaged in at this institution.

As you will remember last year, two colleges were approved for selective admissions or for controlling enrollment, those being the Colleges of Nursing and Allied Health Professions. Some of you know also perhaps, and maybe others do not, that last year there was established a task group or task force by the President of the University to study the ways and means of controlling enrollments in the institution.

It so happened at the time that we were talking about controlling enrollments there really was a thrust toward controlling enrollment because the institution had been through two years of increases in enrollment amounting to 10% or more, so the "crunch of numbers" was really on, and particularly we found this to be the case in the Colleges of Nursing and Allied Health Professions. About the time this task force really got to work, it appeared that the "crunch of numbers"-- so far as the total institution was concerned--was over. And you've seen the enrollment statistics for this fall and you saw enrollment statistics reflected for last fall as well as the nation-wide enrollment figures.

This task group was chaired by Dr. Willard; Dr. Willard left the institution and after some delay the task force was reconstituted and did make a report to the then Vice President for Institutional Planning, and through him to the President of the University. If my information is correct, this task group report has not really been acted upon. There were some rather specific recommendations that if looked at would provide some relief for Colleges, perhaps like the College of Education as well as for some of the other Colleges that are looking at the problems caused by their present enrollment situation.

This task force report has not been acted upon; so my concern is that this is not really the most sensible way to go about this business of looking at our problems and our concerns and needs and the needs of the Colleges. We are approaching it on a fragmented basis: two Colleges already in the system; you have before you today another very rational kind of report and recommendation that another College join the ranks, and you've already had it mentioned to you by the Chairman of this body that next month there will be another request made to the Senate to look at this matter of controlling enrollment. So, rather than approaching it on an institutional basis, rather than seeing where we are moving in terms of direction of enrollment, rather than looking critically perhaps in terms of: are we in fact, by this process or by any other process, limping severely or changing our course in this institution in providing access to the students of this state to the University of Kentucky? Where are we really headed?

So, my plea again is that we look at this on the basis of some institutional policies, and priorities and determinations, and that this body urge those who have reports before them and who have concerns before them to accelerate this process in order that we can make the best kind of decisions and the best kind of judgments.

Dean Denmark responded:

As a person who met with the Willard Committee, and provided input, I share interest in the deliberations of that group, but in the process,

I think that some significant things are happening to our academic unit and to others that need attention. For example, in the period from 1968-69 to 1972-73 enrollments in our Department of Special Education jumped from 10 to 100 and in the period from 1969-70 and 1972-73, enrollments more than doubled in the Early Childhood Education area. I already mentioned the Speech Pathology area as a particular example, also, enrollments doubling in the last two-year period. So, that it's the kind of thing we have to exercise some kinds of controls over.

In the same period, the College has not been receiving any increased dollars for staffing needs, and so it seems to me if we are not able to cope with these needs by adding personnel, we've got to cope with them by redeploying resources, and in order to do that we have to manage enrollments in other areas. This of course still does not face up to the basic question of quality level, which I would insist remains a critical question for us. This is an opportunity to do something significant that supports the quality standards of this institution, and we would like to provide that sort of support.

One Senator asked Chairman Adelstein if the Senate Council had received a copy of the report made by the task force, or if the Senate Council has any reason to believe that it will get a copy of the report, and if so, whether the Senate Council feels that the Senate should wait to act on the proposal from the College of Education until it receives a copy of the report.

Chairman Adelstein responded that he had seen a draft of the report, and that he had spoken with Dr. Singletary about this whole problem about getting a final report from the task force; and it was his general understanding that this would not be forthcoming soon--that it might depend on some new appointment in Planning. This report from the College of Education started probably last spring, and reached the Senate Council last summer. The Senate Council felt that they did not want to restrict admission at the freshman level and the proposal was returned to the College of Education for modification. We felt that in view of the following: (a) the report [from the task force] was not forthcoming and (b) the draft of the report indicated that there would not be a standard University policy, but an analysis, program by program to determine admissions, that the present proposal is in keeping with the general spirit of that program by program analysis. It seemed to us that it was only fair for the College of Education to act on this. But we have done the investigation you suggest.

One Senator remarked that the proposal in its present form is not a selective admissions proposal, but a restricted admissions proposal, since it involves a screening at the junior level. Additionally, the Senator asked if a student who is presently a freshman, planning to enter the Special Education curriculum, must apply to the College of Education at the junior level.

Dr. Arnold responded that for admission to any program in the College of Education now, the requirements are precisely the same as those for maintaining oneself in good academic standing in the University. In one program in the Special Education Department, a program in Speech Pathology and Audiology, the pressure of numbers has been so great that "extra-legally" we've had to counsel students out of that program; in effect, delay admission. This is quite illegal but faced with the problems of numbers pressure that is there, there has been no other choice. At the same time, extending beyond the real capacity that we have for dealing with those students, we have compromised quality of the program for those that we're offering it to.

One Senator spoke against the admissions at the junior level. He said that he would favor the proposal in the freshman year, but did not think the junior admissions policy would be fair to those students who had had two years in preparation for a curriculum in a Teaching Education Program and then be turned down for admission. Further, the Senator asked: What will a student be able to do when he finds he cannot continue?

In answer to these questions, Dr. Arnold said that most students at the junior level, or a large number of students at the junior level, will not have an investment in courses taken in a Teacher Education Program. Almost no secondary education majors will have taken a course in the Education College before the second semester of the sophomore year. They will have begun their major in the area in which they plan to teach. They will not have made course-time investment in the College [of Education].

In answer to a question concerning the number of hours in the College of Education a student will have taken prior to his junior year, Dr. Arnold responded that it is usually four. When asked how the College of Education proposed to screen students with so few hours taken in the College of Education, Dr. Arnold responded that at least the student has had that four hours. Additionally, there are other criteria including an interview process, grades in key courses such as English 101, 102 and a Speech course; in some areas, they will have had an introductory course in Child Psychology; in other areas, they will have had key introductory courses in their major disciplines.

The one program with which we have, and will continue to have a great deal of difficulty until we are allowed to screen at the freshman level is that program preparing elementary education majors. As you know when we went to the Undergraduate Council, we were asking for that provision; in our deliberations with the Senate Council, we were convinced by them that there was little or no chance of getting any provision passed with that limitation, because we were talking about many more numbers, a lot more students than any of the other programs which have sought a provision to screen at the freshman level. Because of the difficulty that we do have with selected programs, it is vital that we be able to move with this proposal.

Another Senator asked if the screening process would apply to Elementary Education majors. Dr. Arnold responded that at the present time what we will do is move on a program by program basis. It is difficult to see how, with this provision only, we can work effectively with the Elementary Education program. I think simply that we will have to come back when we have established more of a "track record" in what we are doing with the provisions we are asking for here, and ask for permission to screen at the freshman level. The Senator then said that according to the proposal, if it goes into effect in the fall, one could conceivably have students in Elementary Education who could have two years of that curriculum under their belts and you could refuse them entrance to their junior year. That is what the proposal says, isn't it?

Dr. Arnold responded that this proposal allows the establishment of criteria for screening into that program at the junior level.

When asked if there were any evidence to indicate success or failure of teachers by use of the criteria indicated in the proposal, Dr. Arnold responded that the predictability of success in future academic work on the basis of the first two years is essentially the same for Education students as it is for students in the University as a whole. There is some evidence that earlier

experience, earlier levels of performance predict later levels of performance. With our own students, in terms of predicting effectiveness as teachers or predicting success in the student teaching semester, we have very little. We are going here primarily on a few "seat of the pants" notions that in terms of observation recommend themselves to us.

Dean Denmark then made some additional remarks:

Again one point, I believe, is that we are not suggesting that any one of these criteria is the only one that would include a person or eliminate him. But, for example, using Elementary majors as a case in point it would seem to me that the student who cannot demonstrate some capacity to get hold of and manipulate basic mathematics concepts, such as the 201-202 sequence in Math, ought really to be a questionable case, at least in terms of pursuing an Elementary Education major further, because we are counting on those people to provide the introductory experiences for young children in the elementary school class, for example. That would not preclude the person on the face of it alone, but it would be one "flag" that we would want to look at and give consideration to in screening persons for admission.

Dean Denmark said that he did not feel the proposal to be a radical change; that is is an attempt to apply, in a sense, common sense judgments about relevant factors associated with predicted success in teaching to the process of managing resources.

One Senator asked about the difference in criteria used for Community College students, other transfer students, and those students who have done their first two years at the University and for a justification for using different criteria.

The intent of this, responded Dr. Arnold, is not to discriminate against Community College transfers. What we intended to say here was that those transfer students must, as with those who have been on the college campus, apply for admission to the professional program. And that the criteria will be applied to them in as far as possible, and that the College of Education will have to look for other indices of the students' likelihood of success in the program.

It was suggested then, that it might be wise to take the Community College students and include them with the students from the main campus and separate them from the transfer students from other schools and from other states. Dr. Arnold responded that the College of Education would have no objection to that.

One Senator asked about the total enrollment figures in the College of Education. Dr. Arnold responded that the total student body at the undergraduate level has decreased. When asked for figures, he responded that the undergraduate enrollment peaked in the fall of 1970 and that enrollment was 2,900 students. At the past fall semester registration, the enrollment was 2,100. Up to this point, that enrollment decrease has not been reflected in a decrease in the number of students enrolled in class hours; we anticipate that it will begin to be shown in the next fall.

When asked about the total number of people who would be restricted and where would the students go who are not admitted, Dr. Arnold responded first that the College of Education is not talking about one program, but about fifteen different programs. We can't give you a number that we would like to screen because the

screening process will proceed program by program. Our immediate ambition is to deal essentially with two or three--the two or three in which we are under the greatest pressure of numbers. Those would be Speech and Audiology, and the other one in which we have had phenomenal growth rate is the early childhood program--to the point where course loads have prevented the development of a strong program.

Two or three alternatives that exist for those students who are turned down are as follows: (1) the student might elect to remain in the elementary education program, or (2) the student in secondary education programs that we might not admit to the professional sequence could continue with the academic major which they must have anyway. Some of these students are in Arts and Sciences, some in Home Economics, some in Business and Economics; there are people seeking to be teachers in many of the Colleges on the campus.

One Senator asked for a more detailed explanation and gradation of the criteria which would be used by the College of Education in its screening process.

Dean Denmark responded that they were not prepared to give a fixed rating because the plan calls for differentiation among the various 15 majors in the College. I would think, for example, that the possible evidence of capacity to work effectively with children of some mental or emotional handicap might well weigh more heavily for a person going into a program in mental retardation than would the intellectual factor; whereas if you are talking about a high school teacher of one of the regular academic fields, the latter might be a much more heavily weighted item for those particular teachers. I am not suggesting that teachers of AMR are unconcerned with intellectual matters at all; but I think the relative weighting of how they relate to youngsters with these kinds of disabilities might be a different factor in the two cases.

There was a call for a quorum. There were 64 voting members present. Chairman Adelstein adjourned the meeting for lack of a quorum at 5:10 p.m.

Elbert W. Ockerman
Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

October 31, 1973

TO THE UNIVERSITY SENATE

The University Senate will meet in regular session at 3:00 p.m., Monday, November 12, 1973, in the Court Room of the Law Building.

Items on the agenda are as follows:

1. Approve minutes of October 8, 1973
2. Remarks by Dr. Adelstein
3. Action on the recommendations from the ad hoc Committee to Study the Status of Graduate Students (circulated under date of October 25, 1973)
4. Action on the selective admissions proposal from the College of Education (circulated under date of October 26, 1973)
5. Action on Rules change, Section I, 5.2, relative to including Community College personnel in elections for faculty representative to the Board of Trustees (circulated under date of October 31, 1973)
6. Action on the proposal to abolish the six-weeks summer session (circulated under date of October 22, 1973)

Elbert W. Ockerman

Elbert W. Ockerman
Secretary, University Senate

HBA/bw

Education

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

October 26, 1973

TO: Members, University Senate

FROM: Senate Council Office

RE: AGENDA ITEM: University Senate Meeting
November 12, 1973

The College of Education, the Undergraduate Council and the Senate Council recommend and submit for your approval the following proposed policy for admission to professional teacher preparation programs:

ADMISSIONS POLICY:

(1) UNIVERSITY OF KENTUCKY STUDENT ADMISSION

A student who has completed the freshman and sophomore years and EDP 202 must also apply and be admitted to a Professional Teacher Education Program. The enrollment level of a Teacher Education Program is dependent upon the availability of resources for implementation of quality instruction, and the number of students admitted will be limited by these considerations. Students will be admitted to a Teacher Education Program on the basis of their University cumulative grade point average and other criteria indicating potential for becoming successful Education Professionals (e. g., grades in key courses, references, interviews, residency, and child-related activities such as nursery school, FTA, tutoring, and scouts). Specific admissions criteria will be established by the program faculty with the approval of the College faculty.

[continued]

Page 2

University Senate Agenda Item: Selective Admissions, Education
October 26, 1973

(2) ADMISSION FROM THE UNIVERSITY COMMUNITY COLLEGES
OR OTHER INSTITUTIONS

A student who is admitted to the University from another institution or who changes from a community college to the Lexington campus must also apply and be admitted to a Teacher Education Program. In addition to meeting the University's requirements for admission from another institution, transfer students must complete their freshman and sophomore years and EDP 202; community college students seeking admission to a teacher Education Program will be considered on the basis of their cumulative college grade point average and the other criteria as described in (1) University of Kentucky Student Admission.

BACKGROUND:

In a period of limited resources for the support of educational programs the allocation of those resources to problems which command the highest level of educational priority becomes critical. It is to that end that the College of Education proposes a change in the policy of admission to upper division, undergraduate professional teacher preparation programs. Under present Senate regulations substantially any student who has maintained the grade point average necessary to remain in good standing within the University (2.0) must be admitted to any preparation program he or she desires in the College of Education. Such a policy is severely restricting to the production of educational professionals of the quality needed in the public schools and to the allocation of College resources to the areas of greatest educational need in the state and nation.

Although the number of undergraduates enrolled in the College of Education has declined markedly in the past two years, increases in the number of students from other colleges taking education courses and increases in graduate enrollment have caused a modest increase in class enrollments. It is anticipated that class enrollments may decline slightly in the years ahead, but that no significant increase in the availability of professional personal resources can be anticipated. Further, enrollment decreases have not been uniform across training programs. Indeed, programs in which the capacity of the College has been exceeded and in which there is

a surplus of teachers have increased in enrollment. While the College of Education faculty does not believe that the limitation of admissions and restriction of career choice solely on the basis of supply and demand factors are justifiable, the expansion of existing programs at the expense of serving other critical needs is certainly difficult to justify. However, the alternative to program expansion is a compromise of quality of preparation so long as admissions policy is unrestrictive.

The College of Education seeks this policy adoption in order that the quality of preparation can be improved and so that allocation of resources may be made upon the basis of educational needs of the state. We believe that this change is justified for the following reasons.

1. Unrestricted admission to all teacher preparation programs is neither compatible with the production of teachers of the quality needed by public schools of the state nor consistent with the standard of excellence which should characterize the University of Kentucky.

Viewed in long range terms, improvement in the quality of teachers for the elementary and secondary school classrooms of Kentucky is likely to be the most significant way to improve the general education level of the state's population and the quality of the student body subsequently enrolling at the University of Kentucky. If higher standards are applied to the admission and retention of candidates for teacher preparation, a positive step toward this end will have been taken. If then, with a more carefully selected student body, present resources can be more effectively applied to their academic and professional development, a second increment is likely to be added to the process. Still a third benefit can be derived through the expanded assignment of existing college resources to the in-service or continuing education of new teachers in their first assignments as well as to their more experienced elementary and secondary school colleagues. This action can cause us in long range terms to improve the quality of the broad base of students coming to us from the secondary schools of the Commonwealth and can enlarge the number of such individuals who can profit from and succeed in programs at the University. We of the College of Education reaffirm our commitment to the belief that those persons to whom we assign significant responsibility for the intellectual, social and moral development of our children be capable themselves of better than average performance in these areas.

2. Unrestricted admission to all teacher preparation programs is not compatible with the College meeting its service, development, demonstration, and dissemination responsibility to the public school system and other teacher training institutions of the state.

As an academic unit of the principal University of the Commonwealth of Kentucky, the College of Education shares responsibility for the planning and execution of research and service efforts that are of benefit to our citizens and their institutions. No other university or college in the Commonwealth has a similar charge and thus no other college of education in Kentucky bears the same responsibility for systematic inquiry into teaching and learning problems and for the development and testing of exemplary programs designed to improve educational practice. Acceptance of such a responsibility in no sense precludes the continued involvement of U. K. 's College of Education in both undergraduate and graduate training programs for teachers and educational specialists. It does mean, however, that resources of the College must be allocated and utilized in a manner which supports involvement in both roles with maximum effectiveness. It is the conviction of the faculty and administration of the College that in an era of limited resources we must find ways of applying those available to the areas of highest priority. Admission and retention policies which permit some degree of management of enrollment can make possible systematic experimentation in training programs and more effective dissemination of such efforts.

3. With unrestricted admissions, enrollment in some training programs has exceeded the absolute number of field and clinical placements available. Other preparation programs have exceeded the capacity of the College and cooperating agencies to provide field experiences of the desirable quality.

The importance of effective student teaching or clinical internship experiences is widely recognized in teacher education. For students preparing for secondary school teaching assignments in the regular subject areas, such field assignments represent almost 50 percent of the total credits allocated to professional preparation (12 out of 25 semester hours). If we are seriously committed to quality preparation, therefore, it is clear that we must give careful attention to the selection of field placements and to the training of public school personnel who supervise such work. When enrollment reaches the point that a secondary school with a staff numbering only slightly over a hundred has nearly three-quarters of its faculty engaged in providing such field experience, one can properly question the selectivity which is possible. Rather than operating under the assumption that the number of students assignable is dependent only upon the number of elementary and secondary classrooms within reasonable geographic proximity we wish instead to utilize those which can contribute most to the preparation of teacher scholars.

While the limitations of appropriate clinical and field opportunities are more serious in certain teaching fields at present than others, we feel that it is important to establish a framework within which the total program of teacher preparation can be coordinated. Since the plan commits us to working with students in the consideration of alternative teaching preparation fields as well as considering other college or other institutional alternatives should they be turned down for admission in a particular program, ability to control admissions levels in each program is critical.

4. The criterion currently specified for admission to teacher education takes into account only grade point standing to the exclusion of other relevant variables. Further, under the current admissions criterion differences among preparation programs and the requisite capabilities implied by those differences are not considered.

Evidence of academic excellence should be required for admission and retention in teacher education programs and for recommendation for the initial certification as a teacher. Obviously grade point average cannot be the sole factor in judging a candidate's adequacy for a career in teaching, but it does seem reasonable that persons charged with intellectual development responsibilities in others should themselves be skilled in intellectual processes. The evidence of this basic skill that is currently required is certainly minimal and it is anticipated that the level may in time be raised for some programs.

While criteria for admission to the fifteen undergraduate preparation programs in the College will vary, among those which are considered appropriate are:

- a. Grades in key courses as well as overall grade point average.
- b. A high level of both oral and written communications skills-- both as an originator and a receiver of communications.
- c. Ability to accept persons of different background, experiences, values, and characteristics.
- d. Evidence of self-initiated involvement in child or youth oriented activities with an educational dimension.
- e. Evidence of a healthy, flexible, and stable psychological condition free of excessive need for dependency relationships.
- f. Evidence that the student has examined other career alternatives with a clear understanding of the demands and limitations of such a career.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

Kitty

Lowell Report

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

October 25, 1973

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting
Monday, November 12, 1973

After considering the Senate's discussion of the Report of the ad hoc Committee to Study the Status of Graduate Students and consulting with Dr. Royster, Dean of the Graduate School, the Senate Council has taken the following actions:

- I. The Council has forwarded the following recommendations to the Graduate Council for its consideration and opinion, which will be reported to the Senate.
 - A. The graduate students serving as teaching and research assistants shall maintain satisfactory academic records and progress toward their degrees, and their assistantships shall be terminated if their academic progress is not satisfactory. (Originally item 2, circulated to the Senate under date of September 26, 1973.)
 - B. Doctoral candidates with Master's degrees who are teaching or research assistants shall serve no more than three years without successfully completing their qualifying examinations. Upon completion of these examinations they may continue to serve as teaching and research assistants. (Originally item 5, circulated to the Senate under date of September 26, 1973.)
 - C. Teaching and research assistants who are candidates for a Master's degree shall serve no more than a maximum of three years without completion of their degree requirements. (Originally item 5, circulated to the Senate under date of September 26, 1973.)

- D. The Dean of the Graduate School shall appoint a standing committee on teaching and research assistants to define maximum loads and minimum stipend levels and to review annually standards and criteria for initial appointments and reappointments. This committee, in short, would annually review the teaching and research assistant program and would concern itself with all its aspects. Copies of reports and recommendations, presented annually to the Dean of the Graduate School shall be made available to the President of the University, the Vice Presidents for Academic Affairs, the Academic Deans, the Graduate Council, and the Senate Council. (Originally item 13, circulated to the Senate under date of September 26, 1973.)

add to Graduate Council

* *Graduate students serving as teaching and research assistants whenever feasible should be paid rather than terminal stipends. Consideration for doctoral degree should be given teaching experience prior to graduation.*

RATIONALE: The Senate Council believes that because these recommendations concern issues within the purview of the Graduate Council, any Senate action on them should be delayed until that Council has had an opportunity to study them and forward its recommendations.

- II. The Senate Council has referred the following recommendation to the Student Code Committee and the Faculty Code Committee for study and recommendation:
- A. Graduate Assistants when teaching or performing responsibilities related to their assistantships shall come only under the aegis of the Faculty Code. If a question arises concerning the individual's status as an assistant or student, the case shall be referred to the standing graduate committee on teaching and research assistants for determination as to whether the faculty or student code applies. (Originally item 14, circulated to the Senate under date of September 26, 1973)
- III. The Senate Council moves that the following proposals be approved by the Senate and forwarded to the Administration as recommendations for implementation:
- A. The Graduate School shall annually collect data on the number of teaching and research assistants in the University and the funds allocated to them. (Originally item 1, circulated to the Senate under date of September 26, 1973.)

ok

- B. Teaching assistants shall be carefully supervised and guided in their duties and responsibilities, which shall be thoroughly explained. ^{at the outset of each semester.} In departments with large numbers of teaching assistants an experienced teacher in the department might provide this service or possibly an appropriate specialist in teaching methods might be consulted. If necessary, funds should be designated specifically for the supervision of basic courses to which teaching assistants are assigned. (Originally item 3, circulated to the Senate under date of September 26, 1973.)
- C. Departments shall be responsible for a systematic evaluation of the performance of teaching assistants, according to established ^{departmental} criteria and the results of this evaluation shall be presented to them in some formal manner. (Originally item 4, circulated to the Senate under date of September 26, 1973.)
- D. Teaching ^{and research} assistants shall be notified by March 1, either that their appointments will or will not be renewed for the coming year, or why a final decision cannot be made and when they will be notified. (Originally item 6, circulated to the Senate under date of September 26, 1973.)
- E. Each department shall state in writing its policy concerning the appointment and reappointment of teaching and research assistants, and this statement shall be made available to all ^{prospective} incoming assistants at the time the initial offer is made. ^{and to all assistants whenever the policy is changed.} (Originally item 7, circulated to the Senate under date of September 26, 1973.)
- F. The University legal counsel should explore the possibility of treating graduate assistant stipends as tax exempt fellowships and his findings should be forwarded to all appropriate department chairmen. (Originally item 8, circulated to the Senate under date of September 26, 1973.)
- G. Until a uniform Internal Revenue Service policy is formulated departments shall annually furnish graduate students serving as teaching and research assistants with a standard form, authorized or approved by the administration, that might be of help in reporting their annual incomes to the Internal Revenue Service. (Originally item 9, circulated to the Senate under date of September 26, 1973.)

H. Teaching assistants shall be represented in department de-
liberations about courses for which they have any ^{classroom teaching} respon-
sibilities. (Originally item 10, circulated to the Senate
under date of September 26, 1973.)

I. Teaching and research assistants who are also full time
graduate students* should be assigned responsibility requiring
no more than fifty percent of their time. Normally for teach-
ing assistants, this would mean service for not more than an
average of twenty hours per week including time spent in pre-
paration, in the classroom and laboratory, grading papers,
counseling students or in any combination of those activities
in which teachers are customarily engaged. The responsibili-
ties of research assistants will vary with the fraction of time
for which they are employed, but normally a one-half time ap-
pointment should require no more than twenty hours per week
of assignable duties.

* Full-time graduate students are graduate students with a
course load of nine or more credit hours during the academi-
c year or six hours in the summer session.
(Originally item 11, circulated to the Senate under date of
September 26, 1973.)

J. Each department at the outset of the academic year shall re-
quire the attendance of all new teaching assistants at an orien-
tation program designed to inform them of their upcoming
duties, rights and responsibilities. This program shall be in
addition to any university orientation program. (Originally
item 12, circulated to the Senate under date of September 26, 1973.)

K. Full time students who are also employed at least half-time as
teaching or research assistants should have no other major
employment. (Originally item 16, circulated to the Senate
under date of September 26, 1973.)

not applied
forwarded to Administration → *the university should consider awarding tuition scholarships per teaching and research assistants.*

IV. The Senate Council has decided not to request Senate action on
the following recommendations. Consequently, they are presented
here for information only.

A. Graduate students serving as teaching and research assistants
whenever feasible should be doctoral rather than Master's candidates.
(Originally item 3, circulated under date of September 26, 1973.)

forward to administration → *As a prime benefit to teaching and research assistants, the university, where it does not already do so, should consider charging in-state tuition to their spouses.*

RATIONALE: Because there may be situations in which candidates for Master's degrees may have greater abilities than doctoral candidates, the Council believes that this recommendation is not appropriate.

- B. Candidates for doctoral degrees should gain teaching experience prior to graduation. (Originally item 17, circulated to the Senate under date of September 26, 1973.)

RATIONALE: Some doctoral candidates may not be interested in teaching careers; others may be taking degrees in fields where teaching is not usually expected. To approve this recommendation would be unfair to these doctoral candidates.

*Recommended to
Administration* →

- C. An appropriate administrative office in the university should seek to establish an improved scale of stipends for all teaching and research assistants, ~~which would include annual merit increases.~~ (Originally item 15, circulated to the Senate under date of September 26, 1973.)

RATIONALE: The Senate Council believes that any budgetary recommendations should be made only in the context of a study involving all University needs. Although teaching and research assistants deserve to receive financial relief, University resources are extremely limited, and allocation of them should be recommended only after a consideration of other pressing demands.

- D. The University should consider awarding tuition scholarships for teaching and research assistants. (Originally item 18, circulated to the Senate under date of September 26, 1973.)
- E. As a fringe benefit to teaching and research assistants, the University, where it does not already do so, should consider charging only in-state tuition to their spouses. (Originally item 19, circulated to the Senate under date of September 26, 1973.)

RATIONALE: The Senate Council believes that any recommendations about scholarships or financial assistance should be made only in the context of a study involving all University students. No matter how deserving teaching and research assistants are of receiving some financial relief, University resources are extremely limited and should be recommended for allocation only after the needs of other deserving students have been considered.

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY 40506

UNIVERSITY SENATE COUNCIL
10 ADMINISTRATION BUILDING

October 22, 1973

TO: Members, University Senate
FROM: Senate Council
RE: AGENDA ITEM: University Senate Meeting
November 12, 1973

RECOMMENDATION: The Senate Council recommends termination of the six-week summer session, thereby abolishing such sessions for this summer and for all summers for which calendars have been approved.

RATIONALE: On October 11, 1971, the Senate approved a six-week summer term for the summer sessions 1972 and 1973 and authorized the Vice-President for Academic Affairs to review these sessions and recommend their abolition or continuance. Vice-President Cochran has requested the termination of the six-week summer term.

In supporting this recommendation, Dr. Ockerman, the Dean of Admissions and Registrar, has pointed out that these sessions were originally adopted to allow public school teachers to enroll without having to take courses during their own school term. Because the public schools now end prior to the beginning of the University's regular eight-week summer session, the original argument for the six-week session is no longer valid.

Dr. Ockerman has provided these enrollment figures:

	<u>1972</u>	<u>1973</u>
Total Eight-Week Enrollment	5,135	5,430
Total Six-Week Enrollment	643	324
Six-Week Students Not Enrolled in Eight-Week Session	154	138

He has stated that the four and eight-week summer sessions plus the large number of workshops and short courses are sufficient to provide for student demand. His views are shared by the Deans, no one of whom has requested continuation of the six-week session.

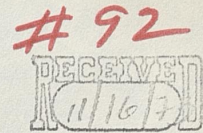
/cet

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF PHARMACY

November 8, 1973



*Council
for next
week -*

Dr. Michael Adelstein
Chairman, Senate Council
10 Administration Building
Campus

Dear Dr. Adelstein:

The College of Pharmacy faculty has been in the forefront in developing and utilizing clinical experiences for the education of pharmacy students. In this connection it merits mention that Kentucky's model is now being emulated nationwide.

In keeping with national efforts in the health field to increase the numbers of health professionals and shorten the time required for their education and training this College recently expanded its enrollment by about 20 per cent in the professional program. This expanded enrollment taxes our facilities to the limit at the present time, particularly the clinical facilities used for our Clinical Orientation Clerkship and Pharmacy Practice Clerkship courses.

We have given consideration to methods of shortening the time required for students to complete the five-year program and maintain the integrity of our curriculum. One of the ways we contemplate "extending" our clinical facilities is to establish a sort of trimester, or summer semester, schedule for our fifth-year class, or a portion of it, to have an opportunity to undertake during the summer trimester, the Clinical Orientation Clerkship course within the University Hospital or the Pharmacy Practice Clerkship in extramural settings along with appropriate auto-tutorial courses to afford a full-time academic load.

Since the University Summer Sessions will not permit the accumulation of at least the minimum full-time semester load of 12 credit hours, it is the College's desire to establish a "summer semester" to begin immediately after the close of the spring semester and run for fifteen weeks (90 teaching days).

Specifically, for 1974 the College seeks approval for a "summer semester" beginning on May 13 and ending on August 23 in which the College might present selected courses.

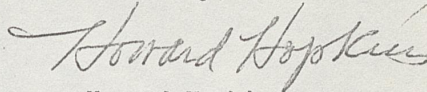
Two main benefits would accrue from such a program, one to the College and one to students. The utilization of clinical facilities during a "summer semester" would help reduce the crush in the clinical areas in the regular fall and spring semesters; this relief is desperately needed. Some students could complete the curriculum at mid-year rather than in May, completing ten semesters of the total curriculum in four and one-half calendar years instead of five, thereby allowing professional licensure six months earlier.

Page 2

Since the Registrar is charged with establishing the University Calendar three years in advance, the College of Pharmacy seeks approval of a "summer semester" as follows:

- 1974 - May 13 to August 23, inclusive.
- 1975 - May 12 to August 22, inclusive.
- 1976 - May 10 to August 20, inclusive.
- 1977 - May 9 to August 19, inclusive.

Cordially,



Howard Hopkins
Associate Dean

HH/dbm

cc: Dr. P. Bosomworth
Dr. E. Ockerman
Dean J. Swintosky

TO: University Senate

The Senate Council recommends approval of ~~xxxxxx~~^a change in calendar policy to permit the College of Pharmacy to offer a summer semester of fifteen weeks. Specifically, the previously approved University calendars would be amended for the College of Pharmacy as follows:

- 1974 - May 13 to August 23, inclusive.
- 1975 - May 12 to August 22, inclusive.
- 1976 - May 10 to August 20, inclusive.
- 1977 - May 9 to August 19, inclusive.

RATIONALE: The College of Pharmacy requests this calendar change ~~ix~~ to ~~xxxxxxxxxxxxxxxx~~ comply with the national efforts in the health field to increase the number of health professionals by shortening the time required for their education. *which still maintain the same high standards of quality.* Two main benefits would result from establishing ^{the} a fifteen-week summer semester, which would be used ~~to~~ ^{the} for Clinical Orientation clerkship course or the Pharmacy Practice Clerkships, both operating ^{at} capacity during the regular semesters. The utilization of clinical facilities during the proposed summer semester would ~~xxxxxxxx~~ provide the desperately needed relief *for facilities* in the regular fall and spring semesters. In addition, some students could complete the curriculum at mid-year rather than in May, thereby graduating ⁱⁿ ~~at~~ four and a half years instead of five, and receiving their professional licensure six months earlier.

This proposed calendar change has ~~xxx~~ been approved by Dr. Bosomworth, Vice-President of the Medical Center, and Dr. Ockerman, Registrar of the University.

RECEIVED
10/17

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

October 15, 1973

MEMORANDUM

TO : Dr. Mike Adelstein

FROM: Bert Ockerman *Bert*

Please excuse the delay in replying to your memorandum concerning the Six Week Summer term. Too many things are in the mill for me to keep up.

The Six Week term was an ill conceived and almost impossible to implement effectively type proposal. You may remember that when the proposal was presented to the Senate the only rationale offered was that it would allow public school teachers to take Summer work without conflicting with the end of the school year. That argument is no longer valid since all public schools now end no later than the first week in June.

In 1972 the total enrollment was 643, but actually this represented only 154 students not in the Eight Week term. In 1973 only 324 students enrolled while only 138 were not in the Eight Week term. In 1973 42 course/sections were offered but since 18 were the Independent Study/Residence Credit variety only 24 course/sections were really offered.

Room scheduling, time allocation, fees assessment, and faculty utilization are unusually complicated by offering the Six Week term.

I am convinced after working with the Summer Session for three years that with the Four Week and Eight Week terms, a variety of Workshops, and a large number of Short Courses we have a structure that is completely adequate for the present time.

I do not have a single request from the Deans to continue the Six Week term.

If I can provide additional information, I will be glad to do so.

EWO:b

Absences from Senate Meeting November 12, 1973

Staley F. Adams
 Lawrence A. Allen
 Charles E. Barnhart
 Robert P. Belin
 Norman F. Billups*
 Ben W. Black*
 Harry M. Bohannan*
 Robert N. Bostrom*
 Garnett L. Bradford*
 Charles L. Brindel*
 Thomas D. Brower
 Stephanie Brown
 John M. Bryant
 C. Frank Buck*
 Collins W. Burnett*
 Charles Conner
 Lewis W. Cochran*
 Clifford J. Cremers*
 Vincent Davis*
 Wayne H. Davis*
 John A. Deacon*
 John L. Duhring
 Anthony Eardley
 Roger Eichhorn
 Robert O. Evans*
 Juanita Fleming*
 Lawrence E. Forgy
 James E. Funk*
 Zakkula Govindarajulu*
 George Gunther*
 Joseph Hamburg
 Thomas Hansbrough
 George W. Hardy
 Virgil W. Hays*
 Charles F. Haywood
 Andrew J. Hiatt*
 Ron Hill*
 Raymond R. Hornback
 Eugene Huff*
 Raymon D. Johnson*
 L. Clark Keating*
 E. Barrie Kenney
 David L. Larimore
 Robert L. Lester
 John H. Lienhard

James W. Little
 Michael P. McQuillen*
 William G. Moody*
 Alvin L. Morris*
 Vernon A. Musselman*
 Arthur F. Nicholson*
 Jacqueline A. Noonan
 Thomas M. Olszewsky
 Blaine F. Parker*
 Paul F. Parker*
 Bobby C. Pass
 Doyle E. Peaslee*
 Carl Peter*
 James A. Prestridge
 John A. Rea*
 Thurlow R. Robe*
 Wimberly C. Royster
 Paul G. Sears*
 Otis A. Singletary*
 David Smith
 Stanford L. Smith*
 Earl L. Steele*
 William J. Stober*
 Joseph V. Swintosky*
 Lawrence X. Tarpey*
 William C. Templeton
 Paul A. Thornton*
 Relmond P. VanDaniker*
 Jacinto J. Vazquez*
 M. Stanley Wall
 Tom Weber
 Rebecca Whitis
 David Williams
 Leslie K. Williamson*
 Paul A. Willis*
 Miroslava B. Winer*
 William W. Winternitz*
 Ernest F. Witte*
 Leon Zolondek
 Robert G. Zumwinkle*

James Oglethorpe

Thomas F. Connelly

Present 137+1
 absent * 51
 absent 36
 224

ATTENDANCE SHEET
November 12, 1973

63 19 24 40+17
Total 137

✓ Louis E. Biele f.
✓ Donald Juey
✓ Virginia La Chapite
✓ Jamie Chase
✓ Damon Harrison Jr.
✓ M. J. Ballahay
✓ Thaddus B. Curtis
✓ A. P. Druvich
✓ W. F. Wagner
✓ Chris Bauer
✓ A. W. Sorenson
✓ O'Neal Weeks
✓ Dwight Arvenshine
✓ Josef Kislir
✓ Merril Lance
✓ Michael McCord
✓ James Knepp
✓ S. Diachin
✓ M. Stewart
✓ Sara H. Leach
✓ Jim Flegle x

✓ David Spack
2 1st by
✓ Shelli Stenbel
✓ ~~Stephen A. White~~
✓ Willie - Jordan
✓ M. Ward Crohn
✓ Milton Shuffert
✓ Herbert Bruce x
✓ Elton Tullah
✓ Jack B. Hall
✓ P. Bosomworth
✓ T. Z. Craxy
✓ M. McKeas
✓ Betty R. Rudwick
✓ Larry St. Bailey
✓ Leonard Tipton
✓ ~~Paul~~ Paul Mandelsta
✓ Will M. St. ~~III~~
✓ Patrick Plehner
✓ Mary Halland

43

ATTENDANCE SHEET
November 12, 1973

10 16

38

- ✓ ~~Constance~~ Wilson
- ✓ Wayne Waller
- ✓ Jerry M. Baskin
- ✓ Thomas W. Brehm
- ✓ Elizabeth R. Clotfelter
- ✓ Jane M. Emanuel
- ✓ Robert J. Clement
- ✓ Margaret W. Jones
- ✓ S. Sydney Ulmer
- ✓ Robert Yeager
- ✓ Susan Sprague
- ✓ James E. Crumwell
- x A. D. Winn not Senate member
- ✓ Betty Jane Dollave
- ✓ Mark D. Lee
- ✓ Margaret L. Mason
- ✓ Elmer W. Merrick
- ✓ Melton Zellin
- ✓ Ted J. Luffidge
- ✓ Leavelle McKinney
- ✓ R. W. Lott
- ✓ Andy Strickland
- ✓ ~~Diedrich~~

- Mary Evelyn Hunter ✓
- ✓ Th. G. Banwell ✓
- ✓ Lawford ✓
- ✓ T. R. Fard ✓
- ✓ R. Rudd ✓
- ✓ Frelow Zechman ✓
- ✓ W. K. Pleckmet ✓
- ✓ D. A. Beedy ✓
- ✓ J. Walker ✓
- ✓ Alvin Johnson ✓
- ✓ J. L. Gardner ✓
- ✓ Rudolph Schriels ✓
- ✓ Al Terry ✓
- ✓ Herwin S. Vass ✓
- ✓ W. Garrett Flickinger ✓
- ✓ Philip V. Berger ✓

ATTENDANCE SHEET
November 12, 1973

14

70

- ✓ R.H. Gunning
- ✓ Cynthia Lisk
- ✓ Daniel L. Weiss M.D.
- ✓ R.S. Benton
- x J.A. Cooper for C.A. Bunde
- ✓ W.H. Binger
- ✓ T. Walden
- ✓ James B. Kricheloe
- ✓ Harry V. Barnard
- ✓ Frank V. Colton
- ✓ Paul G. Forand
- ✓ Elizabeth B. Howard
- ✓ Bill Shanks
- ✓ Don R. Kirkendall
- ✓ Eleanor Osheim
- ✓ J.Kanner
- ✓ Charles W. Huttman
- ✓ Lyle Beck
- ~~W.H.~~
- ✓ Willis H. Sutton
- ✓ JW Gladden

- H. Hamister ✓
- G.G. Anderson ✓
- Malcolm E. Jewell ✓
- Donald E. Sands ✓
- Susan McEvey ✓
- Michael Freeman ✓
- Paul Eaker ✓
- Raymond H. Cox ✓
- Claude H. Hatley ✓
- Robert C. Noble ✓
- Sam Brown ✓
- Joyce J. Jupp ✓
- J. Bryant ✓
- R.M. Longyear ✓
- W.D. Parks ✓
- Kenneth Wright ✓
- Bruce H. Wessley ✓
- Robert Kuehne ✓
- John L. Butler ✓

ATTENDANCE SHEET
November 12, 1973

- ✓ Harold Trauring
- ✓ S. Zafar Hasan
- ✓ Alfred Crabb
- ✓ Peter Skelland
- ✓ Ward Suffman
- ✓ Gussie L. Harris, Jr
- ✓ John G. Gallozzi
- ✓ Arthur Kuber
- ✓ Almad K. Ruzic
- ✓ Frank J. Rizzo
- ✓ R. Jones
- ✓ John J. Just
- ✓ Art Ballahan, Jr.
- ✓ William H. Peters
- ✓ Jean D. Pival
- ✓ W. L. Matthews, Jr.
- ✓ John Mackell
- ✓ M. T. M. Ellstrom
- ✓ Richard E. Giff

Jess Meil ✓
 Michael Adelstein per BW

VISITORS SHEET
November 12, 1973

W. B. Avery Jester
Ronald Mitchell (Kerrel)
Jerry Swartz (Kerrel)
Wes Denmark
Alan Jolles
Kellen Durr
Myrna Kowalski
Charlotte O'Connell
Margaret Morgan

~~Richard Lowitt~~
Daniel S. Arnold
Myron Sandifer
Marty Payton

VISITORS SHEET
November 12, 1973

Paul Inge