

# FACULTY SENATE AGENDA

March 5, 2001 at 3:30 p.m.

Call to Order

Approval of the Minutes  
February 5, 2001

Report from the President: Senator Kustra

Report from the Executive Committee Chair: Senator Taylor

## **New Business:**

Minimum Wage Proposal

Report from the Provost: Senator Marsden  
Council on Academic Affairs materials  
Proposal for a Student Progress Report  
Proposal for Developmental Course Grades  
Placement Proposal for Developmental English and Reading, Effective Fall 2001  
Kentucky Pre-College Curriculum (Informational item only)

### **College of Education**

Program & Certificate Revision: Elementary Education with option in Reading  
Secondary Education with option in Gifted and Talented Education

### **College of Justice & Safety**

Program Revision: Corrections and Juvenile Services (B.S.)  
Program Revision: Corrections and Juvenile Services (A.A.)  
Minor Revision: Corrections and Juvenile Services

Report on the Promotion and Tenure Status (oral status report)  
Posthumous Degree for Lance A. Barnett

Report from the Faculty Regent: Senator Thompson

Report from the COSFL Representative: Senator Falkenberg

Report from the Student Senate: Ritchie Rednour

Reports from Standing Committees:

Committee on Budget: Senator Rink (oral report only)  
Committee on Elections: Senator McAdams

## **Adjournment**

All faculty are welcome to attend Faculty Senate meetings on the second floor of the Keen Johnson Building at 3:30 p.m. Please arrive early and give your name to the Senate Secretary, Ms. Pauletta K. Rogers. Agenda items are available on the Faculty Senate web site at:  
<http://www.eku.edu/academics/facultysenate/>.

**ATTACHMENTS:**      Printable Agenda for March 5, 2001 [**page 1**]  
February 5, 2001 Faculty Senate Minutes [**pages 2 - 8**]  
Council on Academic Affairs Curriculum Items [**pages 9 - 25**]  
Letter on Posthumous Degree for Lance A. Barnett [**page 26**]  
Committee on Elections Report [**page 27**]

## **FACULTY SENATE MINUTES**

### **February 5, 2001**

The Faculty Senate of Eastern Kentucky University met on Monday, February 5, 2001 in the South Room of the Keen Johnson Building. Senator Taylor called the fifth meeting of the academic year to order at 3:50 p.m.

The following members of the Senate were absent:

Breeden, Brown, Eisenberg, Elrod, Hodge, Marken\*, Reynolds, Schlomann, Siegel\*, and Wasicsko\*.

\* denotes prior notification of absence to the Faculty Senate Secretary

Visitors to the Senate were:

Harrold Blythe, Carrie Cooper, Rita Davis, Allen Engle, Gene Kleppinger, Ritchie Rednour, Jennifer Rogers (*The Eastern Progress*), and Elizabeth Wachtel.

#### **APPROVAL OF THE MINUTES:**

The December 4, 2000 minutes were approved with no corrections.

#### **REPORT FROM THE PRESIDENT: Senator Kustra**

Dr. Kustra announced that CPE has agreed for Western Kentucky University and Eastern Kentucky University to establish the same set of benchmark institutions. Eighteen out of nineteen universities have been selected, with at least eight or nine of those chosen being new Benchmark institutions for Eastern Kentucky University.

Dr. Kustra gave a handout to the Faculty Senate members listing members of the new Strategic Planning and Budgeting Council. He reported that the committee would meet for the first time on Wednesday, February 7 at 3:30 p.m. This committee has been totally restructured from the original council from past years and will be focusing primarily on planning for the next ten to twenty years for the university in relation to the projected goals set forth by the Council on Postsecondary Education.

Dr. Kustra indicated that we need to find ways to better accommodate adult learners in Eastern Kentucky which may mean redefining the nature of the commitment and the mission we make to Eastern Kentucky.

On the flipside of the handout distributed by Dr. Kustra, the names of the Fitness Center Committee members were listed. There is \$7 million dollars of capital funding available for the first phase of the Fitness Center, and it is hoped that the rest of the funding will be found in the biennium which could mean that a year from this July the money may have been identified to build this facility. This committee will look at such issues as where to place this facility, what will be in it and how it will accommodate the needs of our students, faculty and staff.

**REPORT FROM THE CHAIR: Senator Taylor**

Senator Taylor announced that two new ad hoc committees for the Senate have been appointed: The Ad Hoc Committee to Establish University Policy for Salary Inequities (Mitch Lifland, Keith Johnson, Tom Watkins, Tom Fisher, Anissa Al-Khatib, Greg Mitchell, Jean Lloyd, Pam Collins, with Danny Britt as chair) and The Ad Hoc Committee to review the Faculty and Staff Handbook for inconsistencies (Steve Fardo, Barbara Szubinska, Steven Konkel, Kim Naugle, James Anderson and Ruth Huebner, who will probably chair the committee).

Senator Taylor gave a report on past motions approved by the Faculty Senate:

Ad Hoc Compensation Committee and Ad Hoc Benefits Committee. The creation of these ad hoc committees has been temporarily postponed until a new Human Resources Director has been hired. The committee should be appointed next month with a recommended reporting date for the fall semester.

Tenure Faculty Member Review Policy. Dr. Marsden recently notified all chairs to implement the tenure faculty member review policy which was passed by the Faculty Senate; and he will forward the motion to the Faculty and Staff Handbook Committee for inclusion in the next handbook update.

Domestic Partners Benefit Policy. Some administrators have concerns regarding the cost of the Domestic Partners Benefit. Dr. Kustra has indicated that the University will be meeting with Anthem in April to discuss implementing this issue.

Proposal to Change the Evaluation Section of the Faculty Handbook. In September the Senate recommended re-wording the Faculty Handbook to clarify the Vice President of Academic Affairs evaluation section in the Faculty Handbook which should read as follows: Chairs, deans and other academic support administrators working directly with the Vice President as well as all faculty would be given the opportunity to complete a questionnaire and shall be transmitted to the President. The deans evaluation section should read as follows: Academic support administrators who work directly with as well as all college faculty and college chairs will have the opportunity to complete a similar questionnaire. Dr. Rita Davis has indicated that the Faculty Handbook Committee will be convening within the next 30 days and will be discussing the Senate's proposal at that meeting.

EKU Degree for Accomplished Professionals. This policy has already been successfully implemented.

Ad Hoc Committee on Establishing a Lecturer/Part Time Lecturer Position. This committee will meet for the first time this month.

Motion on Teaching Evaluation. Senator Taylor contacted Tom Watkins, Chair of the Improvement in Instruction Committee and submitted the Senate's request that this committee review the current practices for evaluation of teaching at ECU and to recommend ways to properly contextualize quantitative evaluation and ways in which we may enhance the qualitative evaluation of teaching.

Shared Faculty Positions Proposal. The proposal has been passed by the Board of Regents. The Senate proposal was modified by the Board to change the timeframe from temporary status to either one, two, or three years. One other issue addressed concerned shared benefits. If a part time faculty member were hired to share in this type of position, it should be understood that there would be no shared benefits for the part time faculty member. To do otherwise would not be fair to our other part time faculty and would be too costly for the university. Also, please note that the full time faculty member requesting a shared position will receive his or her benefits prorated and may purchase additional university benefits.

Ad Hoc Committee on Promotion and Tenure Procedures. This committee has met twice so far. Nothing yet to report.

Establishment of an Ombudsmen. The Faculty Senate has charged the Faculty Rights and Responsibilities Committee with the task of gathering information on establishing an ombudsmen for the faculty. The Senate awaits this committee's report.

Senator Taylor mentioned that suggestions and ideas for the University Strategic Planning Committee to consider should be given to either Senator John Flannagan or Senator Taylor.

### **UNFINISHED BUSINESS:**

Retirement Transition Policy. Before the Senate began deliberations on the proposed policy, Senator Marsden clarified that while some departments consider nine hours as a standard load, twelve hours is the defined load to participate in the retirement program. He further indicated that if the Senate passes the proposal and if the Board receives the recommendation in time for their March meeting, the program could conceivably be placed into effect for the 2001-2002 academic year.

Senator Freed made a motion, which was seconded by Senator Lifland to amend the proposed policy from a mandatory two year plan to a mandatory three years. Senator Freed then amended the amendment with the approval of Senator Lifland to be one year renewable up a time up to a maximum of three years. Senator Goodwin requested to amend the amendment to a mandatory two years with the option of an additional year, if the department consents and the faculty member desires. Senator Freed and Senator Lifland agreed to the amendment. The amendment was passed by the Faculty Senate with a 28 to 25 vote. The amended retirement transition proposal was then passed by the Faculty Senate.

Replacement on the Executive Committee. Senator Harley nominated Senator Schuster to take his place on the Executive Committee for the remainder of the year. The Faculty Senate approved Senator Schuster's nomination.

**NEW BUSINESS:**

Enrollment Management Report. Senator Marsden distributed copies of the Enrollment Management Report which takes a look at the past history, present conditions and future prospects of enrollment management.

Teaching and Learning Center Report. Dr. Harold Blythe was present to report on the activities coordinated by the center during the fall semester. Following is a brief listing:

- Served seven faculty clients in the Teaching Consultation Process (TCP)
- Gene Kleppinger from Instructional Technology ran 26 workshops
- Media Resources provided services with four faculty members (Fred Kolloff, Larry Bobbert, George, Pfothenauer, and Matt Crum) on an alternating basis who provided expertise to approximately 20 clients.
- Kari Lyons and Carri Cooper with the Library have established an effective collaboration through one-on-one service to client referrals and established a collection of materials keyed to TLC issues and linked it to the Center's website for quick reference.
- Dr. Sherry Robinson and Barbara Szubinska with the Writing Center have provided a place where teachers can send students for extra help with writing and research.
- Eleven forums were sponsored by the Center during the fall semester.
- In November the Center sponsored 21 faculty to attend the National Lilly Conference on College Teaching in Oxford, OH

Dr. Blythe encouraged faculty to take advantage of the services provided by the Teaching and Learning Center.

Tentative University Calendar: Senator Marsden distributed a tentative university calendar for 2001-2003. He requested that anyone with concerns about any dates listed should e-mail him or Dr. Rita Davis before February 9. He further stated that one thing that may alter this schedule slightly is if the Academic Assessment Day, which is being proposed by the Student Development Association, is approved. The schedule would then have to be altered to accommodate that day.

Council on Academic Affairs. Senator Marsden made a motion to approve the following curriculum materials:

**College of Arts & Sciences**

Biological Sciences

- Program Suspension - Microbiology (B.S.)
- Program Revision - Biology (B.S.)

English

- Program Revision - Speech and Theatre Arts/Teaching (B.A.)

Foreign Languages and Humanities

- Certificate Revision - Spanish Conversation and Culture

Music

- Program Revision - Music (B.M.)
- Program Suspension - Music (B.A.)
- Program Suspension - Music (B.M.E.)

**College of Business and Technology**

Technology

Minor Revision - Construction Management

Program Revision - Manufacturing Technology, Master of Science

Program Revision - Industrial Education, Master of Science

**College of Education**

Administration, Counseling and Educational Studies

Departmental Name Change: Counseling & Educational Leadership

**College of Health Sciences**

Health Promotion and Administration

Department Change: Health Care Administration

**College of Justice and Safety**

Criminal Justice and Police Studies

Degree Name Change: Police Administration

New Minor: Criminal Justice

Loss Prevention and Safety

Program Suspension - Insurance Studies, B.B.A.

The motion to approve the curriculum items as a group was passed by the Faculty Senate.

Discussion on Merit. Senator Taylor asked the Senate to discuss the option of having merit figured from a percentage basis or a unit value system.

Senator Freed moved to create an ad hoc committee to discuss this issue. This motion was approved by the Senate.

**ANNOUNCEMENT:**

Foundation Professors. Dr. Kustra announced that Bill Farrar and Max Rabiee have been selected as Foundation Professors for the coming year.

Minutes from Board of Regents 11-3-62 Meeting. Senator Marsden passed around a copy of the Board of Regents minutes from November 3, 1962. The reason for doing so was for the Senate members to view and be aware of the responsibilities originally assigned to various committees, as this will probably be a discussion for the future.

Report from the Faculty Regent. Senator Thompson reported that the board met on January 27. All recommendations were approved regarding recent faculty and staff employment, sabbatical leave for next year, and the change in curricula and programs that came through the Senate.

The Board also approved a proposal by from the College of Justice and Safety to offer EKU credit at the in-state tuition rate for the Federal Bureau of Prison s Academy Training.

The proposed policy on the Domestic Partners Policy was postponed until the health insurance administration package is proposed in April.

The proposed change in the Faculty/Staff Sick Leave Policy was postponed until a later date.

The Board elected new officers. Mr. Fred Rice was elected to serve as chair of the Board and as such he will also chair the Executive and Academic Affairs Committee. Dr. Daisy French was elected Vice Chair, and she will automatically chair the Financial Affairs Committee. Mr. Gary Abney was elected secretary and was appointed to chair the Institutional Advancement Committee. Mr. Rice appointed Ernie House to chair the Committee on Student Life and Athletics and Merita Thompson was appointed to chair the Committee on Internal Affairs.

Senator Thompson reported that the Board will hold a special meeting on March 1. Two primary items for discussion will be the Retirement Transition Program and the budget for the next year.

Report from the Student Government: Ritchie Rednour reported that the Student Government Association created an Ad Hoc Committee on Minority Affairs last semester. One of the items that may come forward from this committee is an ethnic studies minor. Another issue the committee is considering is diversity and sensitivity training for both students and faculty.

The Counsel of Student Affairs recently passed a new Class Withdrawal Policy to be forthcoming. This policy would give students an opportunity to know how they are doing in their classes before they have to make the decision of whether to withdraw or not.

The Student Court now has the realm of responsibility for the Parking Appeals Committee. Mr. Rednour asked the Senate members to encourage the faculty representatives on that committee to attend the meetings.

Mr. Rednour reported that the joint Ad Hoc Committee on Fraternization has not met yet.

**STANDING COMMITTEES:**

Committee on Elections. Senator Yoder stated that the Committee on Rules requests that the Faculty Senate adopt the following motion to recommend the following additions to the Faculty Handbook.

Amend Part VII, Organization of the Faculty of Eastern Kentucky University, Section VII (The Faculty Senate) A.4.a. (Policy Function). Add the following statement at Point #5:

The Faculty Senate in conjunction with appropriate administrators shall receive, review and make recommendations concerning university restructuring/ reorganization proposals, such as the addition or elimination of a college, department, center/institute or other academic unit. The Executive Committee of the Faculty Senate is the vehicle for placing such restructuring/reorganization proposals on the agenda of the Faculty Senate.

This motion was approved by the Faculty Senate.

Senator Yoder made a motion to adopt the following change to the Faculty Handbook:

Amend Part VII, Organization of the Faculty of Eastern Kentucky University, Section VII E. (Executive Committee) 1.b. Add this statement:

Once a motion is acted upon by the Faculty Senate, the President acting on behalf of the University shall be requested to inform the Faculty Senate of the disposition of the motion within three months.

This motion was approved by the Faculty Senate.

Committee on Elections. Senator McAdams asked the Senate members to let their colleges know that they will be receiving an e-mail with a nomination form attached to nominate an individual to serve as a Faculty representative on the Board of Regents. All nominations must be received by March 5th.

**ADJOURNMENT:**

Senator Marsden moved to adjourn the meeting at approximately 5:30 p.m.

## **Proposal for a Student Progress Report**

The current Faculty Handbook states under Syllabus Policy, element I, Part V:

“Student Progress--the syllabus will describe a mechanism by which the instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course.”

In order to improve communication between the faculty and students in applying this policy, the Council on Academic Affairs recommends the implementation of a policy whereby each instructor shall deliver to each student by the end of the seventh week the completed standardized (Student Progress Report) form located on the Q drive. This form will show the grade status and areas of concern at that time. In conjunction with this, the mid-term deficiency report shall be eliminated and the drop date shall remain at the end of the eighth week. Furthermore, the Council recommends that an additional question be added to the IDEA questionnaire, or other method of student evaluation of instruction, asking the student if the form was so delivered.

Approved by the CAA on February 15, 2001

## STUDENT PROGRESS REPORT

This form should be completed by the instructor and given to students no later than the final class period of the 7th week of the fall and spring terms and prior to the mid-point of intersession and summer terms.

STUDENT NAME	
COURSE SECTION	
INSTRUCTOR SIGNATURE	Date

### PROGRESS ASSESSMENT

**CURRENT ACADEMIC PROGRESS:**

Satisfactory \_\_\_\_\_ \*Unsatisfactory \_\_\_\_\_

Grade to Date: (Optional) \_\_\_\_\_

**OTHER ASSESSMENT/RECOMMENDATIONS:**

- Consult with Writing Center (Case Annex 173)
- Consult with Math Tutorial Lab (Wallace 342)
- Consult with your advisor
- Make an appointment with me ASAP
- Attend Class and Complete Assignments
- Consult with Student Success Institute (Keith 121)
- Other \_\_\_\_\_

**COMMENTS:** (\*Comments required for "Unsatisfactory" progress)

## Proposal for Developmental Course Grades

The University Developmental Committee submits the following grading proposal for developmental courses. All developmental courses eliminate the course grade of D from the grading scale. This proposal is in agreement with the Kentucky Council of Postsecondary Education "Guidelines for admission to the state-supported postsecondary education institutions in Kentucky" that states that an institution shall report to the council data that monitors the performance of first-time freshmen in remedial and entry-level courses. One of the core elements of the first-time freshmen performance monitoring system will be grades (item 11 d). Students are monitored as passing if they have course grades of C or higher. The proposal to eliminate the course grade of D from developmental courses was approved by the University Developmental Advisory Committee on January 10, 2001.

It has been proposed that developmental education courses (any course below the 100 level) not use the plus/minus grading system. The Kentucky Council of Post-secondary Education (CPE) again uses course grades of C or higher to monitor remedial student progress. Having a course grade of C- is not in the best interest of students in developmental courses. Further, since courses below the 100 level are not used in calculating GPAs, the issue of grade inflation, which was used to implement the plus/minus grading system, does not apply. This recommendation was approved by the University Developmental Advisory Committee on January 29, 2001.

### Placement Proposal for Developmental English and Reading, effective Fall 2001

The Council of Postsecondary Education has defined remedial placement for students with ACT subscores less than 18 for the areas of English, mathematics and reading beginning Fall 2001. This necessitates a change in placement procedures for developmental English and reading courses. Following is a proposal designed to implement the CPE Assessment and Placement Guidelines that would take effect for the Fall 2001 semester.

The current guidelines for placement in Developmental reading and English courses are given in the chart below.

Course Placement	ACT Score or Subscore
ENG 090 (Basic Writing)	English subscore 1 - 12
ENG 095 (Developmental Composition)	English subscore 13 - 15
GSL 090 (Developmental Reading I)	Composite* score 1 - 12
GSL 095 (Developmental Reading II)	Composite* score 13-14 or Composite* score 15 - 17 with Reading subscore < 20

\* Note that the Reading subscore is based on the ACT Composite score and not on the ACT reading score. Students had the opportunity to take placement tests to demonstrate proficiency if they felt they had been misplaced based on the ACT scores.

Proposed guidelines for placement in Developmental reading and English courses.

Course Placement	ACT Score or Subscore
ENG 090 (Basic Writing)	English subscore 1 - 12
ENG 095 (Developmental Composition)	English subscore 13 - 17
GSL 090 (Developmental Reading I)	Reading subscore 1 - 12
GSL 095 (Developmental Reading II)	Reading subscore 13 - 17

Students would have the opportunity to take placement tests to demonstrate proficiency if they feel they have been misplaced based on the ACT scores.

The proposed changes would have the following impact on current developmental English and reading enrollments. The proposed change to implement CPE Guidelines for English means that students with ACT English scores of 16 or 17 would now have an ENG 095 requirement instead of being placed in ENG 101. Using the entering freshmen data for Fall 2000, there were 290 students with ACT English scores of 16 and 17. This means there would be an increase of 290 students for ENG 095 (and a decrease of 290 students for ENG 101). There were approximately 8% of all students in developmental English courses in the Fall 2000 semester who demonstrated English proficiency based on a writing sample given during the first class

meeting. Overall, we would predict an increase of 267 students in ENG 095 for the Fall 2001 semester. This would not effect the number of English courses currently being offered, only the level of courses offered. The change in the reading requirement, from a ACT Composite score to the ACT Reading score will have an impact on the GSL 090 course. Again using the entering freshmen data for Fall 2000, there were 35 students with an ACT Composite score less than 12 and 123 students with an ACT Reading score less than 12. On the other hand 578 students had ACT Composite scores between 13 and 17 and only 493 had ACT reading scores between 13 and 17. This should mean that approximately the same number of students will be placed in developmental reading courses, but more students would be placed at the GSL 090 level. Approximately 14% of students who had a developmental reading requirement for the Fall 2000 semester were able to demonstrate reading proficiency based on placement tests. Therefore, we predict no increase in the number of students having developmental reading requirements. Following are the actual Fall enrollments for developmental English and reading courses. These were based on enrollments as of September 5, 2000. These enrollments include students who entered semesters other than Fall 2000 and had not yet completed a needed requirement. There were 38 students in GSL 090; 502 students in GSL 095 ; 139 students in ENG 090; and 335 students in ENG 095.

## **Developmental Education Description, Requirements, and Policies for the Catalog**

The developmental education program at Eastern Kentucky University helps students achieve academic success by developing or enhancing skill level proficiencies in the areas of reading, writing, and mathematics needed for success in college-level courses. At EKV all students must demonstrate basic skill proficiencies in the areas of reading, writing, and mathematics as determined by ACT and placement test scores. Since these proficiencies are determined by the ACT test, all students are responsible for having ACT scores and subscores on file at the University. A student whose ACT subscore is less than 18 in the area of reading, English, or mathematics is considered developmental for that area. In the case of transfer students, the University also considers performance at the previous institution. Before confronting a rigorous academic program, students identified through testing as needing additional help in these basic skill areas are placed in developmental courses designed to improve their skills. Listed below are developmental courses offered at Eastern. Please see Part IV of this Catalog for descriptions of these courses.

ENG 090 (Basic Writing)  
ENG 095 (Developmental Composition)  
GSL 090 (Developmental Reading I)  
GSL 095 (Developmental Reading II)  
MAT 090 (Prealgebra)  
MAT 095 (Developmental Algebra I)

Each course is a three hour institutional credit course. This means that the credit hours for these courses do not apply toward graduation but do count toward enrollment status for such purposes as financial aid eligibility and full-time student status.

### **Developmental Enrollment and Completion Requirements**

Following are the policies concerning developmental enrollment and completion requirements for degree seeking students.

- 1) All full or part time students with developmental requirements in two or more areas must take GSO 102 in the first semester of enrollment.
- 2) All full or part time students with developmental requirements, identified by the ACT and local placement testing, are required to enroll in the specified developmental course(s) during their first and each subsequent semester of enrollment at EKV until all developmental requirements are completed.
- 3) Part-time students must enroll in any required developmental course(s) before attempting course work which carries academic credit other than GSO 102.
- 4) Students with developmental requirements are allowed a maximum of two consecutive terms of university enrollment to successfully complete each required course.
- 5) Students with developmental requirements must complete all required developmental courses by the end of the term in which they attempt their 45<sup>th</sup> credit hour, including developmental hours. Withdrawal from a developmental course counts as one semester of university enrollment toward the attempted completion of developmental requirements.
- 6) Students not completing developmental requirements as outlined above will be developmentally dismissed from the university until the developmental deficiencies are remediated by some alternative means such as taking the appropriate course(s) at another institution.

### **Restrictions with Developmental Requirements**

- Students with two or more developmental requirements are restricted to 12 hours of university enrollment.
- Students with developmental requirements cannot enroll in a general education mathematics course until all developmental requirements are remediated.
- Students enrolled in MAT 090 (Prealgebra) cannot enroll in any course with the following prefixes: AST, BIO, CHE, CNM, CSC, FOR, GLY, NAT, PHY, SCI, or STA.

CURRICULUM FORM

(CHECK ONE)

REVISION IN DEGREE PROGRAM AND/OR OPTION(S)       X      

REVISION IN MINOR                     

REVISION IN CERTIFICATE       X      

SUBMITTED BY Curriculum and Instruction Education  
(Department) (College)

PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>5/11/00</u> (Date)	Teacher Education Committee*	<u>10/31/00</u> (Date)
College Curriculum Committee	<u>10/10/00</u> (Date)	Graduate Council*	<u>11/08/00</u> (Date)
General Education Committee*	<u>N/A</u> (Date)	Council on Academic Affairs	<u>02-15-01</u> (Date)
		Approved <u>X</u> Disapproved <u>    </u>	
		<i>As Amended</i>	
Faculty Senate*	<u>                    </u> (Date)	Board of Regents*	<u>                    </u> (Date)

\*if applicable

EFFECTIVE DATE: YEAR 2001 TERM Summer

FROM CURRENT REQUIREMENT (in catalog format):

ELEMENTARY EDUCATION WITH OPTION IN READING

Professional Education Core ..... 15 hours  
  One of the following: ..... 3 hours  
  EME 873, ELE 871, EMG 806  
  EDF 869 ..... 3 hours  
  EDF 839 ..... 3 hours  
  One of the following: ..... 3 hours  
  ELE 810, EMG 810  
  One of the following: ..... 3 hours  
  EMS 830, EMS 855, SED 775, 777, 778, 779, 790, 800, 802.

Reading Component ..... 12 hours  
  EMS 868. .... 3 hours  
  EMS 875. .... 3 hours  
  EMS 877. .... 3 hours  
  One of the following:  
  EME 865, EME 751, other options with advisor approval. .... 3 hours

Electives.. ..... 3 hours  
  Selected with advisor approval

Minimum Program Total. .... 30 hours

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

**READING/WRITING OPTION: P-12**

<b>Professional Education Core</b> .....	<b><u>12 hours</u></b>
EDF 839 .....	3 hours
EDF 869 .....	3 hours
One of the following: .....	3 hours
EME 873, ELE 871, EMG 806, <u>ESE 774</u>	
One of the following: .....	3 hours
ELE 810, EMG 810, <u>ESE 863</u>	
<b>Reading/Writing <sup>Option</sup> Component</b> .....	<b><u>12-15 hours</u></b>
<u>EME 751, EME 874, ENG 805.</u> .....	<u>3-6 hours</u>
<u>EMS 868.</u> .....	3 hours
<u>EMS 875.</u> .....	3 hours
<u>EMS 877.</u> .....	3 hours
<b>Electives..</b> .....	<b><u>3-6 hours</u></b>
Selected with advisor approval	
<b>Minimum Program Total.</b> .....	<b>30 hours</b>

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**JUSTIFICATION**

State certification has changed from "Reading" to "Reading/Writing." Not only does this change reflect the shift in focus in the certification but also the range of the certification from elementary and middle grade to P-12.



## SECONDARY EDUCATION WITH OPTION IN GIFTED AND TALENTED EDUCATION

Professional Education Core.....	9 hours
EDF 869.....	3 hours
One course selected from two of the following areas:.....	6 hours
4. Historical/Philosophical: EDF 832, 835, 836, 837	
5. Sociological/ Psychological: EDF 815, 850, 855, EPY 816, 823, 852	
6. Curriculum/Instruction: ELE 810, ELE/ESE 811, ESE 812, 863, SED 800	
Academic Specialization.....	9 hours
Must include	
ESE 856.....	3 hours
Gifted Education.....	9 hours
ESE 855.....	3 hours
ESE 857.....	3 hours
ESE 858.....	3 hours
Minimum Program Total.....	30 hours

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

### M.A. ED. IN EDUCATION WITH AN OPTION IN GIFTED EDUCATION -(P-12 )

This program offers individuals certified to teach at the elementary, middle grade, and secondary levels or variations thereof an additional certification option.

**Admission** - In addition to general Graduate School admission criteria, a minimum total GRE score of 1100 with verbal, quantitative, and analytic subscores of 300 is required.

<b>Professional Education Core.....</b>	<b>15 hours</b>
EDF 839.....	3 hours
EDF 869.....	3 hours
EMS 855.....	3 hours
One course from each of the following lists:	
A. ELE 810, EMG 810, ESE 863*.....	3 hours
B. ELE 871, EME 873, EMG 806, ESE 774*.....	3 hours
*Selection of specific courses will be based upon prior level of preparation and student need.	
<b>Gifted Education.....</b>	<b>9 hours</b>
EMS 856.....	3 hours
EMS 857.....	3 hours
EMS 858.....	3 hours
<b>Electives.....</b>	<b>6 hours</b>
To be selected with advisor approval to enhance preparation for teaching Gifted/Talented students.	
<b>Minimum Program Total.....</b>	<b>30 hours</b>

### JUSTIFICATION

Gifted/talented education programs in public schools are growing at a much faster rate than are programs designed to prepare teachers to teach the gifted. The Department of Curriculum and Instruction has been contacted by numerous teachers and by representatives from the State Department of Education with requests to offer this program. The request for reactivation of the program which was suspended several years is submitted in response to those requests. The two courses which have remained in our course offerings have been updated periodically. EMS 857 and EMS 858 have been revised following gifted education professional standards.

**Kentucky Pre-College Curriculum**  
**(This page is a draft of a document for the catalog.)**

The Kentucky Pre-College Curriculum (PCC) is defined by the Kentucky Council on Postsecondary Education (CPE) as a prescribed set of high school courses required for admission to an associate or baccalaureate degree program at a Kentucky public university. Students under 21 years of age must complete the PCC if they are admitted to the University as a degree seeking student or transfer in with less than 24 credit hours or transfer in with a GPA less than 2.0 on a 4.0 scale. According to CPE, the pre-college curriculum better prepares students for college-level work and reflects high school graduation requirements. Students admitted to the University with PCC deficiencies must complete courses to remediate these deficiencies. Pre-college Curriculum deficiencies must be remediated within the first 24 hours of enrollment, excluding developmental hours. Specific courses are designated to remediate PCC deficiencies in each content area.

Listed below are the 2001-2002 (revised 1995, 1999) and revised Pre-College Curriculum requirements for Fall 2002.

- 1) For the 2001-2002 academic year, the PCC requires four specified credits of English (English I, II, III, and IV), three of mathematics (algebra I, geometry, and algebra II), two of social studies (U.S. History and world civilization), and two of science (biology I and chemistry I or physics I). Students have nine required electives and a total of 20 credits (11 required and 9 elective credits).
- 2) Beginning Fall 2002, the PCC requirements are four credits of English/Language Arts (English I, English II, English III, English IV (or AP English), three of Mathematics (Algebra I, Algebra II, and Geometry)\*, three of Social Studies (from U.S. History, Economics, Government, World Geography, and World Civilization), three of science (These credits include life science, physical science, and earth/space science, one course must be a lab science course.), one-half credit of health, one-half credit of physical education, and one credit of History and Appreciation of Visual, Performing Arts (This is defined as history and appreciation of visual and performing arts or another arts course that incorporates such content.). Students are required to have 7 electives with five (5) of those rigorous electives. It is strongly recommended that students have one or more courses that develop computer literacy. Students have a total of 22 credits (15 required credits and 7 elective credits).

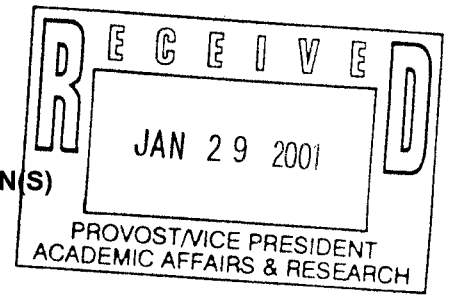
\*Beginning Fall 2002, a student may substitute an integrated, applied, interdisciplinary, or higher level course within a program of study if the substituted course offers the same or greater academic rigor and the course covers or exceeds the minimum required content. Rigorous electives should have academic content at least as challenging as that in courses required in the minimum high school graduation requirements. These electives also should be in social studies, science, mathematics, English and language arts, arts and humanities, nonnative (foreign) language, and, above the introductory level, in agriculture, industrial technology, business, marketing, family and consumer sciences, health sciences, and technology education and career pathways. Electives in physical education and health are limited to one-half unit each.

If you have any questions concerning Pre-College Curriculum requirements, please contact the Office of Admissions or the Office of Academic Advising.

# CURRICULUM REVISION FORM

(Check One)

- REVISION IN DEGREE PROGRAM AND/OR OPTION(S)  
 REVISION IN MINOR  
 REVISION IN CERTIFICATE



SUBMITTED BY Correctional & Juvenile Justice Studies (Department) Justice & Safety (College)

### PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>10/27/00</u> (Date)	Teacher Education Committee*	_____ (Date)
College Curriculum Committee	<u>11-21-00</u> (Date)	Graduate Council*	_____ (Date)
General Education Committee*	_____ (Date)	Council on Academic Affairs	<u>2-15-01</u> (Date)
Faculty Senate*	_____ (Date)	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <i>As Amended</i>	
		Board of Regents*	_____ (Date)

\*if applicable

EFFECTIVE DATE : YEAR 2001 TERM Spring (1)

FROM CURRENT REQUIREMENT (in catalog format):

Corrections and Juvenile Services (B.S.)  
Department of Correctional and Juvenile Justice Studies

- Major Requirements.....45 hours  
CRJ 101, COR 201, 301 or 321, 310, 311, 315 or 316, 330, 350, 388, 400, 490, and twelve hours of Correctional and Juvenile Justice Studies electives
- Supporting Course Requirements.....9 hours  
Nine hours selected from at least two of the following in consultation with major advisor; observe prerequisites: Criminal Justice Studies, Police Studies, Child and Family Studies, Political Science, Psychology, Social Work, Sociology, and Spanish.
- General Education Requirements.....51 hours  
Standard General Education program. Refer to Part Three of this Catalog for details on the General Education and University requirements.
- University Requirements.....4 hours  
LEO 100 and three hours of restricted electives.
- Free Electives or Minor.....19 hours  
May choose additional correctional and juvenile justice studies courses, other elective courses, or a minor area of study.
- Total Curriculum Requirements.....128 hours

NOTE: A maximum of nine hours total may be selected from COR 349, 375, or 460.

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Correctional and Juvenile Justice Studies (B.S.)  
Department of Correctional and Juvenile Justice Studies

- Major Requirements.....45 hours  
CRJ 101, COR 201, 301 or 321, 310, 311, 315 or 316, 330, 350, 388, 400, 490, and twelve hours of Correctional and Juvenile Justice Studies electives
- Supporting Course Requirements.....9 hours  
Nine hours selected from at least two of the following in consultation with major advisor; observe prerequisites: Criminal Justice Studies, Police Studies, Child and Family Studies, Political Science, Psychology, Social Work, Sociology, and Spanish.
- General Education Requirements.....51 hours  
Standard General Education program. Refer to Part Three of this Catalog for details on the General Education and University requirements.
- University Requirements.....4 hours  
~~JSO~~ ~~REQ~~ 100 and three hours of restricted electives.
- Free Electives or Minor.....19 hours  
May choose additional correctional and juvenile justice studies courses, other elective courses, or a minor area of study.
- Total Curriculum Requirements.....128 hours

NOTE: A maximum of nine hours total may be selected from COR 349, 375, or 460.

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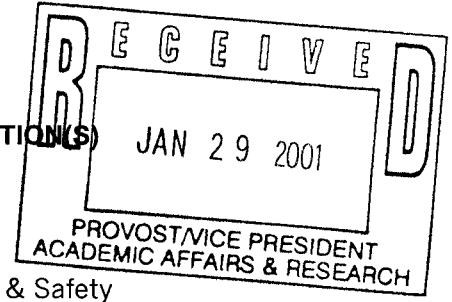
JUSTIFICATION

The name of the department was changed from "Correctional Services" to "Correctional and Juvenile Justice Studies" in 1999. However, due to an oversight when the 1999 curriculum revision form was prepared, the name of the degree itself was not officially changed. Nor did this change get made when the most recent curriculum changes were approved in December 2000. This proposal is to change the name of the degree to correspond with the name of the department.

**CURRICULUM REVISION FORM**

(Check One)

- REVISION IN DEGREE PROGRAM AND/OR OPTION(S)
- REVISION IN MINOR
- REVISION IN CERTIFICATE



SUBMITTED BY Correctional & Juvenile Justice Studies (Department) Justice & Safety (College)

PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>10/27/00</u> (Date)	Teacher Education Committee*	_____ (Date)
College Curriculum Committee	<u>11-21-00</u> (Date)	Graduate Council*	_____ (Date)
General Education Committee*	_____ (Date)	Council on Academic Affairs	<u>2-15-01</u> (Date)
Faculty Senate*	_____ (Date)	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <i>As Amended</i>	
		Board of Regents*	_____ (Date)

\*if applicable

EFFECTIVE DATE : YEAR 2001 TERM Spring (1)

FROM CURRENT REQUIREMENT (in catalog format):

Corrections and Juvenile Services (A.A.)  
 Department of Correctional and Juvenile Justice Studies

Major Requirements.....21 hours  
 CRJ 101, COR 201,301 or 321, 311, 315 or 316, 330, and 350.

Supporting Course Requirements.....43 hours  
 LEO 100, PSY 202, nine hours of COR electives, six hours of English composition\*, six hours of general education humanities\*, six hours general education social science\*, six hours general education natural science\*, HPR 180\*, 282\*, and four hours restricted electives.

Total Curriculum Requirements.....64 hours

NOTE: A maximum of three hours total may be selected from COR 349, 375, or 460

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Correctional and Juvenile Justice Studies (A.A.)  
Department of Correctional and Juvenile Justice Studies

Major Requirements.....21 hours  
CRJ 101, COR 201,301 or 321, 311, 315 or 316, 330, and 350.

Supporting Course Requirements.....43 hours  
~~LEQ~~ **JSO** LEQ 100, PSY 202, nine hours of COR electives, six hours of English composition\*, six hours of general education humanities\*, six hours general education social science\*, six hours general education natural science\*, HPR 180\*, 282\*, and four hours restricted electives.

Total Curriculum Requirements.....64 hours

NOTE: A maximum of three hours total may be selected from COR 349, 375, or 460.

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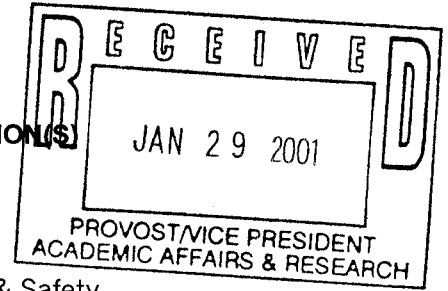
JUSTIFICATION

The name of the department was changed from "Correctional Services" to "Correctional and Juvenile Justice Studies" in 1999. However, due to an oversight when the 1999 curriculum revision form was prepared, the name of the degree itself was not officially changed. Nor did this change get made when the most recent curriculum changes were approved in December 2000. This proposal is to change the name of the degree to correspond with the name of the department.

# CURRICULUM REVISION FORM

(Check One)

- REVISION IN DEGREE PROGRAM AND/OR OPTION(S)  
 REVISION IN MINOR  
 REVISION IN CERTIFICATE



SUBMITTED BY Correctional & Juvenile Justice Studies (Department) Justice & Safety (College)

### PROPOSAL APPROVED BY:

Department Curriculum Committee	<u>10/27/00</u> (Date)	Teacher Education Committee*	_____ (Date)
College Curriculum Committee	<u>11-21-00</u> (Date)	Graduate Council*	_____ (Date)
General Education Committee*	_____ (Date)	Council on Academic Affairs	<u>2-15-01</u> (Date)
		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
Faculty Senate*	_____ (Date)	Board of Regents*	_____ (Date)

\*if applicable

EFFECTIVE DATE : YEAR 2001 TERM Spring (1)

FROM CURRENT REQUIREMENT (in catalog format):

Minor in Corrections and Juvenile Services  
Department of Correctional and Juvenile Justice Studies

A student may minor in Correctional and Juvenile Justice Studies by completing CRJ 101, COR 201, 301 or 321, 311, 315 or 316, and 330.

TO PROPOSED REQUIREMENT (in catalog format; new/changed information should be underlined):

Minor in Correctional and Juvenile Justice Studies  
Department of Correctional and Juvenile Justice Studies

A student may minor in Correctional and Juvenile Justice Studies by completing CRJ 101, COR 201, 301 or 321, 311, 315 or 316, and 330.

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JUSTIFICATION

The name of the department was changed from "Correctional Services" to "Correctional and Juvenile Justice Studies" in 1999. However, due to an oversight when the 1999 curriculum revision form was prepared, the name of the minor itself was not officially changed. Nor did this change get made when the most recent curriculum changes were approved in December 2000. This proposal is to change the name of the minor to correspond with the name of the department.



**EASTERN KENTUCKY UNIVERSITY**  
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COLLEGE OF ARTS AND SCIENCES  
Department of Physics and Astronomy  
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PHYLAIRD@EKU.EDU

Moore 351  
521 Lancaster Avenue  
Richmond, KY 40475-3124  
859-622-1521

**To:** Dr. John Taylor,  
Chair of the Faculty Senate

**From:** Dr. C. E. Laird, Chair

**Subj:** Posthumous Degree/Lance A. Barnett

**Date:** February 9, 2001

A handwritten signature in cursive script that reads "C. E. Laird".

The Department of Physics and Astronomy nominates Lance Arthur Barnett, SS# 447 90 6908, for a posthumous Bachelor of Science with a major in Physics (Engineering Physics). Before Lance's untimely death in December, he had been an outstanding student at Eastern in the 3/2 engineering program having completed 99 hours towards the degree awarded by Eastern with a cumulative grade point average of 3.83. At the time of death, he was enrolled in his first semester at the University of Kentucky in the Electrical Engineering program. In all of his time at Eastern Lance was a top student in class and was very active in many organizations. He was a recipient of the Allen Foundation Pre-engineering Scholarship and an active member of the Physics and Engineering Club for which he served as Secretary/Treasure. His academic honors include election and induction into Sigma Pi Sigma (the Physics Honor Society), Kappa Mu Epsilon (the Mathematics Honor Society), Phi Kappa Phi, and the Golden Key Honor Society. In all respects Lance was an excellent student, well deserving of this acknowledgement of his life and academic career.

**Cc:** Provost Michael Marsden  
Dean Domininc Hart  
Associate Vice President Rita Davis



**Faculty Senate Election Committee Report**  
**March 5, 2001**

**Members: Marianne McAdam (chair), Charles Everett, Peggy McGuire, Sara Sutton, Joyce Wolf**

Nominations for Faculty Regent close today, March 5<sup>th</sup> and the forums will be the week of March 19<sup>th</sup>. Please remind your faculty members that when the ballot arrives, the week of March 26<sup>th</sup>, it is essential that they sign the outside of the envelope if they want their vote counted. Votes have to be thrown out without a legible signature on the outside of the envelope. Also, if you know of any faculty member who is an assistant professor or higher that does not get a ballot please contact Marianne McAdam.

**Timetable for the Faculty Regent Election**

- |              |   |
|--------------|---|
| March 5      | • Nomination petitions due  |
| March 8      | • *8:00 am check petitions to be sure signatures are by voting faculty                                |
| March 20, 21 | • Forums:<br>March 20- Tuesday 3:30, Library room 108<br>March 21-Wednesday 3:30, Wallace, Adams room |
| March 23     | • Ballots get mailed (earlier in week if forums are earlier)  |
| April 6      | • Ballots returned  |
| April 10     | • 8:00-11:00 am ballots checked and counted   |
| April 13     | • Second ballot goes out if necessary   |
| April 27     | • Second ballot due back  |
| May 1        | • *Second ballot checked and counted  |